

Gangadhar Meher University

SAMBALPUR, ODISHA

UNDERGRADUATE PROGRAMME IN PSYCHOLOGY
(Courses effective from Academic Year 2017-18)



SYLLABUS OF COURSES OFFERED IN
Core Courses, Generic Elective, Ability Enhancement Compulsory Courses &
Skill Enhancement Course

DEPARTMENT OF PSYCHOLOGY

Gangadhar Meher University
SAMBALPUR, ODISHA

REGULATIONS OF GENERAL ACADEMIC AND EXAMINATION MATTERS
FOR BA/B.Sc./B.COM/BBA/BSc.IST EXAMINATIONS

(THREE YEAR DEGREE COURSE) UNDER CHOICE BASED CREDIT SYSTEM AND
SEMESTER SYSTEM

(Effective for the students admitted to First year of Degree course during 2015-16 and afterwards)

CHAPTER-I

(REGULATIONS OF GENERAL ACADEMIC MATTERS)

1. APPLICATION & COMMENCEMENT:

- (i) These regulations shall come into force with effect from the academic session 2015-16.

2. CHOICE-BASED CREDIT SYSTEM (CBCS):

CBCS is a flexible system of learning that permits students to

1. Learn at their own pace.
2. Choose electives from a wide range of elective courses offered by the University Departments.
3. Adopt an inter-disciplinary approach in learning and
4. Make best use of the expertise of available faculty.

3. SEMESTER:

Depending upon its duration, each academic year will be divided into two semesters of 6 months duration. Semesters will be known as either odd semester or even semester. The semester from July to December will be Semesters I, III, V and similarly the Semester from January to June will be Semesters II, IV & VI. A semester shall have minimum of 90 instructional days excluding examination days / Sundays / holidays etc.

4. COURSE:

A Course is a set of instructions pertaining to a pre-determined contents (syllabus), delivery mechanism and learning objectives. Every course offered will have three components associated with the teaching-learning process of the course, namely:

- (i) Lecture – symbolized as L;
- (ii) Tutorial – symbolized as T; and
- (iii) Practical – symbolized as P.

In G.M. University, UG programmes have a minimum of 21 courses.

5. CREDIT:

Each course is rated in terms of credits or credit hours. Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allocated to 10 contact hours.

Mechanics of credit calculation:

As per G.M. University standard, 1 credit = 10 hours of lectures / contact hours. The contact hours will include all the modes of teaching like lectures / tutorials / laboratory work / field work or other forms. In determining the number of hours of instruction required for a course involving laboratory / field work, 2 hours of laboratory / field work is generally considered equivalent to 1 hour of lecture. In these regulations one credit means one hour of teaching works or two hours of practical works per week.

6. GRADE LETTER:

The Grade letter is an index to indicate the performance of a student in a particular course / paper. It is the transformation of actual marks secured by a student in a course / paper. The Grade letters are O, A+, A, B+, B, C, P, F. There is a range of marks for each grade letter.

7. GRADE POINT:

Grade point is an integer indicating the numerical equivalent of the letter grade / the weightage allotted to each grade letter depending on range of marks awarded in a course / paper.

8. CREDIT POINT (P):

Credit point is the value obtained by multiplying in grade point (G) by the credit (C): $P = G \times C$.

9. SEMESTER GRADE POINT AVERAGE (SGPA):

SGPA is the value obtained by dividing the sum of credit points (P) earned by a student in various courses taken in a semester by the total number of credits earned by the student in that semester. SGPA shall be rounded off to two decimal places.

10. CUMULATIVE GRADE POINT AVERAGE (CGPA):

CGPA is the value obtained by dividing the sum of credit points in all the courses earned by a student for the entire programme, by the total number of credits. CGPA shall be rounded off to two decimal places. CGPA indicates the comprehensive academic performance of a student in a programme.

An overall letter grade (Cumulative Grade) for the entire programme shall be awarded to a student depending on his / her CGPA.

11. COURSE STRUCTURE:

- (a) **COURSE:** A course is a component / a paper of a programme. A course may be designed to involve lectures / tutorials / laboratory work / seminar / project work / practical training / report writing / viva voce etc. or a combination of these, to meet effectively the teaching and learning needs and the credits may be assigned suitably.

(b) **TYPES OF COURSES:**

- (i) Core Courses (14x6=84 credits)

Core courses comprise a set of at least fourteen papers that are identified as compulsory for the students registered for the UG degree in a particular subject. Core courses shall be spread over all the semesters.

- (ii) Ability Enhancement Compulsory Course (04 credits)

The Ability Enhancement Course (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English / MIL Communication. These are mandatory for all disciplines.

- (iii) Skill Enhancement Course (SEC) (04 credits)

SEC courses are value-based and / or skill-based and are aimed at providing hands-on-training, competencies, skills, etc. These courses may be chosen from a pool of courses

designed to provide value-based and / or skill-based knowledge.

(iv) Elective Courses: 48 credits (24+24)

Elective Course: A course that can be chosen from a number of options other than the core and compulsory courses is known as elective course. An elective may be “Generic Elective” focusing on those courses which add generic proficiency to the student. An elective may be “Discipline Centric” or may be chosen from the main discipline / subject of study called Discipline Specific Elective. Such elective may also include project work / dissertation. It is considered as a special course involving the application of knowledge in solving / analyzing / exploring a real life situation / difficult problem.

The Three year Degree course leading to the Bachelors Degree in Arts/Science/Commerce/BBA/BSc.IST shall be spread over a period of six semesters in three academic years with the following course structure.

Semester	Core Course (6 credits per paper)	Ability Enhancement Compulsory Course (2 credits per paper)	Skill Enhancement Course (2 credits per paper)	Discipline Specific Elective (6 credits per paper)	Generic Elective (6 credits per paper)
I (350 Marks)	CC-I CC-II	AECC-I	-	-	GE-I
II (350 Marks)	CC-III CC-IV	AECC-II	-	-	GE-II
III (450 Marks)	CC-V CC-VI CC-VII	-	SEC-I	-	GE-III
IV (450 Marks)	CC-VIII CC-IX CC-X	-	SEC-II	-	GE-IV
V (400 Marks)	CC-XI CC-XII	-	-	DSE-I DSE-II	-
VI (400 Marks)	CC-XIII CC-XIV	-	-	DSE-III DSE-IV	-

CHAPTER – II

(REGULATION ON EXAMINATION MATTERS)

1. The Examinations

1.1.(a) A candidate for the Bachelor's Degree in Arts/Science/Commerce/BBA/BSc.IST shall be required to pass each of the following examinations.

- | | |
|--------------------|------------------|
| (i) Semester-I | (ii) Semester-II |
| (iii) Semester-III | (iv) Semester-IV |
| (v) Semester-V | (vi) Semester-VI |

Each of the semester examination includes one Mid-Term and one End Term examination.

1.1.(b) Each student has to register himself / herself within schedule date to be eligible to appear the examination. Unless a student registers himself / herself by filling up examination forms and pays the requisite fees for Semester-I, he/she will not be eligible to sit for semester-II examination. Similarly, he/she will not be eligible to take the subsequent semesters unless he/she registers for the previous semester.

1.1.(c) A student has to clear all semester examinations within a maximum period of 05 years.

