

# **Scheme of Instruction & Syllabi**

**of**

## **Bachelor of Arts (Honours) Psychology**

(Effective from the academic session 2022-2023)

***Faculty of Science & Humanities***

**Invertis University**  
NH-24, Bareilly-Lucknow Highway, Bareilly

## COURSE STRUCTURE OF B. A. Hons Psychology

Invertis University, Bareilly offers B.A. (Hons) Psychology programme aligned with Choice Based Credit System (CBCS) under which following types of courses are offered

- a. Discipline Specific Core Courses (DSC).** A core course is a compulsory course. A student of Psychology (Hons) has to take fourteen such Psychology courses over six semesters.
- b. Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types.
- c. Discipline Specific Electives (DSE).** These are elective courses that provide advanced undergraduate training in specialised areas of Psychology. A set of seven, semester-specific, courses of this kind are offered in the fifth and sixth semesters of the Honours programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of seven courses.
- d. Generic Electives (GE).** These courses, in disciplines other than Psychology, are intended to broaden the training of a student in the Economics (Hons) programme. A student of Economics will take one such course, offered by another department, in each of Semesters I to IV.
- e. Ability Enhancement Compulsory Course (AECC).** Two such courses are to be taken, one in Semester I (Art of Communication, equivalent to MIL) and one in Semester II (Environmental Science).
- f. Ability Enhancement Elective Courses (AEEC).** Hands on training will be provided through skill based learning A student is to take one such course in Semester III and one in Semester IV.

### Number of Courses and Credits

- a. Discipline Specific Core Courses (CC): 14 (5 credits each)
- b. Discipline Specific Electives (DSE): 4 (5 credits each)
- c. Generic Electives (GE): 4 (3 credits each)
- d. Ability Enhancement Elective Course (AEEC): 2 (3 credits each)
- e. Ability Enhancement Compulsory Courses (AECC): 2 (3 credits each)
- f. Practicums (Practicals) Based on some DSc and DSE: 12 (2 credits each)

**Total number of courses (credits) taken by a student: 26 (138)**

*Table 1. Semester-wise Distribution of Credits*

Year	Semester	Courses x Credit per Course	Total Credits	
First	I	2 DSC x 5 + 1 Lab x 2	18	
		1 AECC x 3		
		1 GE x 3		
	II	2 DSC x 5 + 1 Lab x 2		18
		1 AECC x 3		
		1 GE x 3		
Second	III	3 DSC x 5 + 1 Lab x 2	23	
		1 AEEC x 3		
		1 GE x 3		
	IV	3 DSC x 5 + 1 Lab x 2		23
		1 AEEC x 3		
		1 GE x 3		
Third	V	2 DSC x 5 + 2 Lab x 2	28	
		2 DSE x 5 + 2 Lab x 2		
	VI	2 DSC x 5 + 2 Lab x 2		
		2 DSE x 5 + 2 Lab x 2		
<b>Total</b>		<b>26</b>	<b>138</b>	

## B. A. Hons Psychology

### Second year

S. No.	Category	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
				L	T	P	CA	EE		
<b>III-SEMESTER</b>										
1	DSC	HPC301	Development of Psychological	4	1	0	30	70	100	5
2	DSC	HPC302	Psychological Research	4	1	0	30	70	100	5
3	DSC	HPC303	Social Psychology	4	1	0	30	70	100	5
4	AEEC		AEEC-1	2	1	0	30	70	100	3
5	GE		GE-3	2	1	0	30	70	100	3
6	Lab-3	<b>HPC351</b>	Lab on Psychological Research	0	0	4	15	35	50	2
<b>TOTAL</b>				<b>16</b>	<b>5</b>	<b>4</b>	<b>165</b>	<b>385</b>	<b>550</b>	<b>23</b>
<b>IV-SEMESTER</b>										
1	DSC	HPC401	Understanding Psychological Disorders	4	1	0	30	70	100	5
2	DSC	HPC402	Statistical Methods for Psychological Research-II	4	1	0	30	70	100	5
3	DSC	HPC403	Applied Social Psychology	4	1	0	30	70	100	5
4	AEEC		AEEC-2	2	1	0	30	70	100	3
5	GE		GE-4	2	1	0	30	70	100	3
6	Lab-4	<b>HPC451</b>	Lab on Applied Social Psychology	0	0	4	15	35	50	2
<b>TOTAL</b>				<b>16</b>	<b>5</b>	<b>4</b>	<b>165</b>	<b>385</b>	<b>550</b>	<b>23</b>

