



**SYLLABUS**  
**B.A./B.SC. (HONOURS) APPLIED PSYCHOLOGY**  
**DEPARTMENT OF PSYCHOLOGY**  
**MATS SCHOOL OF ARTS & HUMANITIES**  
**(2023-2024)**

**DETAILS OF COURSE METRICS B.A./B.SC. (HONOURS) APPLIED PSYCHOLOGY**  
**TOTAL CREDITS-144**  
**DEPARTMENT OF PSYCHOLOGY (MSAH-P)**  
**MATS SCHOOL OF ARTS AND HUMANITIES**

SEMESTER-I						
COURSE	SUBJECT CODE	NAME OF SUBJECT	CREDITS (HOURS/ WEEK)	MARKS		
			THEORY/PRACTICAL	INTERNAL	EXTERNAL	TOTAL
<b>CORE COURSE</b>	(BAP-101)	INTRODUCTION TO PSYCHOLOGY- I	6	30	70	100
	(BAP-102)	PSYCHOLOGICAL RESEARCH-I	6	30	70	100
<b>GENERIC ELECTIVE GE-1 (OPT ANY ONE FROM GE-1)</b>	(BAP-103)	YOUTH, GENDER AND IDENTITY	4	30	70	100
	(BAP-104)	YOUTH PSYCHOLOGY				
<b>ABILITY ENHANCEMENT COMPULSORY COURSE AECC- 1</b>	(BAP-105)	ENVIRONMENTAL STUDIES	2	15	35	50
	(BAP-106)	PRACTICUM/ FIELD WORK	2	15	35	50
VALUE ADDED COURSE		COMMUNICATION AND SOFT SKILL	NC	NC	NC	NC
<b>TOTAL CREDITS/MARKS</b>			<b>20</b>	<b>120</b>	<b>280</b>	<b>400</b>

SEMESTER-II						
COURSE	SUBJECT CODE	NAME OF SUBJECT	CREDITS (HOURS/ WEEK)	MARKS		
			THEORY/PRACTICAL	INTERNAL	EXTERNAL	TOTAL
CORE COURSE	(BAP-201)	FOUNDATIONS OF PSYCHOLOGICAL PROCESSES	6	30	70	100
	(BAP-202)	PSYCHOLOGICAL RESEARCH-II	6	30	70	100
GENERIC ELECTIVE GE-2 (OPT ANY ONE FROM GE-2)	(BAP-203)	CLINICAL PSYCHOLOGY	4	30	70	100
	(BAP-204)	CULTURAL AND INDIGENOUS PSYCHOLOGY				
ABILITY ENHANCEMENT COMPULSORY COURSE AECC -2	(BAP-205)	ENGLISH COMMUNICATION	2	15	35	50
	(BAP-206)	PRACTICUM/ FIELD WORK	2	15	35	50
VALUE ADDED COURSE		COMPUTER AND ITS APPLICATIONS	NC	NC	NC	NC
<b>TOTAL CREDITS/MARKS</b>			<b>20</b>	<b>120</b>	<b>280</b>	<b>400</b>

SEMESTER-III						
COURSE	SUBJECT CODE	NAME OF SUBJECT	CREDITS (HOURS/ WEEK)	MARKS		
			THEORY/PRACTICAL	INTERNAL	EXTERNAL	TOTAL
CORE COURSE	(BAP-301)	LIFE SPAN DEVELOPMENT	6	30	70	100
	(BAP-302)	SOCIAL PSYCHOLOGY	6	30	70	100
	(BAP-303)	NEUROPSYCHOLOGY	6	30	70	100
ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC-1) (OPT ANY ONE FROM AEEC-1)	(BAP-304)	EMOTIONAL INTELLIGENCE	2	15	35	50
	(BAP-305)	BEHAVIOUR MODIFICATION				
ELECTIVE: GENERIC-3 (OPT ANY ONE FROM GE-3)	(BAP-306)	PSYCHOLOGY OF MENTAL HEALTH	4	30	70	100
	(BAP-307)	PSYCHOLOGY OF DISABILITY				
	(BAP-308)	INTERNSHIP	2	15	35	50
VALUE ADDED COURSE		COMPUTER AND ITS APPLICATIONS	NC	NC	NC	NC
<b>TOTAL CREDITS/MARKS</b>			<b>26</b>	<b>150</b>	<b>350</b>	<b>500</b>

SEMESTER-IV						
COURSE	SUBJECT CODE	NAME OF SUBJECT	CREDITS (HOURS/ WEEK)	MARKS		
			THEORY/PRACTICAL	INTERNAL	EXTERNAL	TOTAL
CORE COURSE	(BAP-401)	APPLIED SOCIAL PSYCHOLOGY	6	30	70	100
	(BAP-402)	SYSTEMS IN PSYCHOLOGY	6	30	70	100
	(BAP-403)	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	6	30	70	100
ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC-2) (OPT ANY ONE OF TWO FROM AEEC-2)	(BAP-404)	STRESS MANAGEMENT	2	15	35	50
	(BAP-405)	HUMAN RESOURCE MANAGEMENT				
ELECTIVE: GENERIC GE-4 (OPT ANY ONE OF FROM GE-4)	(BAP-406)	EFFECTIVE DECISION MAKING	4	30	70	100
	(BAP-407)	COGNATIVE PSYCHOLOGY				
	(BAP-408)	PRACTICUM:	2	15	35	50
VALUE ADDED COURSE		INTERNET AND ITS APPLICATION	NC	NC	NC	NC
TOTAL CREDITS/MARKS			26	150	350	500

SEMESTER-V						
COURSE	SUBJECT CODE	NAME OF SUBJECT	CREDITS (HOURS/ WEEK)	MARKS		
			THEORY/PRACTICAL	INTERNAL	EXTERNAL	TOTAL
CORE COURSE	(BAP-501)	APPLIED CLINICAL PSYCHOLOGY -I	6	30	70	100
	(BAP-502)	ORGANIZATIONAL BEHAVIOUR	6	30	70	100
ELECTIVE: DISCIPLINE SPECIFIC DSE 1 & 2 (TWO PAPERS OPT FROM DSE 1 & 2)	(BAP-503)	PSYCHOLOGICAL PERSPECTIVES IN EDUCATION	6 (DSC-1)	30	70	100
	(BAP-504)	PSYCHOLOGY OF RELATIONSHIP				
	(BAP-505)	POSITIVE PSYCHOLOGY	6 (DSC-2)	30	70	100
	(BAP-506)	PSYCHOLOGY OF PEACE				
	(BAP-507)	PRACTICUM:	2	15	35	50
VALUE ADDED COURSE		HUMAN RIGHTS	NC	NC	NC	NC
<b>TOTAL CREDITS/MARKS</b>			<b>26</b>	<b>135</b>	<b>315</b>	<b>450</b>