1.2 Examination Calendar

The broad format of the examination calendar for UG classes shall be as follows:

- | | |
|--|-------------------------|
| (a) Mid term examination of odd semesters | ... September |
| (b) End Term examination of odd semesters | ... November – December |
| (c) Mid term examination of even Semesters | ... February |
| (d) End Term examination of even semesters | ... March – April |

The detail programme of end term examination shall be notified one month before the commencement of examinations.

1.3. Mid Term examination

In each semester there shall be one Mid Term examination of one hour / 60 minutes duration irrespective of marks in each paper having theory component. Out of the total marks of a paper, 20% of marks are earmarked for midterm examination.

1.4 End Term Examination

At the end of each semester, there shall be one examination of each paper called End Term examination. It shall cover 80% of the total marks of a paper. A student fulfilling the following conditions is eligible to appear the End Term examination.

- i. A student shall pay the prescribed examination fees and fill up the prescribed form meant for the examination as per the notification issued by Examination

Section (General). No form fill up is allowed before seven days of the commencement of the End-Term examination.

- ii. The minimum number of lectures, practicals, seminars, which a student shall be required to attend before being eligible to take any Semester Examination shall not be less than 75% of the total number of lectures, practicals, seminars taken separately during the semester period.
- iii. Provided that in exceptional cases the authority may condone the shortage of attendance to the extent of 15%.
- iv. Provided further that the authority may condone the shortage of attendance to the extent of 10% over and above 15% in respect of students who represented the college or the state in any National / State Level: Camp, NCC, games or sports during the semester period under reference subject to prior approval and subsequent production of authenticated certificate of participation.

1.5.(a) Mode of Examination

The duration of examination shall be as follows:

Examination	Total marks	Duration
Theory paper	40 Marks	2 hours
	60/80 Marks	3 hours
Practical papers / Project Papers	25 Marks	3 hours
	50/100 marks	6 hours

1.5.(b) Mode of question papers

- (i) All examinations except Viva-voce and Project work shall be conducted by means of written paper (Printed, written / typed in English). The papers in Modern Indian Languages shall be set and answered in the respective languages as mentioned in the syllabus.
- (ii) Questions for a paper shall be set covering the total course of that paper either unit wise giving options from each unit unless specified otherwise in the syllabus.

1.5 (c) Results of examinations

The candidates shall have to appear and secure minimum pass grade in all the paper of a semester examination to be declared as pass. The following 10 – point grading system and corresponding letter grades be implemented in awarding grades and CGPA under CBCS system.

1.6 Award of Grade

The grade awarded to the student in any particular course / paper shall be based on his / her performance in all the tests conducted in a semester for that course / paper. The percentage of marks secured by the students in a particular course / paper shall be converted to a grade and grade point for that course / paper in the manner specified in the following table after conversion in to 100 marks.

% of Marks	Grade	Grade Letter	Grade Point
> = 90 – 100	Outstanding	O	10.0
> = 80 – < 90	Excellent	A+	9.0
> = 70 – < 80	Very good	A	8.0
> = 60 – < 70	Good	B+	7.0
> = 50 – < 60	Above average	B	6.0
> = 40 – < 50	Average	C	5.0
> = 30 – < 40	Pass	P	4.0
< 30	Fail	F	0.0
	Absent	S	0.0
	Malpractice	M	0.0

N.B.: Grade ‘P’ (30% of marks) shall be the pass grade for Theory and Grade ‘C’ (40% of marks) shall be the pass grade for Practical / Project work / Dissertation.

1.7 Result

1.7(a) In order to pass a course / paper, a candidate has to secure a minimum of Grade Point 4.0 in that course / paper with Grade ‘P’ (30% of marks) in Theory and Grade ‘C’ (40% of marks) in Practical / Project work / Dissertation failing which the candidate will be marked ‘F’ in that course / paper with the Grade Point of 0.0 (below 30 marks) irrespective of the marks secured in that course / paper.

A candidate obtaining Grade ‘F’ shall be considered as fail and will be required to reappear the course(s) / paper(s) as back paper. The back paper examination shall be held with the normal end semester examination and the students with backlogs shall clear their backlog course(s) / paper(s) along with regular students of lower semesters in the subsequent year within a period of 05 years from the date of admission and with the current syllabus after two consecutive chances.

1.7(b) In order to clear a semester examination, a candidate is required to pass each credit course / paper of that semester and must secure a minimum Semester Grade Point Average (SGPA) of 4.0. The semester result shall be indicated as detail below:-

A. P (Passed or Cleared) indicating that:

- The candidate has cleared every registered course / paper of odd/even semester of the academic year with a minimum Grade Point (GP) of 4.0 in each paper / component of a paper.

He / She has secured SGPA / CGPA of 4.0 or more.

B. NC (Not Cleared) indicating that:

The candidate is eligible for promotion with backlogs to next higher semester if he / she has registered for all the subjects of any semester.

C. 'X' (Not eligible for promotion) indicating that:

The candidate is not eligible for promotion to next higher level, when as he / she has not registered / filled up the form for the different subjects of a semester.

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of i th course and G_i is the grade point scored by the student in the i th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where S_i is the SGPA of the i st. semester and C_i the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Illustration of Computation of SGPA and CGPA and Format for Transcripts

- i. Computation of SGPA and CGPA

Illustration for SGPA

Course	Credit	Grade letter	Grade point	Credit point
Course 1	3	A	8	3X8=24
Course 2	4	B+	7	4X7=28
Course 3	3	B	6	3X6=18
Course 4	3	O	10	3X10=30
Course 5	3	C	5	3X5=15
Course 6	4	B	6	4X6 =24
	20			139

Thus, SGPA = 139/20=6.95

Illustration for CGPA					
Semester-I	Semester-II	Semester-III	Semester-IV	Semester-V	Semester-VI
Credit-20 SGPA:6.9	Credit-22 SGPA:7.8	Credit-25 SGPA:5.6	Credit-26 SGPA:6.0	Credit-26 SGPA:6.3	Credit-25 SGPA:8.0
Thus, CGPA= $\frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144}$					=6.73

1.7(c) In order to pass a programme, a candidate must secure a minimum CGPA of 4.5. A candidate securing CGPA of less than 4.5 shall be declared as fail.

The conversion of CGPA to percentage of marks = (CGPA – 0.5) x 10.

The conversion of CGPA into Grade Letter shall be made on the basis of percentage of marks in the manner specified in the following table.

CGPA / OGPA	Grade Letter	Grade	% of Marks after conversion	Classification of Honours
≥ 9.5	O	Outstanding	≥ 90	First Class Honours
$\geq 8.5 - < 9.5$	A+	Excellent	$\geq 80 - < 90$	
$\geq 7.5 - < 8.5$	A	Very good	$\geq 70 - < 80$	
$\geq 6.5 - < 7.5$	B+	Good	$\geq 60 - < 70$	
$\geq 5.5 - < 6.5$	B	Above average	$\geq 50 - < 60$	Second Class Honours
$\geq 5.0 - < 5.5$	C	Average	$\geq 45 - < 50$	
$\geq 4.5 - < 5.0$	P	Pass	$\geq 40 - < 45$	Pass without Honours
Below 4.5	F	Fail	< 40	Fail

1.8 Promotion to the next semester

A student shall be promoted to the next higher semester when he/she has appeared and passed in all the courses of the previous semester examinations. However, a student failing to appear / pass semester examination in few or all papers due to some reasons may be admitted to the next semester, provided that such a student shall produce sufficient proof in favour of his/her reason for not being able to appear / pass in some or all papers of the semester examination and has taken readmission in the year. Such students shall be considered as absent / failed candidate and will required to appear the repeat / back paper examination in the next year.

