

THE UNIVERSITY OF BURDWAN



**Curriculum for the 3-Year B.A/B. Sc. (General) Degree Course
(Semester Pattern)**

in

PSYCHOLOGY

Under the Choice Based Credit System (CBCS)

(Effective from 2021-22)

B.Sc. GENERAL (PSYCHOLOGY SYLLABUS under CBCS)

Type	Credits	Number of Courses	Total Credits
Core Course (CC)	6 credits per course (4 theories, 2 Practicum)	12	72
Discipline Specific Elective (DSE)	6 credits per course (4 theories, 2 Practicum)	6	36
Ability Enhancement Course (AEC)	Ability Enhancement Compulsory Course-1 (AECC-1)-4 credits Ability Enhancement Compulsory Course-2 (AECC-2)-2 credits	2	6
Skill Enhancement Course (SEC)	2 credits per course	4	8
			122

B.A. GENERAL (PSYCHOLOGY SYLLABUS under CBCS)

Type	Credits	Number of Courses	Total Credits
Core Course (CC)	6 credits per course (4 theories, 2 Practicum)	12	72
Discipline Specific Elective (DSE)	6 credits per course (4 theories, 2 Practicum)	4	24
General Elective (GE) (any discipline other than Psychology) (FOR BA)	6 credits per course (4 theories, 2 Practicum)	2	12
Ability Enhancement Course (AEC)	Ability Enhancement Compulsory Course-1 (AECC-1)-4 credits Ability Enhancement Compulsory Course-2 (AECC-2)-2 credits	2	6
Skill Enhancement Course (SEC)	2 credits per course	4	8
			122

Core Course

CC1A- FOUNDATIONS OF PSYCHOLOGY
CC1B- INTRODUCTION TO SOCIAL PSYCHOLOGY
CC1C- PSYCHOLOGY FOR HEALTH AND WELL-BEING
CC1D- STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH
CORE LANGUAGE (FOR B.A.)-ENGLISH (L₁)
CORE LANGUAGE (FOR B.A.) - HINDI/MIL (L₂)

Discipline Specific Elective

DSE-1A:
LIFE SPAN DEVELOPMENT / INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY

DSE-1B:
COUNSELLING PSYCHOLOGY / COMMUNITY PSYCHOLOGY

Skill Enhancement Course

SEC-1 EMOTIONAL INTELLIGENCE/ BEHAVIOUR MODIFICATION
SEC-2 STRESS MANAGEMENT/ COMMUNICATION
SEC-3 MAKING DECISIONS/ APPLICATIONS OF SOCIAL PSYCHOLOGY
SEC-4 MANAGING HUMAN RESOURCES / PSYCHOLOGY IN EDUCATION

Generic Elective (For B.A. ONLY)

GE-1: PSYCHOLOGY FOR LIVING/ PSYCHOLOGY AT WORK
GE-2: PSYCHOLOGY OF GENDER / PSYCHOLOGY AND MEDIA

AECC

AECC-1: ENVIRONMENTAL STUDIES
AECC-2: COMMUNICATIVE ENGLISH/MIL

THE UNIVERSITY OF BURDWAN
PSYCHOLOGY (GENERAL) SYLLABUS UNDER CBCS
COURSE STRUCTURE AT A GLANCE
B.Sc. PSYCHOLOGY (GENERAL)

SEMESTER	COURSE	COURSE TITLE	TYPE	L-T-P	CREDIT	MARKS
SEM-1	CC-1A (DISCIPLINE 1- PSYCHOLOGY)	FOUNDATIONS OF PSYCHOLOGY	CORE COURSE	4- 0- 2	6	75
	CC-2A (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	CC-3A (DISCIPLINE 3- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	AECC-1	ENVS	ABILITY ENHANCEMENT COURSE		4	100
SEM-2	CC-1B (DISCIPLINE 1- PSYCHOLOGY)	INTRODUCTION TO SOCIAL PSYCHOLOGY	CORE COURSE	4- 0- 2	6	75
	CC-2B (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	CC-3B (DISCIPLINE 3- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	AECC-2	COMMUNICATIVE ENGLISH/MIL	ABILITY ENHANCEMENT COURSE		2	50