SEMESTER-VI						
COURSE	SUBJECT CODE	NAME OF SUBJECT	CREDITS (HOURS/ WEEK)	MARKS		
			THEORY/PRACTICAL	INTERNAL	EXTERNAL	TOTAL
CORE COURSE	(BAP-601)	APPLIED CLINICAL PSYCHOLOGY- II	6	30	70	100
	(BAP-602)	DISSERTATION	6	30	70	100
ELECTIVE: DISCIPLINE SPECIFIC DSE 3 & 4 (TWO PAPERS OPT FROM DSE 3 & 4)	(BAP-603)	PSYCHOLOGY FOR HEALTH AND WELL-BEING	6 (DSC-3)	30	70	100
	(BAP-604)	HEALTH PSYCHOLOGY				
	(BAP-605)	GUIDANCE AND COUNCELLING	6 (DSC-4)	30	70	100
	(BAP-606)	PSYCHOLOGY AT WORK				
	(BAP-607)	PRACTICUM:	2	15	35	50
VALUE ADDED COURSE		JPR & ETHICS	NC	NC	NC	NC
TOTAL CREDITS/MARKS			26	135	315	450

## SEMESTER-I

### (BAP-101): INTRODUCTION TO PSYCHOLOGY-I

**Objective:** To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

**UNIT I: Nature of Psychology** –Nature, Definition and Goals of Psychology, Method of Psychology; Observation, Experimental, Survey, Introspection and Case study method. Historical Development and Current Status. Neurological Basis – Neuron, Structure and Function of Nervous System, Application.

**UNIT II: Attention & Perception**– Meaning, Nature, Characteristics of Attention. Types of attention; Selective and Divided Attention, Distraction of Attention, Functions, Determinants of Attention.

**UNIT III: Learning** – Nature, methods of learning. Types of Learning; Classical Conditioning, Importance of classical conditioning, Operant conditioning or Instrumental Conditioning, Cognitive Learning, Tolman’s theory, Observation learning, Verbal learning.

**UNIT IV: Memory**– Nature, Component, Stages of Memory, Types of Memory; Sensory Memory, STM, LTM. Models of Memory; Atkinson Shiffrin buffer model. Theories of forgetting; Decay theory, Disuse theory, Improving memory.

**UNIT V: Motivation & Emotion** – Meaning and Nature of Motivation, Types of Motivation; Approach Motivation and Avoidance Motivation, Intrinsic Motivation and Extrinsic Motivation. Components of Emotions. Characteristics, Functions, Development, Classification and Measurement of Emotions. James Lange theory, Cannon bard theory of Emotion. Application.

**PRACTICUM (ANY 2): Application of Psychology in everyday life** - Interactive and experiential activities with the use of videos, films, personal narration in the following: Experiencing positive/negative emotions; experiencing relevance of motivation referring to personal goals. Understanding and Conduction of Experiment: One experiment from each to be done from the following: Attention, Learning, Emotion and Memory.

### Readings:

- Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.



- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

**(BAP-102): PSYCHOLOGICAL RESEARCH - I**

**Objective: To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.**

**UNIT I: Introduction to research process-**Meaning of research and its purposes, The Goals of Psychological Research, Principles of Good Research; the notion of variable and its types: Independent, dependent and control; the concepts of predictor and criterion, the process and steps of scientific research; Identifying a research problem; Types of research: Descriptive, Exploratory, Experimental, and Correlational; Ethics in Psychological Research.

**UNIT II: Tools of data collection-** Methods of Data Collection: Experimental method, Case study (Brief Introduction), Observation, Interview, Survey method. Quantitative and qualitative research.

**UNIT III: Characteristics of good test-** Characteristics of a test – Standardization, Reliability, Validity, Norms, Applications and issues.

**UNIT IV: Measures of central tendency-**Mean, Median & Mode Measures of dispersion: Standard Deviation, Quartile Deviation Derived scores: z-scores and T-scores (Calculations), Sten and Stanine Normal distribution: Nature & Properties, finding areas when the score is known, finding the scores when the area is known, Applications of Normal Curve, Divergence From Normality (Skewness and Kurtosis). Correlation: Pearson's coefficient correlation and its significance; factors affecting correlation, Spearman's Rank-Order Correlation Coefficient; Cautions Concerning Correlation Coefficients; Regression. Graphic Representation of Data (Histogram; Frequency Polygon; Bar Diagram; Pie Chart; Cumulative Frequency Graph; Factors Affecting the Shape of Graphs)

**Readings:**

- Chadha, N.K. (1991). Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi
- Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
- Gravetter, F.J. & Wallnau, L.B. (2009). Statistics for the Behavioral Sciences (9th Ed.). USA: Cengage Learning.
- King, B.M. & Minium, E. W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). USA: John Wiley & Sons.
- Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology (4th Ed.). Delhi: Prentice Hall of India.
- King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). Noida: Wiley.
- Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). Delhi: Prentice Hall of India.
- Howitt, D and Cramer, D. (2011). Introduction to Statistics in Psychology. London, UK: Pearsons Education Ltd.

**(BAP-103) 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-I:**

- **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-II:**

- **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-III:**

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

**UNIT-IV:**

- **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 (2010). Social Psychology (12th Ed). New Delhi: Pearson.

**(BAP-104): Youth Psychology**

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

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

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

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

**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)

**(BAP-105): Environmental Studies**

**Objective:** To introduce students to the basic concepts of the field of environment with an emphasis on applications of environmental science in everyday life.

**UNIT I: Multidisciplinary Nature of Environmental Studies**-Definition, scope and importance, Natural Resources: Renewable and non-renewable resources, Food chain, Food Web, Forest resources: Use and over-exploitation, deforestation: case studies. Ecological Pyramids, dams, their effects on forest and tribal people.

**UNIT II: Environmental Pollution, Definition**-Cause, Effect and control measure of – Air Pollution, Water Pollution, Soil Pollution, Marine pollution, Noise Pollution, Thermal Pollution, Nuclear Pollution.

**UNIT III: Solid Waste Management**-Causes, effects and control measures of urban and industrial waste. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: food, earthquake, cyclone and landslides. Environmental Protection.

**UNIT IV: Social Issues and Environment from Unsustainable to Sustainable development**- Water Conservation, rain water harvesting, Resettlement and rehabilitation of people, its problems and concerns. Case Studies. Environmental ethics: Issues and possible solutions.

**UNIT V: Public Awareness**-Human Population and the Environment. Variation among nations. Family Welfare Programme. Human Rights. HIV/AIDS. Women and child Welfare.

