

## University of North Bengal

### GENERIC ELECTIVES

**Generic Electives are to be selected by students of other than Psychology**

1A or 1B for Semesters I; 2A or 2B for Semester II.

**OR**

1A or 1B for Semesters III; 2A or 2B for Semester IV.

SEMESTER	GE SUBJECT	CREDITS	MARKS
<b>Chose any one for semester I OR semester III</b>	<b>GE PSY-H-01A:</b> General Psychology	<b>6</b>	<b>75</b>
	<b>GE PSY-H-01B:</b> Educational Psychology	<b>6</b>	<b>75</b>
<b>Chose any one for semester II OR semester IV</b>	<b>GE PSY-H-02A:</b> Psychology and Media	<b>6</b>	<b>75</b>
	<b>GE PSY-H-02B:</b> Youth Psychology	<b>6</b>	<b>75</b>

### **GE-PSY-H-01A: GENERAL PSYCHOLOGY**

#### **Unit I: Orientation to Psychology**

Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

#### **Unit II: Psychology of Individual Differences**

Theories of personality: Freudian psychoanalysis, type and trait ; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

#### **Unit III: Understanding Developmental Processes**

Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson

#### **Unit IV: Applications of Psychology**

Work; Health, Environment, Industry, Education.

#### **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 McGraw Hill.
- Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.
- Michael, W., Passer, Smith, R.E. (2007). Psychology The science of mind and Behavior. New Delhi : Tata McGraw-Hill

**OR**

### **GE-PSY-H-01B: EDUCATIONAL PSYCHOLOGY**

#### **Unit I: Introduction**

Definition, Nature and scope of Educational Psychology, Relation between Psychology and education, relevance of educational psychology.

#### **Unit II: Perspectives**

Conceptual and theoretical perspectives – behavioristic and social learning, cognitive and humanistic

#### **Unit III: Effective teaching and classroom management**

Characteristics of effective teachers, teaching methods, classroom management (Blooms Theory): Teaching model: Concept attainment Model, Advance Organizer Model

#### **Unit IV: Exceptionality and special education**

Definition, responsibilities of teachers towards learners with special needs (Autism, Dyslexia, Dyscalculia, Disgraphia, ADHD)

#### **Suggested Readings:**

- Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
- Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
- Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.
- Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
- Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.
- David Barlow H. & Durand V. Mark, 7th Edition, e-book (2013) Abnormal Psychology: Cengage Learning India Edition
- Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New

## **GE-PSY-H-02A: PSYCHOLOGY AND MEDIA**

### **Unit I: Interface of Media and Psychology**

Understanding the interface between media & psychology; Fantasy v/s Reality

### **Unit II: Being a Consumer**

Why to Consume? Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity; Consumer Behaviour

### **Unit III: Knowing and Creating Consumer Needs**

Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda

### **Unit IV: Critical issues in Media Influence**

Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change

### **Suggested Readings:**

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopaedia, Santa Barbara: ABC-CLIO, Inc.
- Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.
- Work, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.
- 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.
- Audio-Visual Sources
- Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein  
Documentary: 'Killing Us Softly 4' by Jean Kilbourne  
Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

**OR**

## **GE-PSY-H-02B: YOUTH PSYCHOLOGY**

### **Unit I: Introduction**

Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

### **Unit II: Youth development and Relationships**

Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

**Unit III: Today's Youth**

Issues and challenges: Youth and risk behaviours; Employment and education, Job opportunity and Guidance.

**Unit IV: Developing Youth**

Positive youth development; Building resources: Hope, Optimism and Resilience, Counselling of young adults.

Suggested Readings:

- Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.
- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).
- Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge
- Connidis, I. A. (2010). Family ties and aging. Sage. (Chapters 8 & 10)

**SKILL ENHANCEMENT COURSES**

Any 2 (TWO) Skill Enhancement Courses are to be selected by the students (1 in Semester III and 1 in Semester IV)

	<b><u>SEC - SUBJECT</u></b>	<b>CREDITS</b>	<b>MARKS</b>
<b>Chose any ONE out of two (For Semester III)</b>	<b>SEC-PSY-H-01A:</b> Psychological Testing and Assessment	2	75
	<b>SEC-PSY-H-01B:</b> Emotional Intelligence	2	75
<b>Chose any ONE out of two (For Semester IV)</b>	<b>SEC-PSY-H-02A:</b> Computer and Statistics	2	75
	<b>SEC-PSY-H-02B:</b> Stress Management	2	75

## **SEC-PSY-H- 01A: PSYCHOLOGICAL TESTING & ASSESSMENT**

### **Unit I: Overview of psychological test**

Psychological Test, Control & use of Psychological Test, Administration, scoring and interpretation of tests

### **Unit II: Basic psychometric concepts**

Test construction and item analysis. Reliability and validity: Meaning and types. Norms.