SEMESTER	COURSE	COURSE TITLE	TYPE	L-T-P	CREDIT	MARKS
SEM-3	CC-1C (DISCIPLINE 1- PSYCHOLOGY)	PSYCHOLOGY FOR HEALTH AND WELL-BEING	CORE COURSE	4- 0- 2	6	75
	CC-2C (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	CC-3C (DISCIPLINE 3- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	SEC-1 (DISCIPLINE 1- PSYCHOLOGY)	EMOTIONAL INTELLIGENCE OR BEHAVIOUR MODIFICATION	SKILL ENHANCEMENT COURSE		2	50
SEM-4	CC-1D (DISCIPLINE 1- PSYCHOLOGY)	STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH	CORE COURSE	4- 0- 2	6	75
	CC-2D (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	CC-3D (DISCIPLINE 3- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	SEC-2 (DISCIPLINE 1- PSYCHOLOGY)	STRESS MANAGEMENT OR COMMUNICATION	SKILL ENHANCEMENT COURSE		2	50

SEMESTER	COURSE	COURSE TITLE	TYPE	L-T-P	CREDIT	MARKS
SEM-5	DSE-1A (DISCIPLINE 1- PSYCHOLOGY)	LIFE SPAN DEVELOPMENT OR INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY	DISCIPLINE SPECIFIC ELECTIVE	4- 0- 2	6	75
	DSE-2A (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	DISCIPLINE SPECIFIC ELECTIVE		6	75
	DSE-3A (DISCIPLINE 3- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	DISCIPLINE SPECIFIC ELECTIVE		6	75
	SEC-3 (DISCIPLINE 1- PSYCHOLOGY)	MAKING DECISIONS OR APPLICATIONS OF SOCIAL PSYCHOLOGY	SKILL ENHANCEMENT COURSE		2	50
SEM-6	DSE-1B (DISCIPLINE 1- PSYCHOLOGY)	COUNSELLING PSYCHOLOGY OR COMMUNITY PSYCHOLOGY	DISCIPLINE SPECIFIC ELECTIVE	4- 0- 2	6	75
	DSE-2B (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	DISCIPLINE SPECIFIC ELECTIVE		6	75
	DSE-3B (DISCIPLINE 3- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	DISCIPLINE SPECIFIC ELECTIVE		6	75
	SEC-4 (DISCIPLINE 1- PSYCHOLOGY)	MANAGING HUMAN RESOURCES OR PSYCHOLOGY IN EDUCATION	SKILL ENHANCEMENT COURSE		2	50

B.A. PSYCHOLOGY (GENERAL)

SEMESTER	COURSE	COURSE TITLE	TYPE	L-T-P	CREDIT	MARKS
SEM-1	CC-1A (DISCIPLINE 1- PSYCHOLOGY)	FOUNDATIONS OF PSYCHOLOGY	CORE COURSE	4- 0- 2	6	75
	CC-2A (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	L ₁ -1	ENGLISH LANGUAGE- CORE-L1	LANGUAGE		6	75
	AECC-1	ENVS	ABILITY ENHANCEMENT COURSE		4	100
SEM-2	CC-1B (DISCIPLINE 1- PSYCHOLOGY)	INTRODUCTIO N TO SOCIAL PSYCHOLOGY	CORE COURSE	4- 0- 2	6	75
	CC-2B (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	L ₂ -1	HINDI/MIL- CORE-L ₂	LANGUAGE		6	75
	AECC-2	COMMUNICATI VE ENGLISH/MIL	ABILITY ENHANCEMEN T COURSE		2	50
SEM-3	CC-1C (DISCIPLINE 1- PSYCHOLOGY)	PSYCHOLOGY FOR HEALTH AND WELL- BEING	CORE COURSE	4- 0- 2	6	75
	CC-2C (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	L ₁ -2	ENGLISH LANGUAGE- CORE-L ₁	LANGUAGE		6	75
	SEC-1 (DISCIPLINE 1- PSYCHOLOGY)	EMOTIONAL INTELLIGENCE OR BEHAVIOUR MODIFICATION	SKILL ENHANCEMEN T COURSE		2	50