1.9 Repeat / Back Paper Examination

A student who remains absent or failed to secure 30% of marks / SGPA of 4.0 in aggregate has to take the repeat examination. He/she shall repeat all the theory and

practical papers of that semester within a period of 5 years from the date of first registration. However, a student who secures more than 30% of marks / SGPA of 4.0 in aggregate but failed in one / some papers, he/she has to take the Back paper examination in the failed papers only. If the student is unable to clear the back papers in the next two consecutive chances, he/she has to appear the repeat examination of all papers in the third and subsequent chances as per the current syllabus and the marks secured in the previous examinations shall stand cancelled.

During back paper examinations, the higher marks of the papers shall be retained at the time of computation of result. The student passing in all papers in terms of grade point but failing in grade point average, then he / she has to appear the back paper examinations in those papers in which he / she has secured less than the required average grade point to pass. Such students shall have to apply to the Head of the Department in plain paper before one week of the form fill up and also filling the form in due date of the ensuing semester examination by depositing the fees as prescribed by the university. The repeat / back paper examination shall be held with the normal end semester examination.

A student appearing in repeat / back paper examination shall not be awarded distinction even if he/she subsequently fulfils the conditions of distinction and will not be included in the merit list. The final result of the candidate will be determined after taking all the subject wise marks and hard case rule into consideration. Candidates taking repeat / improvement examinations shall not be considered for the merit list and it shall be reflected in the provisional certificate- cum mark sheet but not in the final Degree certificate.

1.10 Improvement Examination

After the publication of final result the student getting 2nd Class (Honours) or Pass without Honours may be allowed to improve his/her performance in the next two year immediately from the year of publication of result. He/she shall be allowed to improve in Honours paper only. However he / she has to fill up the form of all the Honours papers of odd semester (I/III/V) and even semester (II/IV/VI). In such case, the highest mark secured in each paper shall be considered for computation of the mark.

1.11 Discipline in the examination

1.11(a) The students are allowed to enter the examination hall half an hour before the commencement of examination. A student arriving in the examination hall / room fifteen minutes after the commencement of the examination shall not be ordinarily allowed to sit for the examination. No examinee shall be allowed to go out of the examination hall within one hour of the commencement of examination.

1.11(b) The students are allowed to enter the examination hall only with a valid admit card and Identity card. Mobile phones and any other electronic gadgets are strictly prohibited in the examination hall. The possession of such things in the examination hall shall be treated as malpractice.

1.11(c) The possession of unauthorized materials and using it / copying from the scripts of other students / from any other source, sharing his/her answer scripts with other, creating disturbance or acting in a manner, so as to create inconvenience for the other students / invigilators inside the examination hall shall be treated as adoption of unfair means or malpractice.

In case of adoption of unfair means by an examinee in the examination hall / outside, the invigilator shall immediately report to the Centre Superintendent in writing along with the incriminating material recovered from the examinee signed by both the examinee and invigilator. The Centre Superintendent shall refer the matter to the Controller of Examinations for necessary disciplinary action as per the rules and regulations of the University.

1.12 Issue of Grade sheet, Provisional Certificate, Award of Degree & Gold Medals.

After the publication of the result of Semester examination, the Controller of Examinations shall issue the grade sheet of each semester as per the prescribed format (Appendix-I) and provisional certificate cum grade sheet after the final semester examination as per the prescribed format (Appendix-II) to the candidates against a prescribed fee collected at the time admission / filling of form. A degree certificate under the official seal of the university and signed by Vice-Chancellor as per the prescribed format (Appendix-III) shall be issued / given to the successful students of a particular course at the convocation or in-absentia on submission of application and fee as prescribed.

For award of gold medals, the University shall form a committee. The best graduate shall be decided from amongst the toppers of each Honours. In case of equality of CGPA, the SGPA of last semester examination shall be considered. The students who have failed / remained absent / improved their marks by repetition or improvement shall not be eligible for University rank or gold medal.

Registrar
G.M. University, Sambalpur

**PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN
(HONORS) IN PSYCHOLOGY**

Semester		CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Ability Enhancement Elective Course (AEEC) (2) (Skill Based)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	CC1	Introduction to Psychology	English Communication/ Odia/ Hindi			GE-I General Psychology
	CCII	Statistical Methods for Psychological Research-I				
II	CCIII	Biopsychology	Environmental Studies			GE-II Introduction to Psychology
	CCIV	Psychology of Individual Differences				
III	CCV	Development of Psychological Thought		SEC-I Emotional Intelligence		GE-III Psychology for Health and Well-being
	CCVI	Psychological Research				
	CCVII	Social Psychology				
IV	CCVIII	Understanding Psychological Disorders		SEC -II Communicative English and English Writing		GE-IV Psychology at Work
	CCIX	Statistical Methods for Psychological Research-II				
	CCX	Applied Social Psychology				
V	CCXI	Understanding and Dealing with Psychological Disorders			DSE-I Positive Psychology	
	CCXII	Developmental Psychology			DSE-II Human Resource Management	
VI	CCXIII	Organizational Behavior			DSE-III Health Psychology	
	CC XIV	Counseling Psychology			DSE-IV Project/ Dissertation	

Course Structure for B.A. Psychology (Honours)

Semester	Course Name	Course Offered	Title Of Paper	Credits	Marks
I 4 Papers 350 marks 20 Credits	AECC	Ability Enhancement Compulsory Course-I	English Communication/Odia/ Hindi	2	50(10+40)
	Generic Elective	Generic Elective -1	General Psychology	4	75 (15+60)
		Generic Elective -1 Project	Project	2	25
	Core Course	Core Course-I	Introduction to Psychology	4	75 (15+60)
		Core Course-I Practical	Practical	2	25
		Core Course-II	Statistical Methods for Psychological Research-I	4	75 (15+60)
		Core Course-II Practical	Practical	2	25
	II 4 Papers 350 marks 20 Credits	AECC	Ability Enhancement Compulsory Course II	Environmental Studies	2
Generic Elective		Generic Elective -II	Introduction to Psychology	4	75 (15+60)
		Generic Elective -II Project	Project	2	25
Core Course		Core Course-III	Biopsychology	4	75 (15+60)
		Core Course-III Practical	Practical	2	25
		Core Course-IV	Psychology of Individual Differences	4	75 (15+60)
		Core Course-IV Practical	Practical	2	25
III 5 paper 450 Marks 26 Credits		SEC	Skill Enhancement Course -I	Emotional Intelligence	2
	Generic Elective	Generic Elective - III	Psychology for Health and Well-being	4	75 (15+60)
		Generic Elective -III Project	Project	2	25
	Core Course	Core Course-V	Development of Psychological Thought	4	75 (15+60)
		Core Course-V Practical	Practical	2	25
		Core Course-VI	Psychological Research	4	75 (15+60)
		Core Course-VI Practical	Practical	2	25
		Core Course-VII	Social Psychology	4	75 (15+60)
Core Course-VII Practical		Practical	2	25	
IV 5 Papers 450 Marks 26 Credits	SEC	Skill Enhancement Course -II	Communicative English and English Writing	2	50 (10+40)
	Generic Elective	Generic Elective - IV	Psychology at Work	4	75 (15+60)
		Generic Elective -IV Project	Project	2	25
	Core Course	Core Course-VIII	Understanding Psychological Disorders	4	75 (15+60)
		Course-VIII Practical	Practical	2	25
		Core Course-IX	Statistical Methods for Psychological Research-II	4	75 (15+60)
		Core Course-IX Practical	Practical	2	25
		Core Course-X	Applied Social Psychology	4	75 (15+60)
		Course-X Practical	Practical	2	25