### **Unit III: Assessment of ability and aptitude**

Basic concept and theories. Tests of intelligence and aptitude: Stanford Binet (4th ed.), and Wechsler Intelligence scales; differential aptitude test.

### **Unit IV: Personality assessment**

Approaches to personality assessment - psychometric and projective. Important measures of personality - MMPI, NEO-FFI, Rorschach and TAT.

#### **Suggested Readings:**

- Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.) New Delhi: Pearson Education.
- Gregory, R. J. (2005). *Psychological testing: History, principles, and applications* (5th edition). New Delhi: Pearson Education.
- Howell, D. C. (2010). *Statistical methods for psychology*. Belmont: Wadsworth.
- Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues*. New Delhi: Cengage.
- Singh, A. K. (2008). *Tests, measurement research methods in behavioural sciences*. Patna: Bharti Bhawan.

**OR**

## **SEC-PSY-H-01B: EMOTIONAL INTELLIGENCE**

### **Unit I: Introduction**

Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

### **Unit II: Knowing One's and Others Emotions**

Levels of emotional awareness; Recognizing emotions in oneself; the universality of emotional expression; Perceiving emotions accurately in others

### **Unit III: Managing Emotions**

The relationship between emotions, thought and behaviour; Techniques to manage emotions

### **Unit IV: Applications**

Workplace; Relationships; Conflict Management; Effective Leadership

#### **Suggested Readings:**

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

## **SEC-PSY-H- 02A: COMPUTER AND STATISTICS**

### **Unit I: Introduction**

Use of statistics in psychology; computer based assesment; uses and limitations; History of computer use in research methods; types of computer based statistical tools

### **Unit II: IBM SPSS**

Application with descriptive statistics & inferential statistics; measures of central tendency; normality; correlation; regression; ANOVA; non parametric tests

### **Unit III: IBM AMOS**

Application with descriptive & inferential statistics

### **Unit IV: STATA**

Application with descriptive and inferential statistics

### **Suggested Reading:**

- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.
- McCormick, K., Abbott, D., Brown, M. S., Khabaza, T., & Mutchler, S. R. (2013). *IBM SPSS modeler cookbook*. Packt Publishing.

**OR**

## **SEC-PSY-H-02B: STRESS MANAGEMENT**

### **Unit I: Stress**

Introduction, Nature of stress, Type of stress, symptoms of stress

### **Unit II: Various sources of stress**

Impact of environmental, social, physiological and psychological stress related disorder

### **Unit III: Stress and health**

Effects of stress on physical and mental health

**Unit IV: Managing stress**

Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches, mindfulness, Cognitive Therapy, Behaviour Therapy and Cognitive Behaviour Therapy(CBT).

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.
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# UNIVERSITY OF NORTH BENGAL



**SYLLABUS FOR B.A. PROGRAMME COURSE IN  
PSYCHOLOGY  
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)  
(WITH EFFECT FROM THE ACADEMIC SESSION 2018-19)**

**University of North Bengal  
Raja Rammohunpur, Darjeeling – 734013,  
West Bengal, India**



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**INTRODUCTION:**

The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

**Syllabus for B.A. Programme Course in Psychology:**

In B.A. Programme Course there are **six semesters**. In the first four semesters of the Curriculum, there will be 8 Discipline Specific Core Courses (DSC), 4 from each of the two Discipline Specific Core Course Subjects [DSC 1 (Education) and DSC 2 (any subject other than Education)]; 4 Language Core courses (LCC1 and LCC2), 2 Ability Enhancement Compulsory Courses (AECC-1 and AECC-2); and 2 Skill Enhancement Courses (SEC-1). In the 5th and 6th semesters the students will be offered 4 Discipline Specific Elective Courses (DSE), 2 from each of the two Discipline Specific Elective Course subjects (DSE-1 and DSE2), 2 Skill Enhancement Courses (SEC-2) and 2 courses on Generic Elective (GE).