**(BAP-106): Practicum: Any 2-practicum based on theory paper**

## **SEMESTER-II**

**(BAP-201): INTRODUCTION TO PSYCHOLOGY- II**

**Objective: To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.**

**UNIT I: Cognition**-Thinking; Definition and Nature of Thinking, Types of Thinking, Role of Language in Thinking, Role of set in Thinking Concept; Nature and Importance of Concept, Factor influencing Concept formation, Strategies in Concept learning, Problem Solving; Meaning and Nature of Problem Solving, Method or Strategies of Problem Solving, Steps in Problem Solving, Factors affecting Problem Solving, Application

**UNIT II: Intelligence**– Definition and Nature of Intelligence. Types of Intelligence. Measurement of Intelligence; Concept of IQ, Binet test, Wechsler scale. Uses of Intelligence Test. Nature/ Nurture Concept of Intelligence. Theories; Spearman’s two factor theory, Cattell’s theory, Gardner theory of Intelligence. Application.

**UNIT III: Personality**– Definition and Nature, Theoretical Approaches of Personality. Theories; Sigmund Freud and Eric Erickson theory of Personality. Measurement of Personality, Determinants of Personality. Application.

**UNIT IV: Creativity and Reasoning**– Meaning of Creativity, Measurement of Creativity, Factor influencing Creativity. Meaning and Nature of Reasoning, Types of Reasoning, Important steps in Reasoning.

**UNIT V: Perception**– Nature of Perception, Perceptual processes: laws of Perceptual organizations, Depth Perception, Constancies and Factors affecting Perception. Illusion and types of Illusion. Application.

#### **Practicum**

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

#### **Readings:**

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (1990). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R. B. (2013). Psychology. New Delhi: Pearson
- N.K. Chadha and Salma Seth (eds) (2013) The Psychological Realm. Pinnacle Learning: new Delhi
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Sternberg, R. J. (2010). Cognitive Psychology. New York: Cengage Learning

#### **(BAP-202): PSYCHOLOGICAL RESEARCH - II**

**Objective:** To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.

**UNIT I: Sampling**-Meaning and characteristics of sample, Characteristics of a good sample design, Criteria of selecting a sampling procedure; Types of Sampling-Probability-Simple random, Stratified & Cluster, Non-probability: Accidental, Quota, Purposive.

**UNIT II: Qualitative research-** Define; Differentiate from quantitative research Scaling: Meaning of scaling, Scale construction: Likert, Thurstone, Guttman & Semantic differential. Research Problem: What is a Research Problem, Sources or origin of Research Problem.

**UNIT III: Hypothesis testing-** What is a Hypothesis, Procedure for Hypothesis testing, Test of Hypothesis, Limitations of tests of hypothesis. one tailed test and two tailed test, Level of significance, Degree of freedom (df). Means Z and Student's t. Type I & II errors, Power of a test

**UNIT IV: Hypothesis testing for more than two means-** What is ANOVA, The basic principles of ANOVA, One way ANOVA, Introduction to non-parametric: Chi square, Steps involved in applying chi square test, Yates correction, Important characteristics of chi square test, .

**Readings:**

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
- N.K. Chadha (2009) Applied Psychometry. Sage Pub: New Delhi
- King, B.M. &Minium, E.W. (2007). Statistical Reasoning in the Behavioral Sciences. (5th Ed.) USA: John Wiley.

**(BAP-203): CLINICAL PSYCHOLOGY**

**Objectives: To explore the experience of abnormal behaviour. To develop an understanding of Various Psychometric test, Projective test.**

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

**UNIT II:** Concept and Measurement of Intelligence, Major Tests of Intelligence , Basic principles, Psychometric tests:, WAIS & WISC.

**UNIT III:** Test of Personality: Projective and Psychometric Approaches, Major Test of Personality :MMPI, 16 PF. Projective tests: Characteristics and clinical use, Rorschach & TAT.

**UNIT IV: Major test of Aptitude, Stress, Anxiety and Depression.**

**Readings:**

- Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J.M. (2007). Abnormal psychology. 13th Ed. New Delhi: Pearson.
- Anastasi, A. (1988) Psychological Testing London: Mc Millan PublishingCo
- Korchin, S.Modern Clinical Psychology. Harper and Row,1978.
- Wolman, B.B. (ed) Handbook of Clinical Psychology, Mc Graw Hills,1972
- Freeman F. Theory and Practice of PsychologicalTesting.

**(BAP- 204) CULTURAL AND INDIGENOUS PSYCHOLOGY**

**Objective:** To understand the role of culture in understanding behaviour and exploring psychological insights in the Indian thought traditions.

**UNIT-I: Cultural Processes:** Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences, methods of studying cultural psychology.

**UNIT-II: Culture, Self and Others:** Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.

**UNIT-III: Intercultural Contacts:** Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.

**UNIT-IV: Indigenous Psychology:** Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.

**Practicum:** Students to do any 1 practicum from DSE

**Readings:**

- Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
- Chiu, C., & Hong, Y. (2006). Social Psychology of Culture. New York: Psychology Press.
- Jain, U. (2002). An Indian perspective on emotions. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.
- Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.
- . Roa, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson.
- Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 440-457. New Delhi: Concept Publishing Company.
- Smith, P.B., Bond, M. H., & Kagitcibasi, C. (2006). Understanding Social Psychology across cultures: Living and working in a changing world. London: Sage.

**(BAP-205) English Communication**

**Objective:** To introduce students to the basic concepts of communication and dealing with the environment in an effective manner in everyday life.

**UNIT I: Introduction-** Introduction and types of Communication Purpose of Communication Process of Communication Scopes or functions of communication, Elements of communication, Types of communication, Verbal Communication, Important advantages of communication.

**UNIT II: Listening Skills-** S.L.R. skills, What is Listening, Types of Listening: Active Listening or effective Listening Skills, Barriers in good listening. Importance of Reading Definition of Reading: meaning and process Components of Reading Skills Improvement of Reading skills Importance of Speaking skills, Pronunciation Pause, Tone, Stress.

**UNIT III: Writing skills:** General principle of Writing Improving Writing skills, Essentials of good Style, Grammar and usage, Writing business letter, importance and difference between personal and business letters, Circulars, Memos and notices Report writing.

**UNIT IV: Oral Communication skills:** Oral Presentation Objectives of Presentation Types of Presentation Communication in an organization Channels of internal and external Communication, Communication Network: upward, downward, horizontal, diagonal.

**UNIT V: Employment Communication:** Resume; content of good Resume, guidelines for writing Resume and different types of Resumes Job Interview; importance and factors involving job Interview, Characteristics and process of Job interview Technique of Job Interview Manners and Etiquettes to be followed in Job Interview.