Semester	Course Name	Course Offered	Title Of Paper	Credits	Marks
V 4 Paper 400 marks 24 credits	DSE	Discipline Specific Elective I	Positive Psychology	4	75 (15+60)
		Discipline Specific Elective -I Practical	Practical	2	25
		Discipline Specific Elective -II	Human Resource Management	4	75 (15+60)
		Discipline Specific Elective- II Practical	Practical	2	25
	Core Course	Core Course-XI	Understanding and Dealing with Psychological Disorders	4	75 (15+60)
		Core Course-XI Practical	Practical	2	25
		Core Course-XII	Developmental Psychology	4	75 (15+60)
		Core Course-XII Practical	Practical	2	25
VI 4 paper 400 marks 24 credits	DSE	Discipline Specific Elective -III	Health Psychology	4	75 (15+60)
		Discipline Specific Elective - III Practical	Practical	2	25
		Discipline Specific Elective-IV	Dissertation / Project Work	6	100
	Core Course	Core Course-XIII	Organizational Behavior	4	75 (15+60)
		Core Course-XIII Practical	Practical	2	25
		Core Course-XIV	Counseling Psychology	4	75 (15+60)
		Core Course-XIV Practical	Practical	2	25
Total				140	2400

SEMESTER - I

Ability Enhancement Compulsory Course (AECC -I): English Communication

Credits – 2, Full marks 50 (Mid Term 10 + End Term 40)
(Unit wise question pattern, answer one question from each unit)

This course aims at enhancing the English language proficiency of undergraduate students in humanity, science and commerce streams to prepare them for the academic, social and professional expectations during and after the course. The course will help develop academic and social English competencies in speaking, listening, pronunciation, reading and writing, grammar and usage, vocabulary, syntax, and rhetorical patterns. Students, at the end of the course, should be able to use English appropriately and effectively for further studies or for work where English is used as the language of communication.

Unit I: Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Book Prescribed

Vistas and Visions: An Anthology of Prose and Poetry. Texts to be studied

PROSE

- Playing the English Gentleman (M.K. Gandhi)
- The Need for Excellence (N.R. Narayana Murthy)
- The Last Leaf (O. Henry)

POETRY

- One Day I Wrote Her Name (Edmund Spenser)
- Miracles (Walt Whitman)
- The Felling of the Banyan Tree (Dilip Chitre)

Unit II: Writing

1. Expanding an Idea
2. Writing a Memo
3. Report Writing
4. Writing a Business Letter
5. Letters to the Editor
6. CV & Resume Writing
7. Covering Letter
8. Writing Formal Email
9. Elements of Story Writing
10. Note Making

Unit III: Language functions in listening and conversation

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually
(Practice to be given using speaking activities from the prescribed textbooks)

Grammar and Usage

1. Simple and Compound Sentences
2. Complex Sentences
3. Noun Clause
4. Adjective Clause
5. Adverb Clause
6. The Conditionals in English
7. Words and their features
8. Phrasal Verbs
9. Collocation
10. Using Modals
11. Use of Passives
12. Use of Prepositions
13. Subject-verb Agreement
14. Sentence as a system
15. Common Errors in English Usage

Examination pattern

Each reading and writing question will invite a 200 word response.

Language function questions set in context will carry 01 mark per response. There will be 15 bit questions.

Midterm test 10 marks

End Term Total 40 marks

Unit I- Reading: 05 questions (03x 05 qns= 15 marks)

Unit II- Writing: 03 questions (05 x 03 qns= 15 marks)

Unit III- Grammar & usage: 10 qns (01x 10 qns = 10 marks)

Grammar questions must be set in contexts; not as isolated sentences as used for practice in the prescribed textbook.

All grammar and writing activities in the textbook

‘Vistas and Visions: An Anthology of Prose and Poetry’ (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. (Orient Black Swan Publisher)

Ability Enhancement Compulsory Course (AECC - I): ODIA
Credits – 2, Full marks 50 (Mid Term 10 + End Term 40)
(Unit wise question pattern, answer one question from each unit)

ପ୍ରଥମ ଏକକ : କବିତା : ଭକ୍ତି - ଗଙ୍ଗାଧର ମେହେର

ଗ୍ରାମପଥ - ବିନୋଦ ଚନ୍ଦ୍ର ନାୟକ

ଦ୍ୱିତୀୟ ଏକକ : ଗଳ୍ପ : ମାଗୁଣିର ଶଗଡ଼ - ଗୋଦାବରୀଶ ମହାପାତ୍ର

ଗୋପପୁର - ରାମଚନ୍ଦ୍ର ବେହେରା

ତୃତୀୟ ଏକକ : ପ୍ରବନ୍ଧ : ଜନ୍ମଭୂମି - କୃଷ୍ଣଚନ୍ଦ୍ର ପାଣିଗ୍ରାହୀ

ଆଧୁନିକ - ହରେକୃଷ୍ଣ ମହତାବ

ଚତୁର୍ଥ ଏକକ : ପ୍ରବନ୍ଧ ରଚନା, ପତ୍ରଲିଖନ, ସମ୍ବାଦଲିଖନ

ପଞ୍ଚମ ଏକକ : ବ୍ୟାକରଣ – ଭ୍ରମ ସଂଶୋଧନ, ବିପରିତାର୍ଥବୋଧକ ଶବ୍ଦ, ସମୋଚ୍ଚାରିତ ଭିନ୍ନାର୍ଥବୋଧକ ଶବ୍ଦ

ଆନ୍ତଃପରୀକ୍ଷା ପାଇଁ ୧୦ ମାର୍କ ପ୍ରଶ୍ନ ପଡ଼ିବ । (୧ x ୧୦ = ୧୦)

ବିଶ୍ୱବିଦ୍ୟାଳୟସ୍ତରୀୟ ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ନିମ୍ନମତେ ପ୍ରଶ୍ନ ପଡ଼ିବ:

ପ୍ରଥମ ଏକକରୁ ଚତୁର୍ଥ ଏକକ ପର୍ଯ୍ୟନ୍ତ ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି ଲେଖାଏଁ ପ୍ରଶ୍ନ ପଡ଼ିବ। ବିଦ୍ୟାର୍ଥୀ ପ୍ରତ୍ୟେକ ଏକକରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନ ର ଉତ୍ତର ଦେବେ । (୪ x ୮ = ୩୨)

ପଞ୍ଚମ ଏକକରୁ ୧୫ ଟି ଅତି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀ ନିର୍ଦ୍ଦେଶ ଅନୁଯାୟୀ ୮ ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ । (୮x୧=୮)

