



HINDUSTAN

**INSTITUTE OF TECHNOLOGY & SCIENCE
(DEEMED TO BE UNIVERSITY)**

ANNEXURE - 30

SCHOOL OF LIBERAL ARTS AND APPLIED SCIENCES

CURRICULUM AND SYLLABUS

Under Choice Based Credit System

(Applicable for Students admitted from Academic Year 2020-21)

B.A. PSYCHOLOGY

BA PSYCHOLOGY

Overview of distribution of courses and credits under Choice Based Credit System

Course Type	Total Papers	Credits	
		Credits	Marks
Core courses	16	$16*(3) = 48$	1600
	6	$6*(4) = 24$	600
Discipline Specific Electives (DSE)	4	$4*(3) = 12$	400
General Electives	4	$4*(3) = 12$	400
Ability Enhancement Compulsory Courses	2	$2*1 = 2$	200
1. a. English b. MIL			
2. Environmental Studies	1	$1*(2) = 2$	100
Skill Enhancement Courses	2	$2*2 = 4$	200
Project Work	1	10	100
Total	36	114	3600

SEMESTER – I									
SL. NO.	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1.	Core 1	PCB1101	Introduction to Psychology I	3	1	0	3	0	4
2.	Core 2	PCB1102	Biological Psychology – I	3	1	0	3	0	4
3.	Core 3	PCB1103	Social Psychology – I	3	1	0	3	0	4
4.	Core 4	PCB1104	Theories of Personality	3	1	0	3	0	4
5.	General Elective 1	PCF1181	Other than Psychology	3	0	0	3	0	3
6.	AELC		a. English ¹	1	0	0	1	0	1
			b. Modern Indian Language	1	0	0	1	0	1
Total				17	4	0	17	0	21
SEMESTER – II									
SL. NO.	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
7.	Core 5	PCB1116	Introduction to Psychology II	3	1	0	3	0	4
8.	Core 6	PCB1117	Biological Psychology – II	3	1	0	3	0	4
9.	Core 7	PCB1118	Social Psychology – II	3	1	0	3	0	4
10.	Core 8	PCB1119	Guidance and counselling	3	1	0	3	0	4
11.	General Elective 2	PCF1182	Other than Psychology	3	0	0	3	0	3
12.	AECC		Environmental Studies (Theory)	2	0	0	2	0	2
Total				17	4	0	17	0	21

¹Offered by the Department of Languages, HITS

SEMESTER – III									
SL. NO.	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
13.	Core 9	PCB1201	Developmental Psychology – I	3	1	0	3	0	4
14.	Core 10	PCB1202	Abnormal Psychology - I	3	1	0	3	0	4
15.	Core 11	PCB1203	Organisational Behaviour	3	1	0	3	0	4
16.	Core 12	PCB1204	Research Methodology	3	1	0	3	0	4
17.	General Elective 3	PCF1291	Other than Psychology	3	0	0	3	0	3
18.	Skill Enhancement 1			2	0	0	2	0	2
Total				17	4	0	17	0	21
SEMESTER – IV									
SL. NO.	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
19.	Core 13	PCB1216	Developmental Psychology – II	3	1	0	3	0	4
20.	Core 14	PCB1217	Abnormal Psychology - II	3	1	0	3	0	4
21.	Core 15	PCB1218	Inter- group Relations	3	1	0	3	0	4
22.	Core 16	PCB1219	Statistics for Psychology	3	1	0	3	0	4
23.	General Elective 4	PCF1192	Other than Psychology	3	0	0	3	0	3
24.	Skill Enhancement 2			2	0	0	2	0	2
Total				17	4	0	17	0	21

SEMESTER – V									
SL. NO.	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
25.	Core 17	PCB1331	Experimental Psychology	0	0	6	4	0	6
26.	Core 18	PCB1301	Youth Psychology	3	1	0	4	0	4
27.	Core 19	PCB1302	Psychology of Relationships	3	1	0	4	0	4
28.	Core 20	PCB1303	Personal Growth and Development	3	1	0	4	0	4
29.	DSE 1 DSE 2	PCC1351	a. Positive Psychology	3	0	0	3	0	3
30.		PCC1352	b. Community Psychology	3	0	0	3	0	3
		PCC1353	c. Health Psychology						
Total				15	3	6	22	0	24
SEMESTER – VI									
SL. NO.	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
31.	Core 21	PCB1341	Psychological Assessments	0	0	6	4	0	6
32.	Core 22	PCB1316	Family and Development	3	1	0	4	0	4
33.	DSE 3 DSE 4	PCC1361	a. Educational Psychology	3	0	0	3	0	3
34.		PCC1362	b. Industrial Psychology	3	0	0	3	0	3
		PCC1363	c. Sports Psychology						
35.	Core 23	PCB1305	Project Work & Viva	0	0	10	10	0	10
Total				9	1	16	24	0	26