SEM-4	CC-1D (DISCIPLINE 1- PSYCHOLOGY)	STATISTICAL METHODS AND PSYCHOLOGIC AL RESEARCH	CORE COURSE	4- 0- 2	6	75
	CC-2D (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	CORE COURSE		6	75
	L ₂ -2	HINDI/MIL- CORE-L ₂	LANGUAGE		6	75
	SEC-2 (DISCIPLINE 1- PSYCHOLOGY)	STRESS MANAGEMENT OR COMMUNICATI ON	SKILL ENHANCEMEN T COURSE		2	50
SEM-5	DSE-1A (DISCIPLINE 1- PSYCHOLOGY)	LIFE SPAN DEVELOPMEN T OR INDUSTRIAL/ ORGANIZATIO NAL PSYCHOLOGY	DISCIPLINE SPECIFIC ELECTIVE	4- 0- 2	6	75
	DSE-2A (DISCIPLINE 2- ANY DISCIPLINE OTHER THAN PSYCHOLOGY)	ANY DISCIPLINE OTHER THAN PSYCHOLOGY	DISCIPLINE SPECIFIC ELECTIVE		6	75
	GE-1 (DISCIPLINE 1- PSYCHOLOGY)	PSYCHOLOGY FOR LIVING OR PSYCHOLOGY AT WORK	GENERIC ELECTIVE		6	75
	SEC-3 (DISCIPLINE 1- PSYCHOLOGY)	MAKING DECISIONS OR APPLICATIONS OF SOCIAL PSYCHOLOGY	SKILL ENHANCEMEN T COURSE		2	50
SEM-6	DSE-1B (DISCIPLINE 1- PSYCHOLOGY)	COUNSELLING PSYCHOLOGY OR COMMUNITY PSYCHOLOGY	DISCIPLINE SPECIFIC ELECTIVE	4- 0- 2	6	75
	DSE-2B (DISCIPLINE 2- ANY	ANY DISCIPLINE OTHER THAN	DISCIPLINE SPECIFIC ELECTIVE		6	75

	DISCIPLINE OTHER THAN PSYCHOLOGY)	PSYCHOLOGY				
	GE-2 (DISCIPLINE 1- PSYCHOLOGY)	PSYCHOLOGY OF GENDER OR PSYCHOLOGY AND MEDIA	GENERIC ELECTIVE		6	75
	SEC-4 (DISCIPLINE 1- PSYCHOLOGY)	MANAGING HUMAN RESOURCES OR PSYCHOLOGY IN EDUCATION	SKILL ENHANCEMEN T COURSE		2	50

CORE COURSES

CREDITS: Four Courses = Theory + Practical= (4+2) x 4=24
SEMESTER I

CC-1A: FOUNDATIONS OF PSYCHOLOGY

6 CREDIT

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

THEORY- CREDIT 4

[60L]

Unit 1: Introduction:

Psychology: a science and a perspective, origin and development of psychology, psychology in India, methods. (14 L)

Unit 2: Cognitive processes:

Perception, nature of perception, laws of perceptual organization, learning- conditioning, observational learning; memory-processes, information processing model, techniques for improving memory. (16 L)

Unit 3: Motivation and Emotion:

Motives: biogenic and sociogenic Emotions: aspects of emotions, key emotions (14 L)

Unit 4: Personality and Intelligence:

Personality: nature, theories

Intelligence: nature, theories (16 L)

PRACTICAL: CREDIT-2

[30P]

Any two to be done on any two topics from 1A

1. Determine the subject's capacity of memorization by Whole vs. Part

2. Standard Progressive Matrices

3. Eysenck Personality Questionnaire

Suggested Readings:

Chadha, N. K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi.
Ciccarelli, S. K. & Meyer, G. E. (2008). *Psychology* (South Asian Edition). New Delhi: Pearson
Feldman, S. R. (2009). *Essentials of understanding psychology* (7th Ed.) New Delhi : Tata Mc Graw Hill.
Glassman, W. E. (2000). *Approaches to Psychology*(3rd Ed.) Buckingham: Open University Press.

Further Readings:

Baron, R., & Misra, G. (2013). *Psychology*. New Delhi: Pearson.
Feist, J., Feist, G. J. & Roberts, T. (2013). *Theories of Personality*.
Morgan, C. T., King, R. A., & Weisz, J. R., (2017). *Introduction to Psychology*. McGraw Hill Book Co.
Roy, S. (2015). *Shikhya Monobidya*. Soma Book Agency.
Sarkar, N. (2012). *Monobigyan o Jibon*. Gyankosh Prokashoni (3rd Edition).
Siddiqui, A.B. (1994), *Snatok O Snatokottor Monobiggan*. Sahityakosh.

SEMESTER II**CC-1B: INTRODUCTION TO SOCIAL PSYCHOLOGY****6 CREDIT**

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

THEORY- CREDIT 4

[60L]

Unit 1: Introduction:

Brief history of social psychology (special emphasis on India), Scope of social psychology, levels of social behaviour, approaches towards understanding social behaviour. (12 L)

Unit 2: Individual level processes:

Person perception: attribution-theories, biases and errors Attitude: formation, change and resistance to change. (16 L)

Unit 3: Interpersonal processes:

Interpersonal attraction, pro-social behaviour, aggression (16 L)

Unit 4: Group dynamics:

Key aspects of groups (Structure, Function and Types of Groups), cooperation and conflict, group decision making. (16L)

PRACTICUM- CREDIT-2

[30P]

Two practicum to be done on any two topics from the above units

1. To determine group cohesiveness of a small group (by Sociometric method)
2. Influence of group on individual behavior.