ଗ୍ରନ୍ଥ ସୂଚୀ

୧. କବିତାଶ୍ରୀ - ସଂ. - କୃଷ୍ଣଚରଣ ବେହେରା
୨. ଗଳ୍ପ ଦିଗନ୍ତ - ସଂ. - ସୁରେନ୍ଦ୍ର ନାଥ ଦାସ
୩. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - ଡ. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୪. ପ୍ରବନ୍ଧ ଗୌରବ - ସଂ.- ପ୍ର. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୫. ସାରସ୍ୱତ ପ୍ରବନ୍ଧ ପତ୍ରମାଳା -
୬. ବିଶ୍ୱବିଦ୍ୟାଳୟ ପ୍ରବନ୍ଧମାଳା - ପ୍ର. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ
୭. ସର୍ବସାର ବ୍ୟାକରଣ - ଶ୍ରୀଧର ଦାସ ଓ ନାରାୟଣ ମହାପାତ୍ର
୮. ସାରସ୍ୱତ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ - ଡ. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ ଓ ସାଥୀ

Ability Enhancement Compulsory Course (AECC - I): HINDI

Credits – 2, Full marks 50 (Mid Term 10 + End Term 40)
(Unit wise question pattern, answer one question from each unit)

हिन्दी भाषा, ब्याकरण एवं रचना

Unit I: हिन्दी के विविध रूप

- (क) राजभाषा, संचारभाषा (श्रव्या माध्यम - दृश्य) (8)
- (ख) सरकारी पत्र लेखन (ब्याबहरिक पक्ष) नमूना (8)

Unit II: अपाठीत गदयांश (8)

Unit III: अशुद्धि लेखन

- (क) शब्द शुद्धिकरण (4)
- (ख) वाक्य शुद्धिकरण (4)

Unit IV: शब्द ज्ञान

- (क) पर्याय वाची (4)
- (ख) अनेक शब्द के लिए एक शब्द (4)

Unit V: प्रशासनिक शब्दावली

- (क) अँग्रेजी से हिन्दी (4)
- (ख) हिन्दी से अँग्रेजी (4)

Unit I: यूनिट एक (क) बिभाग से एक प्रश्न एवं (ख) बिभाग से एक प्रश्न पुछे जाएंगे ।
एक का उत्तर लिखना होगा । (8)

Unit II: एक अपठित गदयांश दिया जाएगा । जिनमे से चार प्रश्न पूछे जाएंगे । चारों प्रश्नो का उत्तर देना अनिवार्य होगा ।

Unit III: (क) छः शब्द शुद्धिकरण के लिए दिये जाएंगे । चार का उत्तर लिखना होगा । (4)
(ख) छः वाक्य शुद्धिकरण के लिए दिये जाएंगे । चार का उत्तर लिखना होगा । (4)

Unit IV: (क) छः पर्यायवाची शब्द दिये जाएंगे , जिनमे से चार शब्दों का पर्यायवाची लिखना होगा । (4)
(ख) छः अनेक शब्दों के लिए एक शब्द दिये जाएंगे , जिनमे से चार का उत्तर लिखना होगा । (4)

Unit V: (क) छः अँग्रेजी शब्द दिये जाएंगे , जिनमे से चार का हिन्दी रूप लिखना होगा । (4)
(ख) छः हिन्दी शब्द दिये जाएंगे , जिनमे से चार का अँग्रेजी प्रतिरूप लिखना होगा । (4)

Psychology GE I: General Psychology
(Credits: Theory-05, Project-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

OBJECTIVE:

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

Unit I: Orientation to Psychology

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

Unit II: Psychology of Individual Differences

- a) Theories of personality: Freudian psychoanalysis, type and trait ; humanistic
- b) Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner
- c) Emotional intelligence
- d) Assessment of intelligence and personality

Unit III: Understanding Developmental Processes-I

- a) Cognitive Development – Piaget
- b) Psycho-social Development – Erikson

Unit IV: Understanding Developmental Process-II

- a) Moral Development – Kohlberg

Unit V: Applications of Psychology

- a) Work Environment: Illumination and Noise
- b) Health: what is Health? Research Methods in Health Psychology

Project- 25 Marks
Credits- 02

Readings:

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
3. Feldman. S.R.(2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata Mc Graw Hill.
4. Glassman, W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press.
5. Michael ,W., Passer, Smith, R.E.(2007). Psychology The science of mind and Behavior. New Delhi :Tata McGraw-Hill.

Psychology CC I: Introduction to Psychology
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

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: Introduction:

What is psychology? Perspectives on behaviour; Methods of psychology; subfields of psychology; Psychology in modern India.

Unit II: Perception:

Perceptual processing, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions & Hallucination

Unit III: Learning:

Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning strategies; Factors effecting learning

Unit IV: Motivation:

Perspectives on motivation, types of motivation, motivational conflicts.

Unit V: Memory:

Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, Reconstructive nature of memory: (Learning, Retention, Recall & Recognition), Forgetting: (Nature & Causes of forgetting), Improving memory.

Practicum:
Full Marks - 25, Credits- 02

Any 2 practicum pertaining to CC I (Introduction to psychology).

Readings:

1. Baron, R. & Misra. G. (2013). Psychology. Pearson.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Psychology CC II: Statistical Methods for Psychological Research-I

(Credits: Theory-04, Practicals-02)

Full Marks: 75 (Midterm – 15+ End term – 60)

(Unit Wise question pattern- Answer one question from each Unit)

Objective: To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.

Unit I:

1. Introduction: Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales.

2. Frequency Distributions, and graphic representation of data:

i. Organizing Qualitative Data; Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution;

ii. **Graphic Representation of Data:** Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph;

Unit II:

1 Measures of Central Tendency: The Mode; The Median; The Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean; Central Tendency Measures in Normal and Skewed Distributions; The Effects of Linear Transformation on Central Tendency Measures.

2 Computation of Percentiles and Percentile Ranks.

Unit III:

3. Measures of Variability and Standard (z) Scores: The Range; The Interquartile and the Semi-Interquartile Range; The Average Deviation; The Variance; The Standard Deviation; Calculation of Standard Deviation from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Variability; The Effect of Linear Transformation on Variability Measures; Standard Scores (z-score); Properties of z-scores.

4. The Normal Distribution: The Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding areas when the score is known; The Standard Normal Curve: Finding scores when the area is known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).

Unit IV:

5. Correlation

The Meaning of Correlation; Historical Perspective; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation scores; Calculating Pearson's Correlation Coefficient from Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation;

Unit V:

6. Random Sampling and Sampling Distributions

Random Sampling; An Introduction; Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values of Sample Mean; Random Sampling With and Without Replacement.

Practicum:
Full Marks - 25, Credits-02

Reading List:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4th Ed.) India: Pearson Education, Prentice Hall.
2. N.K. Chadha (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi
3. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
4. Howell, D. (2009) Statistical methods for Psychology.
5. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.
6. Mangal, S.K. (2012). Statistics in Psychology & Education. 2nd Edition. New Delhi: PHI learning Pvt. Ltd.

SEMESTER II

Ability Enhancement Compulsory Course (AECC-II): Environmental Studies

Credits – 2, Full marks 50 (Mid Term 10 + End Term 40)

(Unit wise question pattern, answer one question from each unit)

Unit I: Introduction to environmental studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

Ecosystems

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit II: Natural Resources : Renewable and Non-renewable Resources

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit III: Biodiversity and Conservation

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit IV: Environmental Pollution

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies.

Unit V: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.

- Disaster management : floods, earthquake, cyclones and landslides.
- Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India. Tripathi 1992*.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.

Psychology GE II: Introduction to Psychology
(Credits: Theory-04, Project-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

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: Introduction:

What is psychology? Perspectives on behaviour; Methods of psychology; subfields of psychology; Psychology in modern India.