SEMESTER – I

COURSE TITLE	INTRODUCTION TO PSYCHOLOGY – I	CREDITS	3
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Course Code	PCB1101	Course Category	CF	L-T-P-S	3:1:0:0
CIA	40%		ESE		60%
LEARNING LEVEL	BTL – 1,2&3		ASSESSMENT MODEL		TA
	COURSE OUTCOMES				PO
1.	Understanding the meaning and methods of psychology				1
2.	Understanding the Perceptual psychology concepts and dimensions of attention				2
3.	Applying the various principles of learning				3
4.	Understanding emotional behaviors and applying motivational theories				3
5.	Understanding the models of memory and applying creative thinking				1
Prerequisites : Basic concept of Psychology					
MODULE – 1: INTRODUCTION 9L					
Psychology: Definition – Goals. The History of Psychology – Schools - Modern Perspectives – Psychology in India – Psychology as Science - Scope of Psychology - Branches Psychology.					
MODULE – 2: SENSATION, PERCEPTION AND ATTENTION 9L					
Sensation: Meaning – Psychophysics -Thresholds – Weber’s Law – Adaptation – Basic sensation: Vision – Hearing – Touch and other Skin senses – Olfaction- Gustation - Kinesthetic sense – Vestibular sense – Perception: Meaning– Organizing principles of perception – Constancies-Pattern perception, Distance perception- Errors in Perception - Illusion – Types; Hallucinations – Types; Extra Sensory Perception. - Factors that influence perception – Depth perception Attention: Meaning – Types – Determinants.					
MODULE – 3: CONSCIOUSNESS 9L					
States of Consciousness: Consciousness – Definition – Two Major Types – Natural State of Consciousness: Biological Rhythms – Circadian Rhythms; Waking States of Consciousness – Sleep – Functions – Stages – Sleep Disorders – Dream – Theories. Altered States of Consciousness: meaning – Hypnosis – Use of Drugs – Meditation – Other Altered States. Sensory deprivation: Near death Experience- Lucid dreaming.					
MODULE – 4: LEARNING 9L					
Learning: Definition – Nature- Association Learning: Classical Conditioning – Basic Principles; Operant Conditioning – Basic Principles – Reinforcement – Types – Punishment – Types. Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: Latent Learning – Insight Learning – Observational Learning.					
MODULE – 5: MEMORY AND FORGETTING 9L					
Memory: Definition – Memory Process: Encoding – Storage – Retrieval – The information processing model – Sensory memory – Short term memory – Long term memory – Forgetting: Meaning – Forgetting curve-Theories of forgetting - Causes – Memory and Brain – Improving memory.					
TEXT BOOKS					
1.	Cicarelli, K. S., Meyer, E. G. & Misra. (2008). <i>General Psychology</i> . New Delhi, South Asia Edition: Dorling Kingsley (India) Private Limited				

2.	Passer, M.W. & Smith, R.E. (2010). <i>Psychology: The science of mind and behaviour</i> . New Delhi: Tata McGraw-Hill.
REFERENCE BOOKS	
1.	Baron, A. R. (2010). <i>Psychology</i> (5th ed.). Pearson Education, New Delhi

COURSE TITLE	BIOLOGICAL PSYCHOLOGY I			CREDITS	3
Course Code	PCB1102	Course Category	CF	L-T-P-S	3:1:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL – 1,2&3			ASSESSMENT MODEL	TA
	COURSE OUTCOMES				PO
1.	Understanding the field of biopsychology and the intricacies of the brain				1
2.	To understand the details of neural conduction in the body				2
3.	Learning about the conduction messengers- the neurotransmitters				3
4.	To understand in detail the various divisions and parts of the brain				3
5.	Understanding the chemical messenger system of the body				1
Prerequisites :					
MODULE – 1: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR 9L					
Introduction: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation.					
MODULE – 2: NEURONS- BASIC UNIT OF NERVOUS SYSTEM 9L					
Basic features of the Nervous System: An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the Nervous System: Neurons, Supporting cells, The blood-brain barrier – Neural Communication: An overview, Measuring electrical potentials of axons. The Membrane Potential: Balance of two forces, The Action Potential, Conduction of the action potential.					
MODULE – 3: COMMUNICATION BETWEEN NEURONS–SYNAPTIC TRANSMISSION 9L					
Communication between Neurons: Structure of synapses, Neurotransmitter: meaning- types, Release of the Neurotransmitter: Activation of receptors- Postsynaptic potentials- Termination of postsynaptic potentials					
MODULE – 4: STRUCTURE & DIVISIONS OF THE NERVOUS SYSTEM 9L					