Suggested Readings:

Baron, R. A., Byrne, D. & Bhardwaj, G (2010). *Social Psychology*. (12th Ed). New Delhi: Pearson.
Chadha, N. K. (2012). *Social Psychology*. MacMillan: New Delhi

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

Further Readings:

Ara, S. *Uchhotoro Somaj Monobiggan*.

Asadujjaman, M. *Somaj Monobiggan*.

Haque, Z. *Somaj monobiggan*.

Islam, A. *Somaj Monobiggan* .Azizia book depot.

Sengupta, P. *Somaj Monobiggan*.

SEMESTER-III

CC-1C:

PSYCHOLOGY FOR HEALTH AND WELL-BEING

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

THEORY- CREDIT 4 [60L]

UNIT 1 : Illness, Health and Well being

Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being. (14L)

UNIT 2 : Stress and Coping

Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management (14 L)

UNIT 3 : Health Management

Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management. (16 L)

Unit 4 : Human strengths and life enhancement

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance. (16 L)

PRACTICAL- CREDIT 2 [30P]

Two to be done on any two topics from the above units

1. Administration of General Health Questionnaire/Health Behaviour Scale.
2. Administer scales on perceived stress and coping

Suggested Readings:

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

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

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

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

Mondal, J. (1999). *Manosik Sasthyabidya*, Soma Book Agency.

Mondal, J. & Mukhopadhyay,P.(2017).*Monoboigganik Poramorshodan*. Soma Book Agency.

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

Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.).NY: Wiley.

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

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

SEMESTER IV

CC-1D: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH 6 CREDIT

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

THEORY: CREDIT 4 [60L]

Unit 1: Introduction: Scales of measurement, graphical representation of data (Frequency Polygon, Histogram, Bar Diagram and Pie Chart). (12 Hours)

Unit 2: Data analysis: Measures of central tendency: Mean, median, mode (properties and computation). Standard deviation: properties and computation. Correlation: Pearson method, properties of Normal Probability Curve (NPC). (14 Hours)

Unit 3: Psychological Testing: Introduction to psychological testing, characteristics of test, Reliability, Validity, Norms, standardization, types of tests. (18 Hours)

Unit 4: Qualitative methods: Interview, observation, case study. Difference between qualitative and quantitative methods (16 Hours)

PRACTICAL- CREDIT 2 [30P]

Two practicum to be done from the above Unit

1. Any one statistic from Unit 2.
2. Any one practical based on unit 4.

Suggested Readings:

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

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

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

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

Mangal, S. K. (2012). *Statistics in Psychology & Education*. (2nd Ed). New Delhi: PHI learning Pvt. Ltd.

Singh, A. K. (1988). *Tests, Measurements and Research Methods In Behavioural Sciences*. Tata McGraw Hill, New Delhi.

Further Reading:

Sarkar, N. *Monobigyan Porimapon o Porisonkhyan*. Gyankosh prokashoni, Dhaka, 2nd Edition.

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

Credits: Four papers= Theory + Practical= (4+2)x 4=24

SEMESTER-V

DSE-1A

LIFE SPAN DEVELOPMENT

6 CREDITS

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

THEORY- CREDIT 4

[60L]

1. Introduction to life-span perspective: Nature, issues and theoretical perspectives; Life-span development in the Indian context; methods and designs. (14L)

2. Physical development: Patterns of growth from conception till late adulthood; disability; Death and dying. (14L)

3. Cognitive development: Introduction, Piagetian, Vygotskian, and Information processing approaches; Cognitive changes in adulthood and old age; Language development. (16L)

4. Socio-emotional development: Emotional development; Moral development; The Self; Gender and sexuality; Successful aging. (16L)

PRACTICUM: CREDIT-2

[30L]

1. Determine the verbal Reasoning and Numerical Ability of your subject using a suitable Aptitude test battery.
2. Administration of any suitable Parent-Child relationship scale.

Suggested Readings:

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

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

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

Further Readings:

Banu, S. (2013). *Bikash Manobiggan* (1st and 2nd Part). Chayanika.

Heatherington, E. B., & Parke, R. D.(1986). *Child Psychology*. McGraw Hill New York.