# **ELECTIVE COURSES**

## **DISCIPLINE SPECIFIC ELECTIVE (DSE) (ANY 4)**

### **(ANY 2 OF FOLLOWING IN SEMESTER- V)**

- HPD501: Positive Psychology (Theory+ Practical)
- HPD502: Human Resource Management (Theory+ Practical)
- HPD503: Health Psychology (Theory+ Practical)
- HPD504: Community Psychology (Theory+ Practical)

### **(ANY 2 OF FOLLOWING IN SEMESTER-VI)**

- HPD601: Cultural and Indigenous Psychology (Theory+ Practical)
- HPD602: Project/Dissertation (VI Semester)
- HPD603: Psychological Perspective in Education (Theory+ Practical)
- HPD604: Psychology of Disability (Theory+ Practical)
- HPD605: Psychology of Peace (Theory+ Practical)

## **GENERIC ELECTIVE (GE) (ANY 4)**

### **(1 EACH IN SEMESTER I, II, III AND IV)**

- HPG001:** General Psychology (Theory+ Tutorial)
- HPG002:** Youth, Gender and Identity (Theory+ Tutorial)
- HPG003:** Psychology for Health and Well-being (Theory+ Tutorial)
- HPG004:** Psychology at Work (Theory+ Tutorial)
- HPG005:** Psychology and Media (Theory+ Tutorial)
- HPG006:** Inter-group Relations (Theory+ Tutorial)
- HPG007:** Youth Psychology (Theory+ Tutorial)

## **ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (ANY 2)**

### **(ANY 1 OF FOLLOWING IN SEMESTER III)**

- HPA301:** Emotional Intelligence (Theory+ Tutorial)
- HPA302:** Stress Management (Theory+ Tutorial)
- HPA303:** Effective Decision Making (Theory+ Tutorial)

### **(ANY 1 OF FOLLOWING IN SEMESTER IV)**

- HPA401:** Educational Psychology (Theory+ Tutorial)
- HPA402:** Selection and Training (Theory+ Tutorial)
- HPA403:** Personal Growth and Development (Theory+ Tutorial)
- HPA404:** Psychological Skills in organization (Theory+ Tutorial)

# CORE COURSES

## SEMESTER- III

### HPC301: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

#### Objectives:

- ✓ This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.
- ✓ Review the development of psychological thought and introduce the issues and debates in contemporary psychology.

**Unit 1: Understanding Psyche:** A universal quest for understanding Consciousness Indian Perspective: Yoga and Vedant: Western Perspective /issues of content and methodology with reference to classical schools. Emergence of modern psychology: Questions from Western view; Debates : Free Will and Determinism, Empiricism and Rationality

**Unit 2: Positivist Orientation:** Developments in Behaviourism (Watson), Neo-behaviouristic traditions (Skinner), Cognitive revolution- A Paradigm Shift)

**Unit 3: Analytic Debates:** Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural; Developments of Third Force: Humanistic and Existential

**Unit 4: Contemporary Developments:** Feminism and social constructionism.

#### Readings:

Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology*, Vol.11(2):147-151.

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist*,40, 266-275.

Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. *Social Analysis*, Volume 50, Number 2, Summer 2006,pp.25-44.

King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context*. (4th Ed.). Pearson education.

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

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

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

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

Thomas, Teo. (2005). *The Critique of Psychology: From Kant to Post Colonial Theory*. Springer.

## **HPC302: PSYCHOLOGICAL RESEARCH**

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

### **Unit 1:**

**Basics of Research in Psychology:** What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research, Ethics in Psychological Research.

**Research Traditions :** Quantitative & Qualitative orientations towards research & their steps, Comparing Qualitative & Quantitative Research Traditions, Formulating a problem & developing a testable research question / research hypothesis.

**Unit 2: Sampling:** Probability & Non probability sampling methods

**Unit 3: Methods of Data Collection:** Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data

**Unit 4: Psychological testing:** Characteristics of a test – standardization, reliability, validity, norms, applications & issues

### **Practicum**

Any 2 practicum based on HPC302 using any of the following:

Interview

FGD

Survey

Observation

Case Study

Semi Projective Techniques

### **Reading List:**

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

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

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

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

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

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

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

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

## **HPC303: SOCIAL PSYCHOLOGY**

### **Objectives:**

- ✓ Develop an understanding of the individual in relation to the social world
- ✓ Introduce students to the realm of social influence, as to how individuals think, feel and behave in social situations.