Nervous System: Development of the central nervous system, Brain: The forebrain, The hind brain, midbrain & forebrain, Division of Nervous System: Central Nervous System, The Peripheral Nervous System- Spinal nerves, Cranial nerves, The Autonomic Nervous system – Sympathetic and Parasympathetic.	
MODULE – 5: HORMONES AND THE BRAIN 9L	
Hormonal actions- General principles of hormonal actions, Hormonal action on cellular mechanisms- Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones, Endocrine glands and its specific hormones: Pituitary-Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads	
TEXT BOOKS	
1.	Carlson, N. R. (2007). <i>Foundations of Physiological Psychology</i> (6th ed.). New Delhi, India: Pearson Education.
2.	Kalat, J.W. (2011). <i>Biopsychology</i> . India: Cengage Learning India Private Limited.
REFERENCE BOOKS	
1.	Pinel, J. (2007). <i>Biopsychology</i> (6th ed.). New Delhi: Pearson Education.
2.	Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). <i>Principles of Cognitive Neurosciences</i> . Sunderland, U.S.A: Sinauer Associates, Inc. Publishers.

COURSE TITLE	SOCIAL PSYCHOLOGY I			CREDITS	3
Course Code	PCB1103	Course Category	C F	L-T-P-S	3:1:0: 0
CIA				ESE	
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1	Develop an understanding of the individual in relation to the social world				
2	Introduce students to the realm of social influence.				
3	Understanding how individuals think, feel and behave in social situations.				
Prerequisites :					
MODULE – 1: INTRODUCTION					
Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense- Research Methods.					

MODULE – 2: THE SELF					
<p>Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer’s standpoint, Personal identity versus social identity: the importance of the social context and others’ treatment Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one’s identity and its impact on well-being - overcoming the effects of stereotype threat.</p>					
MODULE – 3: SOCIAL BELIEFS AND JUDGEMENTS					
<p>Judging the social world: Perceiving the social world - Explaining the social world– Importance of social beliefs- Self-fulfilling prophecy, Cognitive social psychology, Behaviour and Attitudes: Conditions When Attitudes Determine Behaviour – Conditions When Behaviour Determines Attitudes- Explaining Why Behaviour Affect Attitudes, Self presentation: Impression Management, Self justification: Cognitive Dissonance- Self perception: Comparing the theories.</p>					
MODULE – 4: CONFORMITY, COMPLIANCE AND OBEDIENCE					
<p>Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform, Compliance: Principles of compliance, Effectiveness of compliance strategies, Obedience: Causes & resisting the effects of destructive obedience.</p>					
MODULE – 5: HELPING BEHAVIOR					
<p>Altruism and pro-social behaviour: Theoretical perspectives- By Stander Effect, Helping: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help – Increasing Helping Behaviour.</p>					
TEXT BOOKS					
1.	Myers, D.G. & Twenge, J.M. (2017): <i>Social psychology</i> (12th ed.). New York, NY: McGraw – Hill Education.				
2.	Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). <i>Social psychology</i> (14th ed.). Chennai, India: Pearson India Education Services Pvt. Limited.				
REFERENCE BOOKS					
1.	Myers, D.G. (2002). <i>Social psychology</i> (7th ed.). New York, NY: McGraw Hill Book Company.				
2.	Baron, A., & Byrne, D. (2002). <i>Social psychology</i> (10th ed.). New Delhi, India: Prentice-Hall of India.				
3.	Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). <i>Social psychology</i> (12th ed.). NewDelhi, India: Dorling Kindersley (India) Private Limited				

COURSE TITLE	THEORIES OF PERSONALITY			CREDITS	3
Course Code	PCB1104	Course Category	C F	L-T-P-S	3:1:0:0
CIA	40%			ESE	60%