Unit II: Perception:

Perceptual processing, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions & Hallucination

Unit III: Learning:

Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning strategies; Factors effecting learning

Unit IV: Motivation:

Perspectives on motivation, types of motivation, motivational conflicts.

Unit V: Memory:

Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, Reconstructive nature of memory: (Learning, Retention, Recall & Recognition), Forgetting: (Nature & Causes of forgetting), Improving memory.

Project:
Full Marks - 25, Credits- 02

Project pertaining to CC I(Introduction to psychology).

Readings:

1. Baron, R. & Misra. G. (2013). Psychology. Pearson.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Psychology CC III: Biopsychology
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

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 of CNS: Structure and functions of neurons; Neural conduction and synaptic transmission; Organization of nervous systems- Brain & Spinal Cord

Unit III: Behavioural regulations: Biological basis of: learning and memory Amygdale & Hippocampus, Amnesia, Emotion; Role of thalamus & hypo-thalamus; Functional abnormalities of neurotransmitter: dopamine and serotonin hypothesis; neuroendocrine system.

Unit IV: Neuroplasticity and rehabilitation: Plasticity of the Adult Brain: neuroplastic responses to nervous system damage (neural degeneration, neural regeneration, neural reorganization, and recovery of function);

Unit V: Neuroplasticity and the treatment of nervous system damage: Blocking neurodegeneration, promoting regeneration, neurotransplantation, and rehabilitative training.

Practicum- 25 Marks
Credits-02
Any 02 practicum pertaining to CC III

Readings:

1. 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.
2. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
3. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.
4. Passer & Smith

Psychology CC IV: Psychology of Individual Differences

(Credits: Theory-04, Practicals-02)

Full Marks: 75 (Midterm – 15+ End term – 60)

(Unit Wise question pattern- Answer one question from each Unit)

Objective: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Unit I: Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological-humanistic, Trait and type.

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: Self and identity: Meaning & concept of Self. Facet or Aspect of Self & identity: Esteem, efficacy, consciousness, Monitoring, disclosure, Presentation. Self in Indian tradition

Unit IV: Enhancing individual's potential:

- i. Motivation: Intrinsic & Extrinsic motivation
- ii. Self- determination theory;

Unit V: Enhancing cognitive potential: Self regulation and self enhancement; Creativity: Natures & stages of creativity, Fostering creativity.

Practicum: Full Marks – 25

Credits 02

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

Readings:

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Carr, A. (2011): Positive psychology. Routledge.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
5. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
6. NCERT- Introduction to Psychology (part-II)

SEMESTER III

Psychology SEC I: Emotional Intelligence Credits – 2, Full marks 50 (Mid Term 10 + End Term 40) (Unit wise question pattern, answer one question from each unit)

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

Unit I: Introduction:

- Emotional Intelligence
- Models of Emotional Intelligence

Unit II: Competencies of Emotional Intelligence

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

Unit III: 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 IV: Managing Emotions

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

Unit V: Applications

- Workplace
- Relationships
- Conflict Management
- Effective Leadership

Readings:

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

Psychology GE III: Psychology for Health and Well-Being

(Credits: Theory-04, Projects-02)

Full Marks: 75 (Midterm – 15+ End term – 60)

(Unit Wise question pattern- Answer one question from each Unit)

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

Unit I: Illness, Health and Well being

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; Effects of stress on physical and mental health; Coping and stress management

Unit III: Health Management

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

Unit IV: Human strengths and life enhancement

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

Unit V: Models of Wellbeing

PERMA- Five important blocks of well being and happiness.

Project: Full Marks – 25

Credits 02

References:

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson.
3. Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
4. Hick, J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
5. Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
6. Taylor, S.E. (2006). *Health psychology, 6th Edition*. New Delhi: Tata McGraw Hill.

Psychology CC V: Development of Psychological Thought Objectives

(Credits: Theory-04, Practicals-02)

Full Marks: 75 (Midterm – 15+ End term – 60)

(Unit Wise question pattern- Answer one question from each Unit)

- 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: Understanding Psyche:

(a) Early Schools of Psychology: Associationism, Structuralism and Functionalism

Unit II: Positivist Orientation

Developments in Behaviourism, Neo-behaviouristic traditions, Cognitive revolution.

Unit III: Psychoanalysis

Freudian Psychoanalysis, Adler, Jung, Fromm, Ego psychology – Erik Erikson,

Unit IV: Humanistic-Existential Orientation:

Contributions of Phenomenologically oriented humanistic and existential thinkers.

Unit V: Contemporary Developments

a) Feminism and social constructivism:

b) Social Constructivism: (Theories- Piaget, Brunner, Vygotsky and John Dewey)

PRACTICUM: Full Marks - 25

Any 2 practicum pertaining to CC V

Readings:

1. Benjamin Jr (2009) A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.
2. Feist & Feist Theories of Personality Mc Graw Hill Higher Education.
3. King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.
4. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.
5. Kurt Pawlik, Gery D'ydwalle (Psychological Concepts: An International Historical Perspective (2006) Taylor Francis Group .
6. Mc Adams (2000) The Person: An Integrated Introduction to Personality Psychology John Wiley
7. Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.
8. St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.
9. Schultz & Schultz (1999). *A History of Modern Psychology*. Harcourt College Publishers/ Latest edition available.
10. Wolman, B.B. (1979). *Contemporary theories & systems in psychology*. London: Freeman Book Co.

Psychology CC VI: Psychological Research
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

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

Unit I: Basics of Research in Psychology

What is Psychological Research? The Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research.

Unit II: Research Traditions

Quantitative and Qualitative Orientations towards Research and their Steps; Comparing Qualitative and Quantitative Research Traditions; Formulating a Problem and Developing a Testable Research Question / Research Hypothesis.

Unit III: Experimental Method: Basic Introduction to Experimental and Quasi-experimental Methods.

Methods of Data Collection

Sampling; Probability Sampling Methods and Non Probability Sampling Methods.

Unit IV: Non Experimental Methods (I): Case Study; Observation; Surveys and Interviews.

Unit V: Non Experimental Methods (II)

Psychological Tests/Scales; Psychological Testing & Standardization; Reliability, Validity and Norms of a Psychological Test.

Practicum:

Full Marks - 25, Credits - 02

The students are required to conduct two practicals, one from each of the following groups.

1. Experiment / Psychological testing

One experiment based on group data analysis

One psychological test based on group data analysis

2. Qualitative Research Methods

Survey Interview / Observation

Projective / Semi Projective Tests

Reading List:

1. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi
2. Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd Ed.) Oxford: Blackwell Publishers
3. Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications* (4th Ed.). New Delhi: Pearson Education.
4. Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications* (6th Ed.) New Jersey: Prentice Hall.
5. Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.) Boston: Pearson Education.
6. Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia : Open University Press.

Psychology CC VII: Social Psychology
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

Objective:

- Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society
- Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.

Unit I: Psychology of the Social:

The meaning of social Psychology: Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology; Areas of application: Health, Law and Workplace. Social psychology and sustainable future.

Unit II: Understanding and evaluating the social world:

Self and its processes: Self concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception,

Unit III: Evaluating Social world:

Meaning & Component of Attitudes, Strategies for attitude change, measurement of attitude.

Unit IV: Social interaction and Influence:

Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence.