**DSE 1 and SEC 1 Course subject will be the same as DSC1 Course subject and DSE 2 and SEC 2 Course subject will be the same as DSC2 Course subject.**

**GE Course subject must be different from DSC1 and DSC2 course subject.**

**The syllabus for Generic Elective (GE) Course in Psychology offered to students of Other Honours Programme Courses (Excluding Psychology Honours) in their 1st and 2nd Semesters (or in their 3rd and 4th Semesters) will be same as the syllabus for GE offered to the Programme Course students at their 5th and 6th semesters.**

**A. TOTAL Number of courses in UG-CBCS (B.A.GENERAL):**

Types of course	Core course (CC)	Elective course		Ability Enhancement Course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course (GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	12	4	2	2	4	24
Credit/course	6	6	6	2	2	120

**TABLE-1: DETAILS OF COURSES OF B.A.( GENERAL ) UNDER CBCS**

S. No.	Particulars of Course	Credit Point	
		Theory + Practicl	Theory + Tutoril
<b>1.</b>	<b>Core Course: 14 Papers</b>		
<b>1.A.</b>	Core Course: Theory ( 12 papers)	12x4 = 48	12x5 = 60
<b>1.B.</b>	Core Course ( Practical/Tutorial)*( 12 papers)	12x2 = 24	12x1 = 12
<b>2.</b>	<b>Elective Courses: (6 papers)</b>		
<b>A.</b>	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
<b>B.</b>	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. &B.Com.)	6x2 = 12	4x1 = 4
<b>C.</b>	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	--	2x5 = 10
<b>D.</b>	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. &B.Com.)	--	2x1 = 2
<b>3. Ability Enhancement Courses</b>			
<b>A.</b>	AECC(2 papers of 2 credits each) ENVS, English Communication / MIL	2x2 = 4	2x2 = 4
<b>B.</b>	Skill Enhancement Course(SEC) (4 papers of 2 credits each)-----	4x2 = 8	4x2 = 8
<b>Total Credit:</b>		<b>120</b>	<b>120</b>

**TABLE-2:SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN B.A. GENERAL**

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
<b>CC-1,2 (6)</b>	2(1A,2A)	2 1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
<b>Language CC - 1,2 (6)</b>	1 (L <sub>1</sub> -1)	1 (L <sub>2</sub> -1)	1 (L <sub>1</sub> -2)	1 (L <sub>2</sub> -2)			4	24
<b>DSE (6)</b>	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
<b>GE (6)</b>					1(GE-1)	1(GE-2)	2	12
<b>AECC (2)</b>	1	1					2	04
<b>SEC (2)</b>			1	1	1	1	4	08
<b>Total No. of Courses/ Sem.</b>	4	4	4	4	4	4	24	--
<b>Total Credit /Semester</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	--	<b>120</b>

❖ **COURSE CODE & COURSE TITLE:****A. Discipline Specific Core courses (DSC)**

1. DSC-PSY-1A	Foundations of Psychology (Theory+Practical)
2. DSC-PSY-1B	Introduction to Social Psychology (Theory+Tutorial)
3. DSC-PSY-1C	Understanding Psychological Distress and Well Being (Theory+Tutorial)
4. DSC-PSY-1D	Statistical Methods and Psychological Research(Theory+Practical)

**B. Discipline specific elective courses (DSE)**

Any one	1. DSE-PSY-1A(a)	Lifespan Development (Theory+Practical)
	2. DSE-PSY-1A(b)	Industrial/ Organizational Psychology(Theory+Practical)
Any one	3. DSE-PSY-1B(a)	Counselling Psychology(Theory+Practical)
	6. DSE-PSY-1B(b)	Dissertation

**C. Generic elective courses (GE):**

1. GE-PSY-G-01 A OR	General Psychology(Theory+Tutorial)
2. GE-PSY-G-01 B	Educational Psychology (Theory+Tutorial)
1. GE-PSY-G-02 A OR	Psychology and Media (Theory+Tutorial)
2. GE-PSY-G-02 B	Youth Psychology(Theory+Tutorial)