OR

DSE-1A

INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

6 CREDITS

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

THEORY- CREDIT 4

[60L]

Unit 1: Introduction: Industry and organization; Current status of I/O psychology, I/O psychology in the Indian context. (14L)

Unit 2:Work Related Attitudes: Job satisfaction; Organizational Commitment; Organizational Citizenship Behavior; Work Engagement. (16L)

UNIT 3: Work Motivation: Theories and application; Indian perspective. (14L)
Unit 4: Leadership: Contemporary perspectives on leadership; Cross-cultural leadership issues; Indian perspective on leadership. (16L)

PRACTICAL: CREDIT-2 [30P]

1. Administer a scale to assess Career Maturity
Or,
Administration of a Suitable Intrinsic Extrinsic Motivation questionnaire.
2. Administer a suitable scale to measure Emotional intelligence

Suggested Readings:

Chadha, N. K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
Chatterjee, N.R.(1967). *Psychology in Industry*. New Delhi. University of Delhi.
Greenberg, J. & Baron, R. A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.
Pareek, U. (2010). *Understanding organizationalbehaviour*. Oxford: Oxford University Press.
Robbins, S. P. & Judge, T.A. (2007).*Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.
Schultz, D. P. & Schultz, S. P. (1992). *Psychology and Industry Today – An Introduction to Industrial and Organizational Psychology*. (6th ed.) Macmillan Co. N.Y.
Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley.

Further Reading:

Kareem, C.R., & Aftarujjaman. *Shilpo Monobiggan*. Azizia Prokashonee
Khalek, A. *Shilpo Monobiggan*. Dhaka University.

SEMESTER-6

**DSE 1B
COUNSELLING PSYCHOLOGY**

6 CREDITS

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

THEORY- CREDIT 4 [60L]

1. **Introduction:** Meaning and goals; Counselling process and relationship; Counselor effectiveness, Counseling in the Indian context. (14L)
2. **Approaches:** Overview of approaches to counselling: Psychodynamic, Behavioural, Person-centered and Cognitive-behavioural. (16L)
3. **Techniques:** Play, art, drama, music, dance; Yoga and meditation (15L)
4. **Applications:** Family Counselling; School and Career Counselling. (15L)

PRACTICAL: CREDIT-2 [30P]

1. a) Administration of a inventory measuring depression (BDI).
b) Administration of a inventory measuring Anxiety (BAI).

2. Administration of a suitable Interest Inventory (Guilford- Zimmerman Interest Inventory or any other)

Suggested Readings:

- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
- Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.
- Rao, S. N. & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L. W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
- Udupa, K. N. (1985). *Stress and its Management by Yoga*. Motilal Banarsidas, Delhi.

Further Reading:

- Mondal, J. & Mukhopadhyay, P. (2017). *Monoboigganik Poramorshodan*. Soma Book Agency.

OR

DSE 1B

COMMUNITY PSYCHOLOGY

6 CREDITS

Objective: To learn the link between individuals and communities and deal with social issues more effectively with people's participation.

THEORY- CREDIT 4

[60L]

- 1. Introduction:** Definition of community psychology; types of communities; models. (12L)
- 2. Core values:** Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths. (16L)
- 3. Health promotion:** process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context. (18L)
- 4. Interventions:** community development and empowerment; case studies in Indian context. (14L)

PRACTICAL: CREDITS-2

[30P]

1. Administer any suitable test to measure the Family Environment.
2. To construct a Semi Structured Interview on Women empowerment.

Suggested Readings:

- Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No. 3967
- Fetterman, D. M., Kaftarian, S. J. & Wandersman, A (Eds.) (1996) *Empowerment Evaluation*. New Delhi : Sage Publication.

- Kloos B. Hill, J. Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*,. Wadsworth Cengage Learning.
- McKenzie, J. F., Pinger, R. R., & Kotecki, J. E. (2005). *An Introduction To Community Health*. United States: Jones and Bartlett Publishers.
- Misra, G. (Ed). (2010). *Psychology in India*. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
- Poland, B. D., Green, L.W. & Rootman, I.(2000). *Setting for Health Promotion: Linking Theory and Practice*. Sage Publication, New Delhi.

SKILL ENHANCEMENT COURSE (SEC) in Sem III, IV, V and VI:

SEMESTER-III

THEORY-2 CREDITS [30L]

SEC-1

EMOTIONAL INTELLIGENCE

Objective: To understand the concept of emotional intelligence and learn ways of developing it.