Unit V: Group Dynamics and inter-group relations:

1. Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations, inter-group conflict, Intervention techniques.

2. Prejudice- Causes & Reduction

Practicum

Full Marks - 25

Any 2 practicum pertaining to CC VII

Readings:

1. Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
2. Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
3. Deaux, K & Wrightsman, L. (2001). Social Psychology. California: Cole Publishing
4. Kassir, S., Fein, S., & Markus, H.R. (2008). *Social psychology*. New York: Houghton Mifflin.
5. Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.
6. Myers, D.G. (2008). *Social psychology* New Delhi: Tata McGraw-Hill.
7. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson.

SEMESTER IV
Skill Enhancement Course II
Communicative English & English writing skill
50 (10+40) Marks, 02 credits

Unit I: Introduction to the essentials of Business Communication: Theory and practice

Communication: Definition, Process, Purpose, Communication Network, Types of Communication, Barriers to communication

Unit II: Mechanics of Writing

Stages of writing, Preparing Notes, Style and Tone, linguistic unity, coherence and cohesion, How to Compose Business Messages, Citing references, and using bibliographical

Unit III: Writing a project report

Report planning, Types of Reports, Developing an Outline, Sections of the Report

Unit IV: Writing minutes of meetings, Circular, Notices, Memos, Agenda

Unit V: E-correspondence:

E-mails, Business Letter Format, Styles, Types of Letter

Suggested Readings:

1. Scot, O.; Contemporary *Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi

Psychology GE IV: Psychology at Work

(Credits: Theory-04, Project-02)

Full Marks: 75 (Midterm – 15+ End term – 60)

(Unit Wise question pattern- Answer one question from each Unit)

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, Contemporary Trends and Challenges

Unit II: Job Satisfaction and Work Motivation:

Concept of Job satisfaction and work motivation, causes of Job Satisfaction, outcomes of Job Satisfaction, Theories of Work Motivation and Applications

Unit III: Communication in Organizations:

Communication process, purpose of communication in organizations, communication networks, barriers to effective communication, managing communication

Unit IV: Leadership:

The meaning of leadership, early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership; Leadership in a Globalized World

Project:

Full Marks - 25, Credits- 02

Reading List:

1. Adler, N.J. (1997). Global Leaders; A Dialogue with future history, Journal of International Management, 2, 21-33.
2. Adler, N.J. (1997). Global Leadership: Women Leaders. Management International Review, Vol. 37, International Human Resources and Cross Cultural Management, 171-196.
3. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
4. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley
5. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. Biztantra publishers
6. Robbins, S. P. & Judge, T.A. (2007). Organizational Behavior. 12th Edition. New Delhi: Prentice Hall of India.
7. Robbins, S. P. & Judge, T.A. (2008). Essentials of Organizational Behavior. 9th Edition. New Delhi: Prentice Hall of India.

Psychology CC VIII: Understanding Psychological Disorders

(Credits: Theory-04, Practicals-02)

Full Marks: 75 (Midterm – 15+ End term – 60)

(Unit Wise question pattern- Answer one question from each Unit)

Objectives:

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

Unit I: Understanding abnormality:

Defining Normal and Abnormal; systems of classifying mental disorders: (DSM-5, ICD-10); Issues of diagnosis – Medical Model and Its alternatives; Clinical Assessment

Unit II: Causal Factors of Abnormality:

Biological Factors, Psychological Factors, Socio-Cultural Factors; Diathesis – Stress Model.

Unit III: Clinical Picture of Specific Disorders I:

- (a) Anxiety disorders – Phobias, Obsessive Compulsive Disorder, Generalized Anxiety Disorder
- (b) Somatoform and Dissociative Disorders – Hypochondriasis, Conversion Disorder, Dissociative Amnesia and Dissociative Identity Disorder

Unit IV: Clinical picture of specific disorders II:

- (a) Eating Disorders – Anorexia Nervosa, Bulimia Nervosa (b) Mood Disorders – Unipolar Depression, Bipolar Disorders

Unit V: Clinical Picture of Specific Disorders III:

- (a) Schizophrenia – Disorganized, Catatonic, Paranoid
- (b) Personality Disorders–Borderline Personality Disorder, Anti-Social Personality Disorders
- (c) Mental Retardation; Level, Type, causes, treatment, Learning Disorders: Autistic Disorder, Attention Deficit Hyperactivity Disorder.

Practicum

Full Marks: 25, Credits- 02

Any 2 practicum pertaining to CC VIII

Readings:

1. Carson,R.C., Butcher,J.N.,Mineka,S.& Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
2. Brewer,K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers
3. Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
4. Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning

Psychology CC IX:
Statistical Methods for Psychological Research-II
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

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

Unit I: Introduction to Inferential Statistics and Hypothesis Testing about Single Means:

i. The meaning of statistical inference and hypothesis testing, steps for hypothesis testing, the null & hypothesis, error in hypothesis testing. The statistical decision regarding retention and rejection of null hypothesis, one tailed & two tailed test.

ii. The 't' distribution characteristics of students 't', Level of significance versus P value.

Unit II: (a) Hypothesis Testing About the Difference Between Two Independent Means

The Null and Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Determining a Formula for t ; Testing the Hypothesis of No Difference between Two Independent Means; Use of a One-Tailed Test; Assumptions Associated with Inference about the Difference between Two Independent Means

(b) 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.

Unit III: (a) 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 .

(b) 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.

Unit IV: Nonparametric Approaches to Data

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

Unit V: Introduction to SPSS

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

Practicum: Full Marks: 25
Any 2 practicum pertaining to CC IX

Reading List:

1. King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed).USA: John Willey.
2. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall .
3. N.K. Chadha (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
4. Coakes, S. J.,Steed, L., & Ong,C. (2009). *SPSS: Analysis Without Anguish Using Version 16.0 for Windows*. Milton,QLD: Wiley Students Edition.
5. Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi :Sage.
6. Siegal, S. (1956). *Nonparametric Statistics*. NY: McGrawHill

Psychology CC X: Applied Social Psychology
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

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

Unit I: Introduction:

Meaning & definition of applied social psychology, Social influences on behaviour, Levels of analysis,

Unit II: Methodological approaches – Participatory Action and Learning research techniques.

Unit III: Applying Social Psychology-I: Environment, population, diversity

Unit IV: Applying Social Psychology-II: work, health, legal system

Unit V: Intervention and Evaluation:

1. Meaning & Nature of Intervention,
2. Process of intervention;
3. Need or reason for evaluation for effective programme
4. Types of Evaluation

Practicum:

Full Marks: 25, Credits- 02

The students will conduct two practicum based on topics in CC X

Readings:

1. Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.
2. Mikkelson, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.
3. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.
4. Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.

SEMESTER V
Psychology DSE I: Positive Psychology
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

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: I

Happiness and Well being, Positive Affect and Positive Emotions,

Unit III: Positive Emotional States and Processes: II

Emotional Intelligence, Application of Emotional Intelligence in Workplace, Relationship, Conflict Management, effective leadership, organization, Resilience

Unit IV: Positive Cognitive States and Processes:

Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

Unit V: Applications: Work, education, ageing, health

Practicum: Any two practicum pertaining to DSE I
Full Marks - 25, Credits - 02

Reading List:

1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
4. 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.
5. Snyder, C.R., & Lopez,S.J.(2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
6. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

Psychology DSE II: Human Resource Management
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

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): 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, Types of cross-national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training.