**D. Ability enhancement compulsory courses (AECC)**

1. AECC-1:	Environmental Education
2. AECC-2:	English/ MIL Communication

**E. Skill enhancement courses (SEC)**

1. SEC-PSY-G-01 A OR	Developing Emotional Competence(Theory+Tutorial)
2. SEC-PSY-G-01 B	Managing Stress(Theory+Tutorial)
1. SEC-PSY-G-02 A OR	Managing Human Resources(Theory+Tutorial)
2. SEC-PSY-G-02 B	Applications of Social Psychology(Theory+Tutorial)

**Detailed Course Structure for B.A. Programme Course in Psychology**

Semester-I	Semester - II
<b>Discipline Specific Core-1 (DSC-1) Paper 1: Foundations of Psychology</b>	<b>Discipline Specific Core-1 (DSC-1) Paper 2: Introduction to Social Psychology</b>
Discipline Specific Core -2 (DSC-2) ## Paper 1:	Discipline Specific Core -2 (DSC-2) ## Paper 2:
Language Core Course (LCC-1) Paper-1: Bengali/Sanskrit/Nepali/Hindi	Language Core Course (LCC-2) Paper-1: English
Ability Enhancement Compulsory Course (AECC-1): ENVIS	Ability Enhancement Compulsory Course (AECC-2): English/ MIL Communication

Semester-III	Semester-IV
<b>Discipline Specific Core-1 (DSC-1) Paper 3: Understanding Psychological Distress and Well Being</b>	<b>Discipline Specific Core-1 (DSC-1) Paper 4: Statistical Methods and Psychological Research</b>
Discipline Specific Core -2 (DSC-2) ## Paper 3:	Discipline Specific Core -2 (DSC-2) ## Paper 4:
Language Core Course (LCC-1) Paper-2: Bengali/Sanskrit/Nepali/Hindi	Language Core Course (LCC-2) Paper-2: English
Skill Enhancement Course (SEC-1) Paper-1: (A) Developing Emotional Competence Or (B) Managing Stress	Skill Enhancement Course (SEC-1) Paper-2: (A) Managing Human Resources Or (B) Applications of Social Psychology

Semester-V	Semester-VI
<b>Discipline Specific Elective (DSE-1) Paper-1: (Select any one) (A) Lifespan Development (B) Industrial/Organizational Psychology</b>	<b>Discipline Specific Elective (DSE-1) Paper-2: (Select any one) (A) Counseling Psychology (B) Dissertation</b>
Discipline Specific Elective (DSE-2) ## Paper-1	Discipline Specific Elective (DSE-2) ## Paper-2
Generic Elective Course (GE)** Paper-1 (choose from pool of Generic Electives/ 1A/ 1B)	Generic Elective Course (GE)** Paper-2 (choose from pool of Generic Electives/ 2A / 2B)
Skill Enhancement Course (SEC-2)## Paper-1: 1A/ 1B	Skill Enhancement Course (SEC-2)## Paper-2: 2A/ 2B

DSE 1 and SEC 1 Course subject will be the same as DSC1 Course subject and DSE 2 and SEC 2 Course subject will be the same as DSC2 Course subject.

## The Table presents the syllabus of DSC1/DSE1/SEC1 of the Programme course in Psychology. The same syllabus is applicable if Psychology is opted as DSC2/DSE2/ SEC2.

\*\*GE Course subject must be different from DSC1 and DSC2 course subject.