Unit 1: Introduction: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence. (8L)

Unit 2: Knowing One's And Others' Emotions: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others. (8L)

Unit 3: Managing Emotions: The relationship between emotions, thought and behaviour; Techniques to manage emotions. (7 L)

Unit 4: Applications: Workplace; Relationships; Conflict Management; Effective Leadership. (7L)

Suggested Readings:

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The Handbook of Emotional Intelligence*. San Francisco, Jossey Bros., California.
- Goleman, D. (1995). *Emotional Intelligence*:. Bantam Book, New York.
- Goleman, D. (1998). *Working with Emotional Intelligence*. Bantam Books, New York.
- Singh, D. (2003). *Emotional intelligence at work (2nd ed.)*. Response Books, New Delhi.

OR

SEC-1

BEHAVIOUR MODIFICATION

Objective: To understand the concept of behaviour modification and its applications.

THEORY-2 CREDITS [30L]

Unit 1: Introduction-What is behavior? What is behaviour modification?What is behaviour assessment? (7 hours)

Unit 2: Classical conditioning theory, basic principles, cognitive perspective and applications. Operant conditioning theory, basic principles, punishment, negative reinforcement, schedules of reinforcement, cognitive perspective and applications. (7 hours)

Unit 3 : Techniques- Token Economy, Contingencies, Shaping, Premack Principle. (8 hours)

Unit 4: Applications- School, Family, Work. Behavioural principles and procedures-

- a) Getting a behaviour to occur more often with positive reinforcement,
- b) Developing and maintaining behaviour with conditioned reinforcement,
- c) Decreasing a behaviour with extinction. Planning, applying and evaluating. (8 hours)

Suggested Readings:

Hilgard, E. R., Atkinson, R. C., and Atkinson, R. L. (1975). *Introduction to Psychology*. 6th Ed. Oxford IBH Publishing.

Luthans, F. (2005). *Organizational Behaviour*. 10th Edition. McGraw Hill Irwin, Boston, MA. ISBN:0072873876 / 9780072873870.

Robbins, S. P., Judge, T. A., & Hasham, E. S. (2012, Copyright). *Organizational Behaviour*. Arab World Edition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8.

Robbins, S. P. (2000). *Organizational Behaviour: Concepts, Controversies and Applications*. VII Ed. New Delhi, Prentice Hall of India.

Further Readings:

Miltenberger, R. G. (2011). *Behaviour Modification: Principles and Procedures*. Wadsworth Publishing Company.

SEMESTER-IV

SEC-2: STRESS MANAGEMENT

Objective: In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

THEORY-2 CREDITS [30L]

Unit 1: Stress: Introduction, Nature of stress, symptoms of stress, Various sources of stress: environmental, social, physiological and psychological (7L)

Unit 2: Stress and health: effects of stress on health, stress related somatic disorders (gastrointestinal disorders, B.P related disorders, autoimmune disorders) (8 L)

Unit 3: Managing stress: I Methods - yoga, meditation, relaxation techniques, (7L)

Unit 4: Managing stress: II Problem focused and emotion focused approaches, coping, social support. (8L)

Suggested Readings:

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

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

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

Further Readings:

- Goldberger, I. & Breznitz, S.(1986). *Handbook of Stress: Theoretical and Clinical Aspect*. The Free Press Collier MacMillan Publishers. London.
- Misra, G. (Ed.) (1999). *Psychological Perspectives on Stress and Health, New Delhi, Concept*.
- Sarafino, E.P. (2002). *Health Psychology: Bio-Psychosocial Interactions* (4th Ed.).NY: Wiley.
- Taylor, S. E. (2006). *Health psychology*. 6th Edition. New Delhi: Tata McGraw Hill.

OR**SEC-2: COMMUNICATION**

Objective: To understand communication and its different facets in different contexts.

THEORY-2 CREDITS [30L]

Unit 1: Introduction: What is Communication. Definition, Nature, Types, Process and Functions. (7L)

Unit 2: Non-verbal Communication and Interpersonal behaviour. Gender and Cultural issues with respect to Non-Verbal Communication. Functions of Non-Verbal communication. Interaction of verbal and Non-Verbal behaviour in conversation, Facial expression. Pro-social, anti-social behaviour, prejudice, conflict, intergroup behaviour. (10L)

Unit 3: Organizational Communication, Choice of Communication Channel, Persuasive Communications, Barriers to Effective Communication. (8 hours)

Unit 4: Applications : Family and Work. (5 hours)

Suggested Readings:

- Miner, J. B. (1992). *Industrial – Organizational Psychology*. McGraw Hill
- Mumby, D. K. (2001). *Organizational Communication: A Critical Approach*. Sage Publishing.
- Pennington, D. C., Gillen, K , & Hill, P. (1999). *Social Psychology*. Routledge.
- Robbins, S. P., Judge, T. A., & Hasham, E. S. (2012, Copyright).*Organizational Behaviour*. Arab World Edition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8.
- Robbins, S. P. (2000). *Organizational Behaviour: Concepts, Controversies and Applications*. VII Ed. New Delhi, Prentice Hall of India.