LEARNING LEVEL	BTL – 1,2&3	ASSESSMENT MODEL	TA
	COURSE OUTCOMES		PO
1.	To gain an understanding regarding the assessments of personality		1
2.	Understanding classical approaches to Personality		2
3.	Introduction to the various traits that make up Personality		3
4.	Understanding the humanistic and positive divisions of Personality theories		3
5.	Understanding the contemporary approaches of Personality		1
Prerequisites :			
MODULE – 1: CONCEPT, ASSESSMENT, MEASUREMENT AND RESEARCH METHODS 9L			
Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture – Formal Theories – Personal Theories – Subjectivity in Personality Theories - Self-Report Measure: Biological Measures – Behavioral Assessment – Projective Techniques – Clinical Interviews – Online and Social Media Analysis.			
MODULE – 2: PSYCHOANALYTIC THEORIES 9L			
Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis; Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.			
MODULE – 3: LIFE-SPAN AND TRAIT PERSPECTIVES ON PERSONALITY 9L			
Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical; Gordon Allport: Culture – Functional Equivalence – Personal Dispositions, Eysenck's: Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System			
MODULE – 4: EXISTENTIAL - HUMANISTIC PERSPECTIVES ON PERSONALITY 9L			
Roots in Gestalt – Kurt Lewin's Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization , Rogers: Growth – Inner Control – Becoming One's Self.			
MODULE – 5: BEHAVIORAL, COGNITIVE AND SOCIAL PERSPECTIVE ON PERSONALITY. 9L			
Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory			
TEXT BOOKS			
1.	Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). <i>Theories of Personality</i> (4th ed.).Wiley: India.		
2.	Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). <i>Theories of Personality</i> (10 th ed.). Cengage Learning, India.		
REFERENCE BOOKS			

1.	Friedman, H. S., & Schustack, M. W. (2016): <i>Personality: Classic theories and modern research</i> (6th ed.). Boston, Pearson/Allyn and Bacon.
2.	Larsen, R. J., & Buss, D. M. (2018). <i>Personality psychology: Domains of knowledge about human nature</i> (6th ed.). Boston, McGraw-Hill.
3.	Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). <i>Handbook of Indian psychology</i> . Cambridge University Press India/Foundation Books.

SEMESTER II

COURSE TITLE		INTRODUCTION TO PSYCHOLOGY – II		CREDITS	3
Course Code	PCB1116	Course Category	CF	L-T-P-S	3:1:0:0
CIA	40%			ESE	
LEARNING LEVEL	BTL – 1,2 & 3			ASSESSMENT MODEL	TA
	COURSE OUTCOMES				PO
1.	Understanding the meaning and methods of psychology				1
2.	Understanding the Perceptual psychology concepts and dimensions of attention				2
3.	Applying the various principles of learning				3
4.	Understanding emotional behaviors and applying motivational theories				3
5.	Understanding the models of memory and applying creative thinking				1
Prerequisites: Basic concept of Psychology					
MODULE – 1: COGNITION 9L					
Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving - Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language : Nature - Main Components of Language – Phonemes- Morphemes – Syntax - Semantics – Pragmatics.					
MODULE – 2: MOTIVATION 9L					
Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs , Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories, Classification of Motives: Physiological motives – Psychological motives, Conflict: Meaning- Types. Frustration: Meaning- Causes.					
MODULE – 3: EMOTION AND STRESS 9L					

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions, Stress: Definition – Four variations - Stressors – Effects – General Adaptation Syndrome – Individual differences - Coping mechanism.	
MODULE – 4: INTELLIGENCE AND CREATIVITY 9L	
Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence, Emotional Intelligence: Meaning – Characteristics, Creativity: Definition- Nature – Steps - Characteristics of creative people – Creativity tests.	
MODULE – 5: PERSONALITY 9L	
Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler - Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality: Roger’s theory – Maslow’s theory - Trait Theories Psychology – Allport – Cattell - The Big Five Factors. Assessment of Personality, Uses of Personality tests,	
TEXT BOOKS	
1.	Cicarelli, K. S., Meyer, E. G. & Misra. (2008) <i>General Psychology</i> (South Asia Edition); New Delhi, Dorling Kingsley (India) Private Limited
2.	Passer, M.W. & Smith, R.E. (2010). <i>Psychology: The science of mind and behaviour</i> . New Delhi: Tata McGraw-Hill.
REFERENCE BOOKS	
1.	Baron, A. R., (2010) <i>Psychology</i> (5th ed.). New Delhi, Pearson Education.