**Readings:**

- Professional Communication:Dr.T.N. Chhabra (Sun Indira Publication)
- Essentials Of Business Communication, Rajendra Pal And J.S. Korlhali(Sultan Chand & Son's)
- Business Communication, K.K. Sinha (Galgotia Publishing Company)
- Business Correspondenceand Report Writing R.C. Sharma & Krishna Mohan (Tata Megrow Hill Publishing Company Limited)
- Communicate To WinruchardDenny (Kogan Page Indira)

**(BAP-207): PRACTICUM: ANY 2 PRACTICUM BASED ON THEORY PAPER**



### SEMESTER-III

#### (BAP-301):LIFE SPAN DEVELOPMENT

**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 I: Introduction-** a) Concept of Human Development b) Theories, themes and research designs.

**UNIT II: Periods of Life Span Development-** a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence e) Adulthood.

**UNIT III: Domains of Human Development:** a) Cognitive development: perspectives of Piaget and Vygotsky b) Language development c) Physical development d) Emotional development e) Moral development f) Personality development.

**UNIT IV: Socio-Cultural Contexts for Human Development:** a) Family b) Peers, Media & Schooling c) Human Development in the Indian context.

#### **Reading:**

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012). Lifespan Development (13th ed) New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

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

1. Life Review of self or an adult.
2. Assessment of cognitive or socio-emotional status with the help of standardized psychological tests.
3. Field report: The interaction between individuals and contexts (family, school, peers, culture).

4. Case study of an atypical individual.
5. Field work: some illustrative topics:
  - i. Assessing BMI in relation to socio-economic-status.
  - ii. Examining the issues of old age by interviewing an elderly individual.
  - iii. Evaluating quality of service in old-age homes.
  - iv. Identifying the moral challenges by noting the incidents reported over 1 week in newspapers.
  - v. Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

**(BAP-302): 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-I:** Introduction-Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology.

**UNIT-II:** Understanding self and evaluating the social world- Making of self-social cognition, social perception, Impression management, Attitudes, Attitude-behaviour link; Strategies for attitude change.

**UNIT-III:** Social interaction and Influence- Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence (Conformity, Compliance, Obedience). Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

**UNIT-IV:** Group Dynamics and Inter-group relations-Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, intergroup conflict, intervention techniques), Group Interaction (Facilitation, Loafing).

**Readings:**

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Wadsworth.
- Franzoi, S.L. (2009). Social Psychology (5th 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 (12th Ed.). New Delhi: Pearson.

**Practicum:** Three practicum, one from each unit:

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

Unit II: Simulated exercises/assessment - Any one of the following: 1. Impression formation and attribution, self-2. Attitude  
Unit III: Understanding Social Relations and resolving conflict using case studies and audio visual aids- (any one).

**(BAP-303): NEURO PSYCHOLOGY**

**Objectives: To explore the biological basis of experience and behaviour. To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.**

**UNIT-I: Introduction to biopsychology**-Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

**UNIT-II: The Functioning brain**- Structure, and functions of neurons; Neural conduction and synaptic transmission.  
Sensory Systems: The Visual system, the auditory system.

**UNIT-III: Organization of nervous systems**-CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

**UNIT-IV: Endocrine System**-Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

**Readings:**

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
- Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.
- Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Rozenweig, M. H. (1989). Physiological Psychology. New York: Random.

**(BAP-304): EMOTIONAL INTELLIGENCE**

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

**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

**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 nd ed.) New Delhi: Response Books.

**(BAP-305: BEHAVIOUR MODIFICATION:**

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

**Unit I: Introduction-** What is behavior. What is behavior modification. What is behavior assessment.

**Unit II:** Classical conditioning theory, basic principles, cognitive perspective and applications. Operant conditioning theory, basic principles, punishment, negative reinforcement, schedules of reinforcement, cognitive perspective and applications.

**Unit III: Techniques-** Token Economy, Contingencies, Shaping, Premack Principal.

**Unit IV: Applications-** School, Family Work, Behavioural principals and procedures- a) Getting a behavior to occur more often with positive reinforcement, b) Developing and maintaining behavior with conditioned reinforcement, c) Decreasing a behavior with extinction. Planning, applying and evaluating

**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.
- Miltenberger, R.G. (May 12th 2011) Behaviour Modification: Principals and Procedures. Wadsworth Publishing Company

**(BAP-306): PSYCHOLOGY OF MENTAL HEALTH**

**Objectives: Starting conversations around mental health and creating mental health awareness amongst non-Psychology students. • Basic understanding of common mental health problems like anxiety and depression. • Understanding and enhancing positive mental health and wellbeing**

**UNIT I:** Mental Health: Concept of Mental Health; Importance of Mental Health, Reducing the stigma of Mental Illness; Mental Health Issues in Adolescence and Young Adults: Bullying, Academic Grades, Body Image, Relational Issues, Sexual Orientation

**UNIT II:** The Dark Clouds: Anxiety, Depression, and Suicide: Basic Understanding and Preventive Treatment Measures

**UNIT III:** Mental Health Disorders and Diagnosis: Overview of Important Psychological Disorders (Schizophrenia, OCD, Developmental Disorders- Autism, Learning Disabilities); Understanding Diagnostic Standards

**UNIT IV:** Mental Health Intervention: Recognizing the signs that someone may need support; Knowing what to do and what not to do when a person reaches out for help; Psychological First Aid, Guiding the person towards appropriate professional help: Medical Aid, Counseling, Therapy, Guidance, Mentoring; Peer Mentoring: Concept and Skills; Understanding Care Giver's burden

**Readings:**

- Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson.
- Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). Pocketbook of Mental Health (3rd Edition). Australia: ElsevierHayes, J. (2002). Interpersonal skills at work, 2nd edition. New York: Routledge
- Snider, Leslie and WHO (2011).Psychological First Aid: Guide for Field Workers. Retrieved from [http://www.aaptuk.org/downloads/Psychological\\_first\\_aid\\_Guide\\_for\\_field\\_workers.pdf](http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf)
- World Health Organization. (2003). Investing in mental health. World Health Organization. Retrieved from <http://www.who.int/iris/handle/10665/42823>

**(BAP-307) PSYCHOLOGY OF DISABILITY**

**Objectives:** To understand and conceptualize disability from the psychological perspective and learn to identify the social, cultural, historical and political phenomena associated with disability. To develop an understanding of various theories of disability or to be able design interventions to deal with disabilities.

**UNIT I: Conceptualizing Disability-** An Introduction. Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique. Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust Issues of language and its consequent labeling: How disability gets constructed: The power of language.

**UNIT II: Theorizing Disability-** Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

**UNIT III: Making of a disabled Identity Documenting Disability-** Problems of Certification Issues of Access: Built and Psychological, Issues of Education and Employment Family, Care & Support Structures Intimacy and Sexuality: Marriage, Companion relationships.