**Semester & Course wise credit distribution**  
**Scheme for B.A. Programme Course in Psychology**

SEMESTER	COURSE TYPE	PAPER DESCRIPTION	CREDIT (L-T-P)	MARKS
<b>I</b>	<b>Discipline Specific Core (DSC-1) Paper-1</b>	<b>Foundations of Psychology</b>	<b>5-0-1</b>	<b>75</b>
	Discipline Specific Core (DSC-2) Paper-1		5-1-0	75
	Language Core Course (LCC-1) Paper-1	Bengali/Sanskrit/Nepali/Hindi	5-1-0	75
	Ability Enhancement Compulsory Course (AECC-1)	ENVS	2-1-0	100
<b>II</b>	<b>Discipline Specific Core (DSC-1) Paper-2</b>	<b>Introduction to Social Psychology</b>	<b>5-1-0</b>	<b>75</b>
	Discipline Specific Core (DSC-2) Paper-2		5-1-0	75
	Language Core Course (LCC-2) Paper-1	English	5-1-0	75
	Ability Enhancement Compulsory Course (AECC-2)	English/MIL Communication	2-0-0	50
<b>III</b>	<b>Discipline Specific Core (DSC-1) Paper-3</b>	<b>Understanding Psychological Distress and Well Being</b>	<b>5-1-0</b>	<b>75</b>
	Discipline Specific Core (DSC-2) Paper-3		5-1-0	75
	Language Core Course (LCC-1) Paper-2	Bengali/Sanskrit/Nepali/Hindi	5-1-0	75
	<b>Skill Enhancement Course (SEC-1) Paper-1</b>	<b>(A) Developing Emotional Competence Or (B) Managing Stress</b>	<b>2-0-0</b>	<b>75</b>
<b>IV</b>	<b>Discipline Specific Core (DSC-1) Paper-4</b>	<b>Statistical Methods and Psychological Research</b>	<b>5-0-1</b>	<b>75</b>
	Discipline Specific Core (DSC-2) Paper-4		5-1-0	75
	Language Core Course (LCC-2) Paper-2	English	5-1-0	75
	<b>Skill Enhancement Course (SEC-1) Paper-2</b>	<b>(A) Managing Human Resources Or (B) Applications of Social Psychology</b>	<b>2-0-0</b>	<b>75</b>

<b>V</b>	Discipline Specific Elective Course (DSE-1) Paper-1	(A) Lifespan Development Or (B) Industrial/Organizational Psychology	5-0-1	75
	Discipline Specific Elective Course (DSE-2) Paper-1		5-1-0	75
	Generic Elective Course (GE) Paper-1 (1A / 1B)		5-1-0	75
	Skill Enhancement Course (SEC-2) Paper-1		2-0-0	75
<b>VI</b>	Discipline Specific Elective Course (DSE-1) Paper-2	(A) Counseling Psychology (B) Dissertation	5-0-1	75
	Discipline Specific Elective Course (DSE-2) Paper-2		5-1-0	75
	Generic Elective Course (GE) Paper-2 (2A/ 2B)		5-1-0	75
	Skill Enhancement Course (SEC-2) Paper-2		2-0-0	75
<b>Total</b>			<b>120</b>	<b>1800</b>

**DSC: Discipline Specific Core**

**LCC1: Language Core Course 1**

**LCC2: Language Core Course 2**

**AECC: Ability Enhancement Compulsory Course**

**SEC: Skill Enhancement Course**

**DSE: Discipline Specific Elective**

**GE: Generic Elective**

**L = Lecture,**

**T = Tutorial,**

**P = Practical,**

**Total Marks 75. Out of 75, 5 for attendance, 10 for IA (Internal Assessment) and 60 for SEE (Semester End Examination).**

**Question Pattern:**

**For 60 Marks:**

S.L. No.	Question to be answer	Out of	Marks of each question	Total Marks
1.	4	6	3	3 X 4 = 12
2.	4	6	6	4 X 6 = 24
3.	2	4	12	2 X 12 = 24

**For 40 Marks:**

S.L. No.	Question to be answer	Out of	Marks of each question	Total Marks
1.	5	8	1	5 X 1 = 5
2.	3	5	5	3 X 5 = 15
3.	2	4	10	2 X 10 = 20

**CBCS CURRICULUM OF B.A.  
IN  
PROGRAMME IN PSYCHOLOGY**



**B.A. Psychology (Programme)****CORE COURSES**

The program is to be divided into 6 semesters to be known as Semester I, II, III, IV, V & VI respectively. The Units included in all the semesters are compulsory since they are part of the Core Course in Psychology.

The modules to be included for each of the semesters are presented below:

<b><u>Semester I</u></b>	CREDITS	MARKS
DSC-PSY-1A: Foundations of Psychology	6	75
<b><u>Semester II</u></b>		
DSC-PSY-1B: Introduction to Social Psychology	6	75
<b><u>Semester III</u></b>		
DSC-PSY-1C: Understanding Psychological Distress & Wellbeing	6	75
<b><u>Semester IV</u></b>		
DSC-PSY-1D: Statistical Methods and Psychological Research	6	75
<b><u>TOTAL</u></b>	24	300

**CORE COURSES**  
**SEMESTER-I**

**DSC-PSY-1A: FOUNDATIONS OF PSYCHOLOGY**

**Unit 1: Introduction:**

Psychology: as a science, perspectives, Origin and development of Psychology, Psychology in India, methods; Experimental and case study.