SEM-V**SEC- 3 : MAKING DECISIONS**

THEORY-2 CREDITS [30L]

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

Unit 1: Introduction: Basic concepts of decision making, Importance of making good decisions. (7L)

Unit 2: Decisions regarding career: Discovering self, concept of self-efficacy. Learning to connect with self with vocational choices/career. (8L)

Unit 3: Decision making in interpersonal context: Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions. (8L)

Unit 4: Decision making at the workplace: developing competencies and skills required for effective decision making. (7L)

Readings:

Adler, R.B & Proctor, R.F (2009). *Communication Goals and Approaches*. Wadsworth cengage Learning, India

Chadha, N.K. & Bhatia, H. (2014). *Career Development-different voices, different choices*. The Readers Paradise: New Delhi.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). *Developing soft skills*. Pearson Education, India.

OR

SEC-3: APPLICATIONS OF SOCIAL PSYCHOLOGY

THEORY-2 CREDITS

[30L]

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

Unit 1: Introduction: Importance of application of social psychological knowledge, developing interventions, impact analysis, case studies in the Indian context (7L)

Unit 2: Applications of social psychology I: diversity, health, environment. (8L)

Unit 3: Applications of social psychology II : population, law, work. (8L)

Unit 4: Intervention and Evaluation: Process of intervention; need for evaluation for effective programmes. Case studies in Indian context. (7L)

Readings:

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

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

SEMESTER-VI

SEC 4: (Any one of the following)

MANAGING HUMAN RESOURCES

THEORY-2 CREDITS

[30L]

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

Unit 1: Introduction: Human resource management, Human resource development, Strategic Human Resource Management, International Human Resource Management, cross-cultural issues.(7L)

Unit 2: Human resource practices: Job analysis, Selection, training, performance evaluation. (8L)

UNIT 3: International human resource management (IHRM)

The context of Globalization, Policies and practices in the multinational enterprise, Selection of international assignees; Role of culture in IHRM, Dimensions of Cultural difference (Hofstede). (7L)

UNIT 4: Organizational change and development:
Organizational change: concepts, models (one model), techniques (one for individual and one for group), And organizational development: concepts. (8L)

Readings:

Aamodt, M. G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc.
Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.
Chadha, N. K. (2005). *Human Resource Management- Issues, case studies and experiential exercises*. 3rd edition. New Delhi: Sai Printographers.
DeCenzo, D. A. & Robbins, S. P. (2006). *Fundamentals of human resource management*. (8th Ed). NY: Wiley.
Harzing, A-W.K. & Pennington, A. (2011). *International human resource management*. New Delhi: Sage publications.
Muchinsky, P.M. (2006). *Psychology applied to work: An Introduction to Industrial and Organizational Psychology*. NC : Hypergraphic press

OR

SEC-4: PSYCHOLOGY IN EDUCATION

THEORY-2 CREDITS [30L]

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

Unit 1: Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology, Human Diversity and Education (Socio-cultural Differences: Gender, Socio-Economic Status, Linguistic Diversity) (7L)

Unit 2: Effective Teaching and Classroom Management

Characteristics of Effective Teachers, Teaching Methods, Classroom Management, Role of a teacher. (7L)

Unit 3: Responsibilities of Teachers towards learners with Special Needs. Uses and abuses of psychological testing in education, The IQ controversy. (7L)

Unit 4: Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Understanding exceptional children- classification, characteristics, Conceptualizing Exceptionality: Categorization, Labelling , Education of different classes of exceptional children- Gifted, Mentally Retarded (identification, problem, causes, education) (9L)

Readings:

- Lahey R.B. Graham J. E., (2000). *An Introduction to Educational Psychology*, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
- Mondal, J. (2010-11). *Protibondhi o protibhaban shishu: bishesh shikhhadhara*. Soma Book Agency.
- Roy, S. (2015). *Shikhya Monobidya*. Soma Book Agency.
- Santrock John W. (2010). *Educational Psychology*. Inwin Professional Publishers, Delhi.
- Woolfolk, A. (2004). *Educational Psychology*. 9th Edition, Allyn and Bacon, Boston.
- Woolfolk, A. & Woolfolk, H. A. (2008). *Educational Psychology*. Pearson, New Delhi.