**Unit 1: Introduction:** Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology

**Unit 2: Understanding and evaluating the social world:** Social cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change

**Unit 3: Social interaction and Influence:** Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence

**Unit 4: Group Dynamics and Inter-group relations:** Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, inter-group conflict, intervention techniques)

### **Readings:**

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

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

Franzoi, S.L. (2009). *Social Psychology* (5<sup>th</sup> Ed.). New York: McGraw-Hill.

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

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

Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson

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



## SEMESTER- IV

### HPC401: UNDERSTANDING PSYCHOLOGICAL DISORDERS

#### Objectives

The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.

**Unit 1: Understanding Abnormality:** Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment

**Unit 2: Clinical Picture and etiology of Disorders I:** Anxiety disorders (any 2 disorders); Somatoform disorders – Hypochondriasis and Conversion disorders

**Unit 3 : Clinical Picture of:** Mood disorders; Eating disorders; Sexual disorders: Gender Identity Disorder

**Unit 4 : Clinical Picture:** Schizophrenia; Personality Disorder (any one); Borderline Personality Disorder / Anti Social Personality Disorders; Disorders of Development (any two): Learning disorder/ Mental Retardation, ADHD/ Autism

#### Readings:

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

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

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

David Barlow H. & Durand V. Mark, 7<sup>th</sup>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 Delhi :Cengage learning

### HPC402: TATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

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

#### Unit 1:

**Introduction to Inferential Statistics and Hypothesis Testing about the Difference between Two Independent Means:** The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Choice of  $H_A$ : One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The  $t$  Distribution; Characteristics of Student's Distribution of  $t$ ; Computing  $t$  Using Definitional Formula only; Assumptions Associated with Inference about the Difference between Two Independent Means; The Statistical Decision regarding Retention and Rejection of Null Hypothesis.

#### Interpreting the Results of Hypothesis Testing

A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test; Levels of Significance versus  $p$ -Values.

#### Unit 2:

**Hypothesis Testing About the Difference between Two Dependent (Correlated) Means**

The Null and Alternative Hypotheses; Determining a Formula for  $t$ ; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

### **Confidence Intervals**

Confidence Intervals for  $\mu_x - \mu_y$ ; The Relation between Confidence Intervals and Hypothesis Testing; The Advantages of Confidence Intervals.

### **Unit 3:**

#### **Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA)**

The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the  $F$  Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only; Comparison of  $t$  and  $F$ .

### **Unit 4:**

#### **Hypothesis Testing for Categorical Variables and Inference about Frequencies**

The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

### **Nonparametric Approaches to Data**

Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.

### **Introduction to SPSS**

Getting Started with SPSS; Uses of SPSS in Statistics and Research.

### **Reading List:**

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

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

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

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

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

## **HPC403: APPLIED SOCIAL PSYCHOLOGY**

**Objective:** To help student understand social problems and gain knowledge about intervention strategies.

**Unit 1: Introduction:** Nature of applied Social Psychology, Social influences on behaviour, Levels of analysis, Methodological approaches – Participatory Action and Learning research techniques.

**Unit 2: Applying Social Psychology-I:** Environment, diversity.

**Unit 3: Applying Social Psychology-II:** work, health, legal system.

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

**Practicum:** The students will conduct two practicum based on topics in HPC403.

**Readings:**

Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage. Mikkelson, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.

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

Smith, P.B., Bond, M.H., &Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.

## **ELECTIVE: GENERIC (GE)**

### **HPG001: GENERAL PSYCHOLOGY**

**Objective:** Provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

**Unit 1: 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 2: 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 3: Understanding Developmental Processes:** Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson

**Unit 4: Applications of Psychology:** Work; Health

**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 ( 7<sup>th</sup> Ed.) New Delhi : Tata McGraw Hill.

Glassman,W.E.(2000).Approaches to Psychology(3<sup>rd</sup> Ed.) Buckingham:OpenUniversity Press.

Michael ,W., Passer, Smith,R.E.(2007). Psychology The science of mind and Behavior. New Delhi :Tata McGraw-Hill.