**Unit 2: Cognitive processes:**

Perception: nature of perception, Laws of perceptual organization, Learning-conditioning, observational learning, Memory-processes of memory, Information processing model, Techniques for improving memory.

**Unit 3: Motivation and Emotion:**

Theories of Motivation: Instinct, drive, incentive, arousal, Maslow's, self-determination goal setting  
Motives: biogenic and sociogenic

Emotions: Nature of Emotions, Theories of Emotion: James-Lange, Cannon Bard, Opponent Process Theory, Lazarus, Key Emotions

**Unit 4: Personality and Intelligence:**

Personality: nature and theories: Psychodynamic, type and trait, humanistic, social learning.  
Intelligence: nature and theories: Spearman, Cattell, Gardner, Thorndike, Sternberg, Thurstone, Vernon, Guilford.

**Practicum: Two experiments to be done on any two topics from the syllabus**

*Suggested Readings:*

- Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition). Pearson Education Ltd.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
- Feldman S.R (2009). Essentials of Understanding Psychology (7<sup>th</sup> Ed.) New Delhi: Tata Mc Graw Hill.

## SEMESTER II

### DSC-PSY-1B: INTRODUCTION TO SOCIAL PSYCHOLOGY

#### **Unit 1: Introductio:**

Brief history of social psychology (special emphasis on India), Scope of social psychology, Levels of social behaviour, Approaches towards understanding social behaviour

#### **Unit 2: Individual level processe:**

Person perception: attribution-theories: kelley's, correspondence inference, biases and errors, Attitude: formation, change and resistance to change

#### **Unit 3: Interpersonal processes:**

Interpersonal attraction, Prosocial behaviour, Aggression

#### **Unit 4: Group dynamic:**

Key aspects of groups, Cooperation and Conflict, Group decision making.

#### Suggested Readings:

- Baron, R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan.
- Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.

## SEMESTER-III

### DSC-PSY-1C: UNDERSTANDING PSYCHOLOGICAL DISTRESS AND WELL BEING

#### **Unit 1: Basic Concepts:**

Psychological distress, abnormality and psychological well-being

#### **Unit 2: Theoretical perspectives:**

Biological, Familial, Cultural, Behavioural, Cognitive and Psychodynamic.

#### **Unit 3: Clinical states:**

Anxiety disorders-Obsessive Compulsive Disorder, Mood Disorders-Unipolar, Bipolar; Schizophrenia: Disorganized, Paranoid and Catatonic.

#### **Unit 4: Dealing with psychological distress:**

Coping strategies, personal growth and well-being

#### Suggested Readings:

- Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

- Frude, N. (1998). Understanding abnormal psychology. Oxford: Blackwell Publishers.

## SEMESTER IV

### DSC-PSY-1D: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH

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

Scales of measurement, graphical representation of data

#### **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).

#### **Unit 3: Psychological Testing:**

Introduction to psychological testing, characteristics of test, Reliability, Validity, Norms, Types of tests.

#### **Unit 4: Qualitative methods:**

Interview, Observation, Case study

**Practicum: Two practicum to be done: 1 test and one practical based on unit 4.**

#### Suggested Readings:

- Garrett, H.E. & Woodworth, R.S. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feffer & Simons Pvt. Ltd.
- King, B.M. & Minium, E.W. (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.
- Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research. Wadsworth-Thomson Learning

## DISCIPLINE SPECIFIC ELECTIVES

Any 2 (TWO) Discipline Specific Electives are to be selected by students in Semesters V & VI; 1 (ONE) in each of the 2 semesters.

	<b>DSE PAPER</b>	<b>CREDITS</b>	<b>MARKS</b>
<b>Chose Any one for Semester - V</b>	DSE-PSY-1A(a): Lifespan Development	<b>6</b>	<b>75</b>
	DSE-PSY-1A(b):: Industrial/Organizational Psychology	<b>6</b>	<b>75</b>

<b>Chose Any one for Semester - VI</b>	DSE-PSY-1B(a): Counselling Psychology	<b>6</b>	<b>75</b>
	DSE-PSY-1B(b):: Cognitive Psychology	<b>6</b>	<b>75</b>

### **DSE-PSY-1A (a): LIFE SPAN DEVELOPMENT**

#### **Unit 1: Introduction to life-span perspective:**

Nature, issues and theoretical perspectives; methods and designs of research: cross sectional, longitudinal, cross sequential

#### **Unit 2: Physical development:**

Patterns of growth from conception till late adulthood.