**UNIT IV: Designing Interventions-** Psychotherapeutic approaches, Appreciating heterogeneity of different disabilities; Contemporary debates: euthanasia and prenatal selection.

**Readings:**

- Ghai, A. (2015). Rethinking Disability in India. New Delhi: Routledge.
- Goodley, D. &Lawthom, R. (2006). Disability and Psychology: Critical Introductions and Reflections. London: Palgrave Macmillan.
- Dalal, A.K. (2000a). Social Attitudes and Rehabilitation of People with Disability: The Indian Experience. Arab Journal of Rehabilitation, 5, 15-21.
- Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. Psychology and Developing Societies, 12, 67-82.
- Practical Applications (Vol. 2). New Delhi: Longman, Pearson Education.
- Dalal, A.K., &Misra,G. (2010). The Core and Context of Indian Psychology. Psychology and Developing Societies, 22(1), 121–155.

**(BAP-308) INRERNSHIP:**

Student has to undergo internship in the IV Semester, whatever the specialization, to gain Practical professional knowledge in important organizational / industrial / mental health institutes offering such services for a period of not less than 30 days, and thereof submit a report of such learning experiences to the Department.

**SEMESTER-IV****(BAP-401) APPLIED SOCIAL PSYCHOLOGY**

**Objectives:** To understanding the theoretical concepts related to social inequalities, especially in the Indian context, Developing insights into one's own behaviours as a man (or as a woman) through self reflexivity. To Developing insights into issues related to groups, environment and the legal system

**UNIT-I: Crowd: Meaning of Crowd, Characteristics of Crowd, Difference between Crowd and Group Classification of Crowd, Psychology of Crowd behaviour, Distinction between Crowd and Mob.**

**UNIT-II: Rumour: Meaning of Rumour, Characteristics of Rumour, Types of Rumour, Condition for spread of Rumor, Causes of Rumor, Psychological analysis of Rumour, Media of spreading Rumor, Check on the spread of Rumour.**

**UNIT-III: Aggression and Social Violence: Meaning and nature of Aggression, Theories of Aggression; Instinct theory, Frustration-aggression theory, social learning theory, Modified Aggression theory, Factors provoking Aggression and violence, Measures of preventing and reducing Aggression.**

**UNIT-IV: Attitude: meaning and definition of Attitude, Attitude and value, Attitude and belief Development and formation of Attitude, of Attitude, Attitude change, Theories of attitude change; Heider's Balance story, Festinger's cognitive dissonance theory, Rosenberg's affective-cognitive consistency theory, Measurement of Attitude.**

**UNIT-V: Social tension: Meaning of Social tension, Types of social tension, Effects of Social tension, Causes of social tension, Method of reducing Social tension.**

**PRACTICAL**

Any 1 practicum pertaining to the syllabus.

**Readings:**

- Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology*, 9th edition, Delhi: Pearson.
- Myers, D., Sahajpal, P., Behera, P. (2011). *Social Psychology* (10th Edition). New Delhi: McGraw Hill.
- Mikkelsen, B. (1995). *Methods for Development Work and Research: A Guide for Practitioners*. New Delhi: Sage.
- Schneider, F.W., Gruman, A., Coult, 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 Publications.
- Sing A.K. *Social psychology*, 2015, PHI Learning Private Ltd

**(BAP-402): SYSTEMS IN PSYCHOLOGY**

**Objectives: To develop an understanding of the concept of individual system of Psychology.**

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

**UNIT II-** Field Dynamic Approach: Lewin

**UNIT III-**Psychoanalytical and Humanistic; Freud and Maslow

**UNIT IV-** **Indian Psychology; Samkhya, Yoga and Vedant.**

**Readings:**

- Brennan, J.F. (1991). History and systems of psychology. NJ: Prentice Hall.
- Chaplin, J.P. and Krawiee, T.S. (1979). Systems and Theories in psychology. NY: Holt, Rinchart and Winston. Leahey, T.H. (1994).
- A history of modern psychology. NJ: Prentice Hall.
- Marx, M.H. and Hillix, W.A. (1986). Systems and theories in psychology. NY: Mc Graw Hill.
- Paranjpe (1984). Theoretical Psychology; meeting of east and west.

**(BAP-403) PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**

**Objectives: This course provides a basic introduction of individual differences and perspective on personality.**

**UNIT-I: Personality:** Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic and social cognitive.

**UNIT-II: Intelligence:** Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

**UNIT-III: Indian approach:** Self and identity in Indian thought.

**UNIT-IV: Enhancing individual's potential:** Self-determination theory; Enhancing cognitive potential, Self- regulation and self enhancement; Fostering creativity.

**Practicum:** Two psychological tests (one based on Intelligence and one based on personality).



**Readings:**

- Carr, A. (2011): Positive psychology. Routledge.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts .Pearson.
- Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata

**(BAP-404) 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-I: Learning about sources of stress and its symptoms:** Nature of stress- various sources of stress environmental, social, physiological and psychological; Symptoms of stress - emotional response, physiological &behavioural

**UNIT-II: Stress and health:** effects of stress on health, eustress

**UNIT-III: Managing stress-I:** Methods - yoga, meditation, relaxation techniques.

**UNIT-IV: Managing stress-II:** 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.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions ( 4th Ed.).NY: Wiley.

**(BAP-405) HUMAN RESOURCE MANAGEMENT**

**Objective: To help students understand the various processes and issues inherent in organizations related to human resources.**

**UNIT I: Introduction** to Human Resource Management (HRM):  
Personnel management, HRM and HRD, Context and issues in HRM

**UNIT II: Human Resource Practices :**Job analysis; Recruitment and selection; Training; Performance evaluation

**UNIT III: International human resource management (IHRM) :**The context of Globalization, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise, Selection of international assignees; Expatriate failure, Cross-cultural training.

**UNIT IV: Organizational change and development:** Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group).

**Practicum:** Students would be required to complete 1 practicum from any of the topics discussed in DSE-PSY-02.

**Reading:**

- 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.
- Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises ( 3rd Ed). New York: 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. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.
- Jex, S.M. & Britt, T.W. (2008) Organizational Psychology: A Scientist- Practitioner Approach. 2nd ed. John Wiley and sons Inc. New York.
- Luthans, F. (2010) Organizational Behaviour. 12th Edition. McGraw Hill.
- Muchinsky, P.M. (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.
- Robbins, S.P., Judge T.A. and Sanghi, S. (2009) Organizational Behaviour. 13th ed. Pearson Education, Inc.
- Schluetz, D. and Schultz, S.E. (2006) Psychology and Work Today. 9th ed. New Jersey, Pearson Education Inc.