## **HPG002: YOUTH, GENDER AND IDENTITY**

### **Objectives:**

- ✓ To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- ✓ To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

### **Unit 1: Introduction**

- a) Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b) Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c) Concepts of Identity: Multiple identities

### **Unit 2: Youth and Identity**

- a) Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b) Peer group identity: Friendships and Romantic relationships
- c) Workplace identity and relationships
- d) Youth culture: Influence of globalization on Youth identity and Identity crisis

### **Unit 3: Gender and Identity**

- a) Issues of Sexuality in Youth
- b) Gender discrimination
- c) Culture and Gender: Influence of globalization on Gender identity

### **Unit 4: Issues related to Youth, Gender and Identity**

- a) Youth, Gender and violence
- b) Enhancing work-life balance
- c) Changing roles and women empowerment
- d) Encouraging non-gender stereotyped attitudes in youth

### **Readings:**

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

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

## **HPG003: PSYCHOLOGY FOR HEALTH AND WELL-BEING**

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

**Unit 1: Illness, Health and Well being:** Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.

**Unit 2: Stress and Coping:** Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

**Unit 3: Health Management:** Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

**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

### **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.

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.

## **HPG004: PSYCHOLOGY AT WORK**

### **Objectives:**

- ✓ To understand the meaning and theoretical foundations of I/O Psychology
- ✓ To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

**Unit 1: Introduction to I/O Psychology:** Definition, Brief History, Contemporary Trends and Challenges

**Unit 2: Work Motivation:** Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity

**Unit 3: Communication in Organizations:** Communication process, purpose of communication in organizations, barriers to effective communication, managing communication

**Unit 4: Leadership:** Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership

### **Readings:**

Adler, N.J. (1997). Global Leaders: A Dialogue with future history. *Journal of International Management*, 2, 21-33.

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.

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

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior. 12th Edition*. New Delhi: Prentice Hall of India.

Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9<sup>th</sup> Edition. New Delhi: Prentice Hall of India

## **HPG005: PSYCHOLOGY AND MEDIA**

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

**Unit 1: Interface of Media and Psychology:** Understanding the interface between media & psychology;

Fantasy v/s Reality

**Unit 2: Being a Consumer: Why to Consume?:** Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity

**Unit 3: Knowing and Creating Consumer Needs:** Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda

**Unit 4: 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

**Readings:**

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc.

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.

**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

**HPG006: INTER-GROUP RELATIONS**

**Objective:** To understand the significance of healthy inter-group relations for the society and learn the strategies of resolving intergroup conflicts.

**Unit 1: Nature of intergroup relations:** Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

**Unit 2: Social categorization and conflict:** In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

**Unit 3: Cultural aspects of intergroup relations:** Social identity, Stereotypes, case studies in the Indian context.

**Unit 4: Resolving intergroup conflict:** Intergroup contact; Promoting intergroup cooperation; Conflict management strategies.

**Readings:**

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

Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.

Smith, P.B., Bond, M.H & Kagitcibasi, C. (2006) Understanding social psychology across culture. New Delhi : Sage Publications.

Zorsyht, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth .

## **HPG007: YOUTH PSYCHOLOGY**

### **Objective:**

To help students understand the notion of youth, youth across cultures, the factors influencing youth identity and sensitivity to issues concerning the youth of today.

**Unit 1: Introduction:** Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

**Unit 2: Youth development and Relationships:** Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

**Unit 3: Today's Youth: Issues and challenges:** Youth and risk behaviours; Employment and education

**Unit 4: Developing Youth:** Positive youth development; Building resources: Hope, Optimism and Resilience.

### **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)

## **ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED)**

**(ANY 2 OF THE FOLLOWING: 1 IN SEM III AND 1 IN SEM IV):**

### **HPA301: 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

**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

**Unit 3: MANAGING EMOTIONS:** The relationship between emotions, thought and behaviour; Techniques to manage emotions

**Unit 4: APPLICATIONS:** Workplace; Relationships; Conflict Management; Effective Leadership

#### **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<sup>nd</sup> ed.)* New Delhi: Response Books.

### **HPA302: 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.

**Unit 1:** Stress: Introduction, Nature of stress, symptoms of stress

**Unit 2:** Various sources of stress: environmental, social, physiological and psychological

**Unit 3:** Stress and health: effects of stress on health, eustress

**Unit 4:** Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches.

#### **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.



## **HPA303: EFFECTIVE DECISION MAKING**

**Objective:** Students will learn various strategies which will enable them to make good decisions in life.

**Unit 1:** Introduction: What is decision making? Importance of making good decisions.

**Unit 2:** Decisions regarding career: Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices/career.

**Unit 3:** Decision making in interpersonal context: Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions

**Unit 4:** Decision making at the workplace: developing competencies and skills required for effective decision making

### **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.

## **HPA401: EDUCATIONAL PSYCHOLOGY**

**Objective:** To understand the applications of psychology in the area of education.

**Unit 1: Introduction to Educational Psychology:** Nature, scope & relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism

**Unit 2: Human Diversity and Education:** Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

**Unit 3: Effective Teaching and Classroom Management:** Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management

**Unit 4: Exceptionality and Special Education:** Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs

### **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.

## **HPA402: SELECTION & TRAINING**

### **Objectives:**

To give an overview of the core HR practices in organizations

To impart basic psychological skills relevant for a practitioner in an organizational context.

**Unit 1:** Job analysis: techniques; importance

**Unit 2:** Employee Selection: Brief Introduction to HR and HR Cycle; Selection devices: Interview, Psychometric testing, Assessment center

**Unit 3:** Performance appraisal

Relevance of performance appraisal

Performance Appraisal Methods: Graphic Rating scales, Employee comparison methods, Behavioural checklist and scales

Feedback of performance appraisal information to employees

**Unit 4:** Training: Steps in establishing a training program; Methods and techniques of training

### **Readings:**

Aamodt, M. G. (1999). *Applied Industrial/Organizational Psychology*. India: Cengage Learning.

Chadha, N.K. (2002). *Human Resource Management: Issues, Case Studies & Experiential Exercises*. New Delhi: ShriSaiPrintographers

De Cenzo and Robbins, S.P. (2006). *Fundamentals of human resource management* (8th ed). NY: Wiley.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.

Smither, R.D. (1988). *The psychology of work and human performance*. NY: Harper and Row.

## **HPA403: PERSONAL GROWTH AND DEVELOPMENT**

**Objective:** To facilitate the process of self-discovery and the development of emotional, cognitive and interpersonal competencies for personal growth and effectiveness using the experiential learning paradigm.

### **Unit 1: Understanding the Self**

a) The self-concept and self-esteem

b) Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories

**Unit 2: Emotional Competence:** Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence

**Unit 3: Cognitive Competence:** Setting and achieving goals; Effective time management; Metacognitive strategies

#### **Unit 4: Interpersonal Competence**

- a) Effective interpersonal communication (conversational skills, listening skills, reading non-verbal messages, improving communication climates)
- b) Intimacy and self-disclosure in close relationships
- c) Managing interpersonal conflicts

#### **Readings:**

Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in.* (14<sup>th</sup> ed.). USA: Wadsworth Cengage Learning

Haddon, P. F. (1999). *Mastering personal and interpersonal skills.* London: Thorogood

Robbins, S.P. & Hunsaker, P. L. (2008). *Training in interpersonal skills: Tips for managing people at work.* (5<sup>th</sup> ed.). New Delhi: PHI Learning

Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science*, 26, 113-125.

Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy use and instruction.* New York: Guilford Press (Chapters 9 and 10).

Weiten, W. & Lloyd, M.A. (2006). *Psychology applied to modern life: Adjustment in the 21<sup>st</sup> century.* (8<sup>th</sup> ed.). USA: Thomson Wadsworth

### **HPA404: PSYCHOLOGICAL SKILLS IN ORGANIZATIONS**

#### **Objectives:**

- a) To gain understanding of key human relations skills demanded at the workplace
- b) To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment

**Unit 1:** Self management and social awareness: Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management

**Unit 2:** Inter-personal Communication: Verbal (Oral, writing) and Non-verbal Communication at Work, Overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback

**Unit 3:** Leadership Development: Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution

**Unit 4:** Team building: Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

#### **Suggested activities**

Since the objective of the paper is to enhance core psychological skills required in performing effectively at the workplace, in the class on student presentations, students could be encouraged to take the following illustrative activities:

- (i) De Bono six thinking hats
- (ii) Developing awareness and interpersonal relations understanding using Johari window
- (iii) Enhancing interpersonal awareness using psychological tests like Firo-B
- (iv) How to make effective presentations
- (v) Group decision making
- (vi) Perspective taking

#### **Readings:**

De Bono, E. (1985). *Six Thinking Hats: An Essential Approach to Business Management.* New York: Little, Brown, & Company.

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

Hayes, J. (2002). *Interpersonal skills at work*, 2<sup>nd</sup> edition. New York: Routledge

Luft, J. & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*. Los Angeles: UCLA