#### **Unit 3: Cognitive development:**

Introduction, Piagetian and Vygotskian approaches; Cognitive changes in adulthood and old age; Language development: Chomsky's transformational grammar

#### **Unit 4: Socio-emotional development:**

Emotional development; Moral development; Successful aging.

**Practicum: Students have to carry out any 2 practicum based on the syllabus.**

#### 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.

**OR**

### **DSE-PSY-1A (b): INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY**

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

Industry and organization; Current status of I/O psychology, I/O psychology in the Indian context.

#### **Unit 2: Work Related Attitudes:**

Job satisfaction; Organizational Commitment; Organizational Citizenship Behavior.

#### **Unit 3: Work Motivation:**

Theories: Maslow, McClelland, Murray, Vroom, theory x and y, Equity theory, self determination theory, self efficacy, and application; Indian perspective.

#### **Unit 4: Leadership:**

Classical and Contemporary approaches to leadership; Cross-cultural leadership issues; Indian perspective on leadership

**Practicum: Any two practicum based on the syllabus**

Suggested Readings:

- Aamodt, M. G. (2001) Industrial Organizational Psychology. India: Cengage Learning. Chadha, N.K. (2007) Organizational Behavior. Galgotia Publishers: New Delhi.
- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Muchinsky, P.(2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.
- Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford University Press.

**DSE-PSY-1B (a): COUNSELING PSYCHOLOGY**

**Unit 1. Introduction:**

Meaning and Goals, Counselling as a Profession: professional ethics, Counsellor Effectiveness, Counselling in the Indian context.

**Unit 2. Counselling Process**

Counselling Process and Relationship.

**Unit 3. Approaches and Techniques:**

Psychodynamic, Behavioral, Person-Centered, Cognitive-Behavioral, Indian approaches: Yoga and Meditation.

**Unit 4. Application:**

Family Counselling, Career Counselling, Crisis Intervention.

**Practicum: Students are required to carry out any 2 practical based on the syllabus.**

Suggested Readings:

- Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby.
- Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.
- Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.
- Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ 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.
- Sharf, R. S. (2012). Theories of Psychotherapy & Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.

**OR**

**DSE-PSY-1Bb: PROJECT/ DISSERTATION**

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.

**GENERIC ELECTIVES**

Any 2 (TWO) Generic Electives are to be selected by students in Semesters V & VI; 1 (ONE) in each of the 2 semesters.

**In case of students who opted for Psychology in GE they will select GE in 5<sup>th</sup> and 6<sup>th</sup> Semester**

CHOICE	GE - SUBJECT	CREDITS	MARKS
<b>any one for 5<sup>th</sup> Semester</b>	<b>GE-PSY-G-01A: General Psychology</b>	6	75
	<b>GE-PSY-G-01B: Educational Psychology</b>	6	75
<b>any one for 6<sup>th</sup> Semester</b>	<b>GE-PSY-G-02A: Psychology and Media</b>	6	75
	<b>GE-PSY-G-02B: Youth Psychology</b>	6	75

**GE-PSY-G-01A: GENERAL PSYCHOLOGY**

**Unit I: Orientation to Psychology**

Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

**Unit II: Psychology of Individual Differences**

Theories of personality: Freudian psychoanalysis, type and trait ; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

**Unit III: Understanding Developmental Processes**

Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson

**Unit IV: Applications of Psychology**

Work; Health; ; Health, Environment, Industry, Education.

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 McGraw Hill.
- Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham:OpenUniversity Press.
- Michael ,W., Passer, Smith,R.E.(2007). Psychology The science of mind and Behavior. New Delhi :Tata McGraw-Hill

**OR**

**GE-PSY-G-01B: EDUCATIONAL PSYCHOLOGY**

**Unit I: Introduction**

Definition, Nature and scope of Educational Psychology, Relation between Psychology and education, relevance of educational psychology.