**(BAP-406) EFFECTIVE DECISION MAKING**

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

**UNIT-I: Introduction:** What is decision making? Importance of making good decisions.

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

**UNIT-III: Decision making in interpersonal context:** Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions.

**UNIT-IV: 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.

**(BAP-407): COGNITIVE PSYCHOLOGY**

**Objectives:** To study the history and concepts of cognitive psychology and understand different methods of cognitive and neuro-psychological research. Being able to understand attention, language, problem solving and decision-making processes.

**UNIT I: Introduction to Cognitive Psychology-** History, Approaches and Methods of Cognitive Psychology and Neurosciences; States of Consciousness- Modern Theories of Consciousness; Metacognition.

**UNIT II: Attention: Nature of Attention-** Selective Attention; Divided Attention; Attention and the Effects of Practice- Stroop Task; Habituation and Adaptation.

**UNIT III: Language-**Structure and Properties of Language; Language Comprehension and Production; Theories of Language; Language and Cognition.

**UNIT IV: Problem Solving and Decision Making-** Concept and Categorization; Methods & Blocks to Problem Solving; Models of Decision Making.

**Readings:**

- Atkinson R.L., Atkinson R.C., Smith E.E., Bem D.J. (1993). Introduction to psychology, (11<sup>th</sup> ed.). Fort Worth, TX: Harcourt Brace Jovanovich.
- Smith. E.E. &Kosslyn, S.M. (2007). Cognitive Psychology: Mind and Brain. Upper Saddle River, N.J.: Pearson/Prentice Hall.
- Danziger, K. &Dzinas, K. (1997). How Psychology got its Variables. Canadian Psychology, 38. 43-48.
- Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceiving, Learning and Remembering. Delhi: Cengage Learning India Private Limited.
- Wang, Q. and Ross, M. (2007). Culture and Memory. In Kitayama, S. and Cohen, D. Eds. Handbook of Cultural Psychology. New York: The Guildford Press.

**(BAP-408) Practicum: Practical Based on Theory Paper**

**SEMESTER-V**

**BAP-501) APPLIED CLINICAL PSYCHOLOGY -I**

**Objectives:** Students will understand knowledge about disability as a social, cultural, historical and political phenomenon.

**Drawing from the four units students will be exposed to varying disability definitions, cultural meanings and representations, What does it mean to be “disabled”? How has this Meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?**

**UNIT I: Understanding Abnormal Behavior** a) Concept of Normalcy & Abnormality b) Difference between Normality and Abnormality c) Models of Abnormality; Biological, Behavioral, Cognitive, Psychodynamic and Sociocultural models d) Diathesis Stress Model

**UNIT II: Classification of Disorders:** a) Approaches of Classification b) Classification; DSM V and ICD 10 c) Introduction to various groups of Disorders classified in DSM V (only general characteristics). Overview of Treatment and Intervention: Biological, Psychological (Cognitive, Behavioral, Psychoanalytical and Humanistic Intervention model).

**UNIT III: Anxiety Disorders:** a) Meaning, Nature and Types of Anxiety Disorders. b) GAD – Clinical picture, Causal factors. c) Meaning, Nature and Types of Phobias d) Social anxiety Disorder – Clinical picture, Causal factors e) Panic disorder – Clinical picture, Causal factors f) Obsessive Compulsive Disorder – Clinical picture, Causal factors.

**UNIT IV: Mood Disorders:** Clinical picture, Causal Factors a) Major Depressive Disorder b) Persistent Depressive Disorder c) Cyclothymic Disorder d) Bipolar –I Disorder e) Bipolar-II Disorder. Dissociative Disorders: Clinical picture, Types, Causal Factors. Study of Suicide.

**UNIT V: Childhood Disorders:** Clinical picture and Causal factors: a) ADHD b) Autism Spectrum Disorder c) Conduct Disorder d) Oppositional Defiant Disorder. Internet Gaming Disorder: Clinical picture and Intervention

#### Practicum

- Clinical case analysis with use of secondary data including movies (signs, symptoms, Etiology)/ Interview of cases from the above list of Units
- Test any one: 16PF, MMPI, Beck Cognitive Inventory.

#### Readings:

- Alloy, L.B., Riskino, J.H. and Manos, M.I. (2006). Abnormal Psychology; Current Perspectives. New Delhi: Tata McGraw Hill
- Barlow, D.H. & Durand, V.M. (2010). Textbook of Abnormal Psychology. New Delhi: Cengage Learning India Pvt. Ltd.
- Carson, R.C., Butcher, J.N., Mineka, S & Hooly, J. M. (2007). Abnormal Psychology, 13th Ed. New Delhi: Pearson.
- Keplan & Sadock (2009) Text Book of Psychiatric. Walter & Kluwer/ Lippincot Willams and Willikins.
- Nolen-Hoeksema, S. (2010). Abnormal Psychology. New Delhi: Tata McGraw-Hill.

#### **(BAP-502) ORGANIZATIONAL BEHAVIOUR**

**Objective: To help students understand the various processes and issues inherent in organizations related to human relations.**

**UNIT-I: Dynamics of Organizational Behavior:** Organization behaviour; Scope and concepts, Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism, Emotional Intelligence

**UNIT II : MOTIVATION AND REWARD SYSTEMS**

Motivation- Goal setting- elements, Content Theories of Motivation – Herzberg’s-Motivator-Hygiene (Two factors) Theory, Alderfer’s- E-R-G Model.

Reward system- Financial and Non-financial incentives.

Economic Incentive Systems: Purposes & Types- Incentives Linking Pay with Performance, Wage Incentives, Profit Sharing, Gain Sharing, And Skill-Based Pay.

### UNIT III: EMPLOYEE ATTITUDES AND THEIR EFFECTS

The Nature of Employees Attitudes -Job satisfaction, Job Involvement, Organizational Commitment, Work Moods. Effects of Employee Attitudes- Employee Performance, Turnover, Absence & Tardiness, Theft, Violence, Other Effects.

Studying Job Satisfaction-Benefits of job satisfaction studies, Use of Existing job satisfaction Information, Changing Employee Attitudes.

### UNIT IV : JOB ANALYSIS AND SELECTION

Job Analysis: Definition and methods – Questionnaire method, Checklist method, Individual interview method, Observation, Group interview method, Technical conference method, Diary method, Work participation method and Critical incident method.

Selection: Application blanks. Psychological tests used in selection – intelligence tests, personality tests, interest tests and aptitude tests.( mention two in each area).

Interview – guided interview, unguided interview, stress interview and group interview..

**UNIT V : Leadership: Basic approaches:** Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership

**Practicum:** Any two practicum based on topics in C-PSY-13

#### Readings:

- 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. New Delhi :Biztantra publishers.
- Landy, F.J. & Conte, J.M. (2007). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.
- 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.
- Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.
- Robbins, S. P. & Judge, T.A. (2007). Organizational Behavior (12th Ed). New Delhi: Prentice Hall of India.
- Schermerhorn, J.R. ,Hunt, J.G. & Osborn, R.N. (2008). Organizational Behavior (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
- Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage.