Unit IV: Organizational change:

Organizational change: concepts, models (one model), techniques (one for individual and one for group),

Unit V: Organizational Development

organizational development: concepts, models (one model), techniques (one for individual and one for group).

Practicum: Full Marks: 25, Credits- 02

Students would be required to complete 2 practicum from any of the topics discussed in DSE- II

Reading List:

1. Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.
2. Bhatnagar, J. & Budhwar, J.(2009). The changing face of people management in India. London: Routledge.
3. Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises(3rd Ed). New York: Routledge.
4. Chadha, N.K. (2005)(3rd ed) Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.
5. DeCenzo,D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.
6. Harzing,A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.
7. Jex, S.M. & Britt, T.W. (2008) Organizational Psychology: A Scientist- Practitioner Approach. 2nd ed. John Wiley and sons Inc. New York.
8. Luthans,F. (2010) Organizational Behaviour. 12th Edition. McGraw Hill.
9. Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press
10. Pareek,U. (2010) Understanding Organizational Behaviour. Oxford: Oxford University Press.
11. Robbins, S.P., Judge T.A. and Sanghi, S. (2009) Organizational Behaviour. 13th ed. Pearson Education , Inc.
12. Schlutz,D. and Schultz, S.E. (2006) Psychology and Work Today. 9th ed. New Jersey, Pearson Education Inc.

**Psychology CC XI:
Understanding And Dealing With Psychological Disorders**

(Credits: Theory-04, Practicals-02)

Full Marks: 75 (Midterm – 15+ End term – 60)

(Unit Wise question pattern- Answer one question from each Unit)

Objective:

- To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.
- Help students develop an understanding of how to deal with psychopathology.

Unit I : Biological explanations and interventions:

Application in case of anxiety disorders, mood disorders and schizophrenia

Unit II: Insight oriented explanations and interventions:

Psychoanalytic perspective – Applications in case of Obsessive Compulsive Disorder, Conversion Disorder, depression and suicide

Unit III: Humanistic and Existential perspective: Application in case of anxiety disorders and schizophrenia

Unit IV: Behavioural and Cognitive explanations and interventions

Application in case of phobias and panic disorder, depression, eating disorders

Unit V: Going beyond the Individual and Singular Approaches

Familial, Psychosocial and Cultural explanations; Systemic Therapy; Efforts towards integration of approaches.

Practicum: Any two practicum based on topics in CC XI

Full Marks: 25, Credits- 02

Readings:

1. Bennett, P. (2011) Abnormal and Clinical Psychology: An introductory Textbook, McGraw Hill.
2. Carson,R.C., Butcher,J.N., Mineka,S.& Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
3. Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.
4. Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

Psychology CC XII: Developmental Psychology

(Credits: Theory-04, Practicals-02)

Full Marks: 75 (Midterm – 15+ End term – 60)

(Unit Wise question pattern- Answer one question from each Unit)

Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the life span
2. To impart an understanding of the various domains of human development
3. To inculcate sensitivity to socio-cultural context of human development

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 - I

- a) Cognitive development: perspectives of Piaget and Vygotsky
- b) Language development
- c) Physical development

Unit IV: Domains of Human Development - II

- d) Emotional development
- e) Moral development
- f) Personality development

Unit V: Socio-Cultural Contexts for Human Development

- a) Family
- b) Peers, Media & Schooling
- c) Human Development in the Indian context

Practicum: Any two practicum based on topics in CC XII

Full Marks - 25

Reading List:

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

SEMESTER VI
Psychology DSE III: Health Psychology
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

Objective: To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

Unit I: Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology,

Unit II: Model of Health Bio-Psychosocial model, Health belief model

Unit III: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

Unit IV: Health Enhancing Behaviours: Exercise, nutrition, safety, pain, stress management

Unit V: Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope

Practicum: Full Marks 25
Any 2 practicum pertaining to the syllabus

Readings:

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
2. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling
3. Misra, G. (1999) Stress & Health. New Delhi: Concept
4. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
5. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

Psychology DSE IV:
PROJECT/DISSERTATION
Full Marks - 100, Credits - 06

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

Psychology CC XIII: Organizational Behaviour

(Credits: Theory-04, Practicals-02)

Full Marks: 75 (Midterm – 15+ End term – 60)

(Unit Wise question pattern- Answer one question from each Unit)

Objectives:

- To develop an awareness of the concepts related to organizational behavior.
- Help the students develop connectivity between concepts and practices of organizations.

Unit I: Introduction

- a. Historical antecedents of Organizational Behaviour
- b. Research methods in Organizational Behaviour
- c. Contemporary Trends and Challenges
- d. Organizational Behavior : Challenges in the Indian Setting

Unit II: Individual level processes - I

- a. Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour

Unit III: Individual level processes - II

- a. Early theories: Maslow, McClelland, Two factor
- b. Contemporary theories: Goal setting, Equity, Expectancy
- c. Applications: Job Characteristics Model, Job redesign, MBO

Unit IV: Dynamics of Organizational Behavior

- a. Communication in organizations
- b. Organizational Stress: Causes, Moderators, Consequences, Stress Management
- c. Power and Politics: Influence, individual power, empowerment, power of organizational groups, sexual harassment, organizational politics.

Unit V: Leadership

- a. Basic approaches: Trait theories, Behavioral theories, Contingency theories
- b. Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct

Practicum: Any two practicum based on topics in CCXIII

Full Marks: 25, Credits -02

Readings:

1. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
2. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
3. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi : Biztantra publishers.
4. Landy, F.J. & Conte, J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.
5. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
6. Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.
6. Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In
7. G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.
8. Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior(12th Ed). New Delhi: Prentice Hall of India.

9. Schermerhorn, J.R. , Hunt,J.G. & Osborn,R.N. (2008) Organizational Behavior (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
 10. Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley
- Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage

Psychology XIV: Counseling Psychology
(Credits: Theory-04, Practicals-02)
Full Marks: 75 (Midterm – 15+ End term – 60)
(Unit Wise question pattern- Answer one question from each Unit)

Objectives:

- To develop an understanding of basic concepts, processes, techniques of Counseling.
- To acquaint the learner with the challenges of Counseling.

Unit I: Introduction

- a) Meaning and goals
- b) Counselling as a profession: training, skills and ethics

Unit II: Process of Counselling

- c) The effective counsellor: personality and self of the counselor
- d) Counselling process and relationship

Unit III: Techniques of Counselling

- a) Psychoanalytic techniques
- b) Humanistic approaches
- c) Behavioral techniques
- d) Cognitive techniques

Unit IV: Counseling Applications

- a) Child Counseling
- b) Family Counseling
- c) Career Counseling
- d) Crisis intervention: suicide, grief and sexual abuse

Unit V: Contemporary Trends

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

Practicum: Any two practicum based on topics in CC XIV
Full Marks - 25, Credits- 02

Readings:

1. Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.)
2. Philadelphia: MosbyBelkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown
3. Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi
4. Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
5. Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
6. Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*. In E. M.
7. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
8. Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage
9. Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson
10. Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
Hackney, H.L. (2012). *The Professional Counselor: A process guide to helping*. Pearson
11. Hansen, J.C. (2012). *Contemporary Counselling Psychology*. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
12. Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, Second Edition, Sage, South Asia Edition
13. Rao, K. (2010). *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson
14. Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
15. Seligman,L.& Reichenberg ,L.W.(2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
16. Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning
17. Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