**Unit II: Perspectives**

Conceptual and theoretical perspectives – behavioristic and social learning, cognitive and humanistic

**Unit III: Effective teaching and classroom management**

Characteristics of effective teachers, teaching methods, classroom management(Blooms Theory): Teaching model: Concept attainment Model, Advance Organizer Model

**Unit IV: Exceptionality and special education**

Definition, responsibilities of teachers towards learners with special needs (Autism, Dyslexia, Dyscalculia, Disgraphia, ADHD)



Suggested Readings:

- Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
- Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
- Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.
- Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
- Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

**GE-PSY-G-02A: PSYCHOLOGY AND MEDIA**

**Unit I: Interface of Media and Psychology**

Understanding the interface between media & psychology; Fantasy v/s Reality

**Unit II: Being a Consumer**

Why to Consume? Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity; Consumer Behaviour

**Unit III: Knowing and Creating Consumer Needs**

Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda

**Unit IV: Critical issues in Media Influence**

Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change

Suggested Readings:

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopaedia, Santa Barbara: ABC-CLIO, Inc.
- Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.
- Work, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.
- 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.
- Audio-Visual Sources

- Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein
- Documentary: 'Killing Us Softly 4' by Jean Kilbourne
- Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

**OR**

**GE-PSY-G-02B: YOUTH PSYCHOLOGY**

**Unit I: Introduction**

Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

**Unit II: Youth development and Relationships**

Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

**Unit III: Today's Youth**

Issues and challenges: Youth and risk behaviours; Employment and education, Job opportunity and Guidance.

**Unit IV: Developing Youth**

Positive youth development; Building resources: Hope, Optimism and Resilience. Counselling of young adults.

*Suggested Readings:*

- Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.
- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).
- Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge
- Connidis, I. A. (2010). Family ties and aging. Sage. (Chapters 8 & 10)

## SKILL ENHANCEMENT COURSES

Incase of students who have opted for Psychology in DSC1 they will select SEC in 3<sup>rd</sup> and 4<sup>th</sup> Semester [1 (ONE) in each of the 2 semesters.]

Incase of students who have opted for Psychology in DSC2 they will select SEC in 5<sup>th</sup> and 6<sup>th</sup> Semester [1 (ONE) in each of the 2 semesters.]

DSC - 1	DSC -2	CHOICE	SEC - SUBJECT	CREDITS	MARKS
3 <sup>rd</sup> Semester	5 <sup>th</sup> Semester	Any one	SEC-PSY-G-01A : Developing Emotional Competence	2	75
			SEC-PSY-G-01B : Managing Stress	2	75
4 <sup>th</sup> Semester	6 <sup>th</sup> Semester	Any one	SEC-PSY-G-02A: Managing Human Resources	2	75
			SEC-PSY-G-02B: Application of Social Psychology	2	75

### SEC-PSY-G-01A: DEVELOPING EMOTIONAL COMPETENCE

**Unit 1: Introduction:**

Importance of recognizing and understanding emotions in oneself and others, Importance of managing one's emotions.

**Unit 2: EQ competencies:**

Self-awareness, Self-regulation, Motivation, Empathy, and Interpersonal skills

Suggested Readings:

- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Singh, D. (2003). *Emotional intelligence at work (2<sup>nd</sup> ed.)* New Delhi: Response Books.

**OR**

### SEC-PSY-G-01B: MANAGING STRESS

**Unit I: Stress**

Introduction, Nature of stress, Type of stress, symptoms of stress

**Unit II: Various sources of stress**

Impact of environmental, social, physiological and psychological stress related disorder

**Unit III: Stress and health**

Effects of stress on physical and mental health

**Unit IV: Managing stress**

Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches, mindfulness, Cognitive Therapy, Behaviour Therapy and Cognitive Behaviour Therapy(CBT).

Suggested Readings:

- DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson.
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson DetmarLearning .
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

**SEC-PSY-G-02A: MANAGING HUMAN RESOURCES**

**Unit 1: Introduction:**

Human resource management, Human resource development, Strategic Human Resource Management, International Human Resource Management.

**Unit 2: Human resource practices:**

Job analysis, Selection, training, performance evaluation: Types of performance appraisal: Graphic rating scale, Behaviour anchored rating scale

Suggested Readings:

- Aamodt, M.G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc.
- 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. and 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-PSY-G-02B: APPLICATIONS OF SOCIAL PSYCHOLOGY**

**Unit 1: Introduction:**

Importance of application of social psychological knowledge, Developing interventions, Impact analysis, Case studies in the Indian context

**Unit 2: Applications of social psychology:**

Diversity, Health, Environment, Population, Law, Work.

Suggested 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 publication

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