### (BAP-503) PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

**Objective: To appreciate the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education. To enable learners to deal with various problems and issues related to student diversity in a classroom.**

**UNIT-I: Psychology and its bearing on education**

- a) Educational Psychology-Definition, Nature, Scope; Role of psychology for educational theory and practice; Aims and objectives of educational psychology .
- b) Research Methods-Program evaluation research, Action research and the Teacher as a researcher

**UNIT-II: Application of learning theories to education.**

- a) Behavioral approaches to learning-Classical conditioning, Operant conditioning {in brief}; applied behavior analysis in education-Increasing desirable behaviors, Decreasing undesirable behaviors.
- b) Social Cognitive approaches to learning –Bandura’s Social Cognitive theory,
- c) Observational learning {in brief}; Theories of instruction- 1) Bruner’s Cognitive development theory; Gagne’s Hierarchical theory; Atkinson’s Decision-Theoretic Analysis for Optimizing Learning;

**UNIT-III: Classroom Management & Assessment:**

Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

**UNIT-IV: Inclusive Education: Dealing with Classroom Diversity**

Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling.

**UNIT-V:** Students with emotional and behavior disorder. Attention deficit disorder (Add), Attention Deficit Hyperactive Disorder (ADHD), Gifted and talented students. Intervention and special education for various forms of exceptionality, mainstreaming.

**Readings:**

- Bartlett, S., & Burton, D. (2012). Introduction to education studies. London: Sage.
- Combs, A. (1979). Myths in education: Beliefs that hinder progress and their alternatives. London: Allyn & Bacon.
- Dearden, R. (1967). The concept of play. In R. Peters, The concept of education (pp. 51-63). London: Routledge & Kegan Paul.
- Leicester, M. (2008). Creating an inclusive school. London: Continuum International Publishing Group.
- Long, M. (2000). The Psychology of Education. Sussex: Routledge. Matthews, M. (1980). The marxist theory of schooling: A study of epistemology and education. Sussex: The Harvester.

**(BAP-504): PSYCHOLOGY OF RELATIONSHIP**

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

**UNIT I:** Social Psychology of Relationships: Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships); Marriage (marriage for love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital happiness)

**UNIT II:** Love: Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg's triangular theory); Relationship satisfaction

**UNIT III:** Distress in relationships: Jealousy, Infidelity, Breakup, Divorce

**UNIT IV:** Healing: Understanding the dynamics of broken and flourishing relationships; Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness.

**UNIT V: Personal and Professional relationships :Pro social Behavior Gratitude, Forgiveness, Fostering Positive Relationships. Communication: Communication Behaviors, Communication types, Anger management, Emotional Regulation, Mindfulness.**

**Readings:**

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81-84
- Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup Distress and Loss of Intimacy in University Students. *Psychology*, 1(03), 173-177.
- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.
- Hatfield, E., Mo, Y.U, & Rapson, R.L. (2015). Love, sex and marriage across cultures. In Jenson, L.A. (Ed.), *The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective*. New York: Oxford University Press.
- Hojjat, M. & Moyer, A. (2016)(Eds.). *The Psychology of Friendships*. UK: Oxford University Press
- Rye, M. S. & Kenneth I.P. (2002). Forgiveness and Romantic Relationships in College: Can It Heal the Wounded Heart? *Journal of Clinical Psychology*, 58(4), 419–441.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi, India: Sage Pub. Chapter 12: Attachment, love and Flourishing relationships.
- Sternberg, R.J. & Weis, K. (2006)(Eds.). *The New Psychology of Love*. New Haven, CT, US: Yale University Press.
- Wilerton, J. (2010). *The Psychology of Relationships*. New York: Red Globe Press

**(BAP-505) POSITIVE PSYCHOLOGY**

**Objective:** To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

**UNIT I: Introduction:** Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

**UNIT II: Positive Emotional States and Processes:** Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

**UNIT III: Positive Cognitive States and Processes:** Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

**UNIT IV: Applications:** Work, education, ageing, health.

**UNIT V: Forgiveness and Gratitude:** Forgiveness and Gratitude, Personal transformation and Role of suffering, Trust and Compassion.

**Practicum:**

- Any one practicum can be designed from the syllabus so as to enhance the understanding of the concepts and applications of positive psychology.

**Readings:**

- Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
  - Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
  - Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
  - Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
  - Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press

**(BAP-506) PSYCHOLOGY OF PEACE**

**Objectives:** To explore concepts of peace and conflict from a psychological perspective. Create awareness about national and international peace and conflict process and how psychology can play an important role.

**UNIT I: Introduction:** Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peace building, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.



**UNIT II: Psychological Understanding of Peace and Conflict** Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psycho cultural Interpretations – Marc Howard Ross.

**UNIT III: Building peace** Structure, Process, Integrated framework for peace building, peace education.

**UNIT IV: Peace Process and Transformation** Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross community network model, stories of peace challenge.

**UNIT V: Direct Violence:** Terrorism, War. Violence against minorities. structural violence; Women and children.

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

**Readings:**

- Bose, S. (2005). Kashmir at the Crossroads: Problems and Possibilities, In Das, S. K. (Ed.) Peace Process and Peace Accord, 142-171, New Delhi: Sage.
- Cheistie, D. J., Hare, A. P., & Winter, D. D. (2001). Peace, Conflict and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.
- CQ Researchers (2011). Issues in Peace and Conflict Studies, New Delhi, Sage.
- Das, S. K. (2005). Nobody's Comminique: Ethnic Accords in North-East. In Das, S. K. (Ed.) Peace Process and Peace Accord, pp120-141, New Delhi: Sage.
- Delahaye, P., & Krishnan, B. (2003). Imagine Nagaland: The Courage to be Positive, In Sampson, C., AbuNimer, M., et al. (Ed.) Positive Approaches to Peacebuilding, pp169-186, Washington, DC: Pact Publications.
- Fox, M. A. (2014). Understanding Peace: A Comprehensive Introduction, New York, Routledge.

**(BAP-507) Practicum: Practical Based on Theory Paper**

**SEMESTER-VI**

**(BAP-601) APPLIED CLINICAL PSYCHOLOGY-II**

**Objective:** To understand the main symptoms of psychological disorders and sources of stress, anxiety and learn ways of coping with stress, anxiety.

**UNIT I** Sleep Disorders: Clinical Picture & Causal factor of Insomnia Disorder, Hypersomnolence Disorder, Sleep Apnea and Narcolepsy. Trauma and stress related disorders; PTSD – Clinical picture, Causal factors.