GENERIC ELECTIVE (GE)

THEORY-4 CREDITS, PRACTICAL-2 CREDITS

SEMESTER-V

GE 1: PSYCHOLOGY FOR LIVING

THEORY-4 CREDITS

[60L]

Unit 1: Introduction: What is psychology, relevance of psychology, mind-body relationship, psychological factors and physical illness, body image, lifestyle interventions. (14L)

Unit 2: Self and relationships: importance of family and peer groups in one's life, importance of emotional intelligence, role of culture. (14L)

Unit 3: Self in disintegrative experiences: anxiety, stress, depression, coping (16L)

Unit 4: Growth and actualizing self: self-direction, subjective well-being, hope, optimism, resilience. (16L)

PRACTICAL: CREDITS-2

[30P]

1. a) Administration of a inventory measuring depression (BDI).
b) Administration of a inventory measuring Anxiety (BAI).
2. Administer a suitable scale to measure perceived stress level.

Readings:

- Atwater, E. & Grover, D. & Karen (1999). *Psychology for living: Adjustment, growth and behavior today*. Prentice Hall.
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.

OR

GE 1: PSYCHOLOGY AT WORK

THEORY-4 CREDITS

[60L]

Unit I: Introduction to I/O Psychology

Definition, Brief History, Contemporary Trends and Challenges, I/O Psychology in India. (12L)

Unit II: Job Satisfaction and Work Motivation

Concept of Job satisfaction and work motivation, causes of Job Satisfaction, outcomes of

Job Satisfaction. (16L)

Unit III: Communication in Organizations

Communication process, purpose of communication in organizations, communication networks, barriers to effective communication, managing communication (18L)

Unit IV: Leadership

The meaning of leadership, early approaches to leadership, contemporary approaches to leadership-Transformational & Transactional Leadership. (14L)

PRACTICAL: CREDITS-2 [30P]

1. Administer a scale to assess Career Maturity.
2. Administer a suitable scale to measure Emotional intelligence

Reading List:

- Adler, N.J. (1997). Global Leaders; A Dialogue with future history, *Journal of International Management*, 2, 21-33.
- Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley
- Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers
- Muchinsky, P.M. (2006). *Psychology applied to work: An Introduction to Industrial and Organizational Psychology*. NC : Hypergraphic press.
- Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior*. 12th Edition. NewDelhi: Prentice Hall of India.
- Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9th Edition. New Delhi: Prentice Hall of India.
- Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley.

Further Reading:

- Kareem, C.R., & Aftarujjaman. *Shilpo Monobiggan*. Azizia Prokashonee
- Khalek, A. *Shilpo Monobiggan*. Dhaka University.

SEMESTER-VI

GE 2: PSYCHOLOGY OF GENDER

THEORY-4 CREDITS [60L]

Unit 1: Introduction: Conceptualization and measurement of gender roles and gender role attitudes (14L)

Unit 2: Sex related comparisons: cognitive abilities, social domains, emotion, moral development theories (15L)

Unit 3: Gender: Aggression, achievement, communication, friendship, romantic relationships (15L)

Unit 4: Sex differences in health, relationships and health, work roles and health, mental health. (16L)

PRACTICAL: CREDITS-2 [30P]

- 1) Administer any suitable Indian Gender Role Identity Scale by Basu, J. (2010) or any other
- 2) Administration of any suitable scale to assess the personality dimensions of the subject.

Readings:

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

OR

GE-2: PSYCHOLOGY AND MEDIA

THEORY-4 CREDITS

[60L]

UNIT I: Media and User: understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation. (14L)

UNIT II: Media and advertising: Developing an effective advertising programme /media promotions/ campaigns for social marketing. (14L)

UNIT III: Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, violence, and cybercrime. (16L)

UNIT IV: Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. (16L)

PRACTICAL: CREDITS-2

[30P]

1. Administer a suitable test on Internet addiction.
2. Administer a suitable test to assess Introversion & Extraversion level of subject (K.I.E.I)

References:

Dill, K.E. (2009). *How Fantasy becomes Reality Seeing Through Media Influence*. New York: Oxford University Press.

Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.

Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.

Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.

Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.

Kirsh, S.J. (2006). *Children Adolescents and Media Violence*. New York: Sage.

Montgomery, K.C. (2007). *Generation Digital*. MIT Press.

Wood, R.N. (1983). *Mass Media and Individual*. Minnesota: Woods.