**UNIT II:** Schizophrenia spectrum and other Psychotic disorders: Clinical picture, Causal factors of Schizophrenia, Schizoaffective Disorder, Catatonic Disorder and Delusional Disorder. Somatic Symptom Disorder and other related Disorder: Clinical picture of Somatic symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder.

**UNIT III:** Personality and Eating disorder: Clinical picture and Causal Factors of: a) Personality Disorders; Cluster A, B, C. b) Eating Disorders; Anorexia Nervosa, Binge Eating Disorder, Nervosa Bulimia.

**UNIT IV:** Developmental Disorders: Clinical picture and Causal Factors of: a) Intellectual Disability b) Learning Disability.

**UNIT V: Substance-Related and Addictive Disorders:** Clinical picture and Causal Factors.

#### Practicum

- Case history (any two) and Mental State Examination One Field Report: Concentrating on the above mention areas/ Assessment using any one objective and projective test (TAT, Rorschach test, any other)

#### Readings:

- Alloy, L.B., Riskino, J.H. and Manos, M.I. (2006). Abnormal Psychology; Current Perspectives. New Delhi: Tata McGraw Hill
- Barlow, D.H. & Durand, V.M. (2010). Textbook of Abnormal Psychology. New Delhi: Cengage Learning India Pvt. Ltd.
- Carson, R.C., Butcher, J.N., Mineka, S & Hooly, J. M. (2007). Abnormal Psychology, 13th Ed. New Delhi: Pearson.
- Nolen-Hoeksema, S. (2010). Abnormal Psychology. New Delhi: Tata McGrawHill.

#### **(BAP-602): 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.

#### **(BAP-603) PSYCHOLOGY FOR HEALTH AND WELL-BEING**

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

**UNIT I: Illness, Health and Wellbeing:** Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.

**UNIT –II: Stress and Coping:** Nature and sources of stress; Theories of Stress – (Cannon, Selye, Lazarus); Subjective correlates of stress. Effects of stress on physical and mental health; Coping and stress management.

**UNIT III: Modification and Enhancement of Health Behaviour**

Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management Modification – Changing Health Habits; Cognitive-Behavioural Approaches to Health Behaviour Changes.

**UNIT IV:** Behavior and Health: Characteristics of Health Behaviour; Barriers to Health Behaviour; Theories of Health Behavior (Health –Belief Model, Theory of Planned Behavior, Stages of Change Model)

**UNIT V: Community Health and Hazards:** Health habits and health behaviour :Food habits, Health risk behaviour (use of Tobacco, Alcohol, Drugs), Strategies for changing health risk behavior (cognitive, behavioural, motivational, emotional approaches), Reproductive health,

**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. 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). Healthpsychology, 6th Edition. New Delhi: Tata McGraw Hill

**(BAP-604) HEALTH PSYCHOLOGY**

**Objectives: Understanding health psychology and the relation between mind and body, identifying the characteristics of healthy behaviours and promoting them. Understanding a variety of health enhancing behaviours and the importance of exercise, nutrition, safety and management of pain and stress. Developing an understanding of pursuing research in health psychology domains and developing interventions**

**UNIT I:** Introduction to Health Psychology: Mind and Body Relationship, Components of Health: Social, Emotional, Cognitive and Physical Aspects, Relationship Between Health and Psychology, Cultural Construction of Health, Goals of Health Psychology, Bio-Psychosocial Model of Health, Indian Model of Health.

**UNIT II:** Behavior and Health: Characteristics of Health Behaviour; Barriers to Health Behaviour; Theories of Health Behavior (Health –Belief Model, Theory of Planned Behavior, Stages of Change Model).

**UNIT III:** Health Promotion and Management: Exercise, nutrition, Indian Healing Techniques (Ayurveda, Traditional Healing), Stress and Coping.

**UNIT IV: Health Care Systems:** Indian Scenario, Attitude of Health Professionals, Burnout in health professionals, Designing health care work environment, Future challenges for health care.

**UNIT V: Interventions and Research in Health Psychology:** Emotions, Culture and Health, Research on Health Psychology in India

**Readings:**

- Dalal, A.K. (2016). Cultural Psychology of Health in India. Delhi: Sage.
- Marks, D.F., Murray, M., Evans, B., & Estacio, E.V.(2011). Health Psychology (3rd Edition).
- DiMatteo, M. R., & Martin L. R. (2011). Health Psychology. Noida: Dorling Kindersley London: Sage.
- Sarafino, E.P., & Smith, T.W. (2016). Health Psychology: Bi- psychosocial Interactions (9th Edition). New York: Wiley.
- Taylor, S.E. (2017). Health Psychology (10th Edition). Delhi: Tata McGraw Hill.

**(BAP-605) GUIDANCE AND COUNSELING**

**Objective: To develop an understanding of basic concepts, processes, techniques of Counseling**

**UNIT-I: Introduction:** a) Meaning and goals b) Counselling as a profession: training, skills and ethics c) The effective counsellor: personality and self of the counsellor d) Counselling process and relationship.

**UNIT-II: Techniques of Counseling :**a) Psychoanalytic techniques b) Humanistic approaches c) Behavioral techniques d) Cognitive techniques.

**UNIT-III: Counselling Applications :**a) Child Counselling b) Family Counselling c) Career Counselling d) Crisis intervention: suicide, grief and sexual abuse.

**UNIT-IV: Contemporary Trends:** a) Indian approaches: yoga and meditation b) Counselling and technology c) Expressive techniques: art, music, dance.

**UNIT-V: The Guidance :** Meaning and Functions of guidance. The bases of present guidance approach Basic Principle and assumption of guidance. Guidance services. Difference between Guidance and Counseling.  
Special areas of Guidance – Vocational Guidance, Educational Guidance, personal Guidance, Problems of Guidance in India.

**Practicum:** Any two practicum based on topics in C-PSY-14.

**Readings:**

- Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown
- Burnard, P. (2009). Counseling Skills Training: Book of activities. Viva Books, New Delhi.

- Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University.

**(BAP-606) 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 I: Introduction to I/O Psychology:** Definition; Brief history; Contributing disciplines to the domain of I/O psychology; Contemporary trends and challenges.

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

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

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

**UNIT V:** Team building- Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

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

**Readings:**

- Greenberg, J. & Baron, R.A. (2011). Behaviour in organizations. 10th Ed. India: Dorling Kindersley.
- Griffin, R.W. & Moorhead, G.(2009). Organizational behavior: Managing people & organizations (Edition). Biztantra publishers.
- Robbins, S. P. & Judge, T.A. Essentials of Organizational Behavior. 9th Edition. New Delhi: Prentice Hall of India.
- Robbins, S. P. & Judge, T.A. Organizational behavior. 12th Ed. New Delhi: Prentice Hall.

**(BAP-607) Practicum: Practical Based on Theory Paper**

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