COURSE TITLE	BIOLOGICAL PSYCHOLOGY - II			CREDITS	3
Course Code	PCB1117	Course Category	CF	L-T-P-S	3:1:0:0
CIA				ESE	
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	Understanding the theories on persuasion and influence				
2.	Understanding the importance of group				
3.	Analysing how relationship are important in social life				
Prerequisites :					
MODULE – 1: CIRCADIAN RHYTHMS, SLEEP AND DREAMING					
Rhythms of waking and sleeping: Endogenous cycles- Setting and resetting the biological clock- Mechanisms of the biological clock, Sleep and brain mechanisms: Sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations, stages of sleep. Paradoxical or REM sleep, Brain mechanisms of wakefulness and arousal: Brain					

functions in REM sleep- Functions of sleep, Dreaming: REM sleep and dreaming. Biological perspectives on dreaming.	
MODULE – 2: BRAIN DEVELOPMENT AND PLASTICITY	
Development of the brain- Maturation of the vertebrate brain, Growth and development of neurons -New neurons later in life- Path finding by axons, Determinants of neuronal survival, Neural plasticity: Meaning- Plasticity after brain damage.	
MODULE – 3: BIOLOGICAL BASIS OF THIRST AND HUNGER	
Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food selection-Short and long term regulation of feeding-Brain mechanisms - Eating Disorders.	
MODULE – 4: BIOLOGICAL BASIS OF EMOTIONS	
Emotions: Introduction, Emotions and Autonomic arousal: James-Lange theory, Brain areas associated with emotions- The functions of emotions. Attack and Escape Behaviours: Attack behaviours - Escape - Fear and anxiety- Stress and Health	
MODULE – 5: BIOLOGICAL BASIS OF LEARNING AND MEMORY	
Memory: Localized representations of memory- Types of memory- The hippocampus-Theories on the function of the hippocampus- Other types of amnesia: Korsakoff’s syndrome, Alzheimer’s Disease- The role of the other brain areas.	
TEXT BOOKS	
1.	Carlson, N. R. (2007). <i>Foundations of physiological psychology</i> (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2.	Kalat, J.W. (2011). <i>Biopsychology</i> . Delhi, India: Cengage Learning India Private Limited.
REFERENCE BOOKS	
1.	Pinel, J. (2007). <i>Biopsychology</i> (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.
2.	Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). <i>Principles of cognitive neurosciences</i> . Sunderland, MA: Sinauer Associates, Inc. Publishers.

COURSE TITLE	SOCIAL PSYCHOLOGY - II			CREDITS	3
Course Code	PCB1118	Course Category	CF	L-T-P-S	3:1:0:0

CIA		ESE	
LEARNING LEVEL	BTL –	ASSESSMENT MODEL	
	COURSE OUTCOMES		PO
1.	Understanding the theories on persuasion and influence		
2.	Understanding the importance of group		
3.	Analysing how relationship are important in social life		
Prerequisites :			
MODULE – 1: PERSUASION			
<p>Theories of Persuasion: the central route - the peripheral route - different pathways for different purposes- Elements of Persuasion: communicator, content, channel, audience –Cults & persuasion - Resisting Persuasion: strengthening personal commitment, inoculation programs, implications of attitude inoculation.</p>			
MODULE – 2: GROUP INFLUENCE:			
<p>Definition of Group - Social Facilitation: mere presence of others, crowding, factor, Social Loafing: Introduction, social loafing in everyday life, Deindividuation: importance of working together, diminishing self-awareness, Group Polarization: The risky shift phenomenon, Group influence on opinions, Group Think: symptoms, critiquing, preventing group think, group problem solving, The influence of the minority: consistency, self-confidence, deflections from majority, leadership as minority influence.</p>			
MODULE – 3: PREJUDICE			
<p>Nature and Power of Prejudice – Social Sources of Prejudice – Motivational Sources of Prejudice – Cognitive Sources of Prejudice – Consequences of Prejudice -Discrimination- prejudice in action- Techniques for countering the effects of prejudice.</p>			
MODULE – 4: AGGRESSION			
<p>Aggression: Definition - Hurting Others – Theories of Aggression – Media violence - Sexual violence - Strategies to reduce Aggression.</p>			
MODULE – 5: LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS			
<p>Internal sources of liking others: the role of needs and emotions, External sources of attraction: the effects of proximity, familiarity and physical beauty- Sources of liking based on social interaction - Close relationships - foundations of social self - Divorce & the detachment process.</p>			
TEXT BOOKS			
1.	Myers, D.G. & Twenge, J.M. (2017): <i>Social psychology</i> (12th ed.). New York, NY: McGraw – Hill Education.		
2.	Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). <i>Social psychology</i> (14th ed.). Chennai, India: Pearson India Education Services Pvt. Limited.		
REFERENCE BOOKS			
1.	Myers, D.G. (2002). <i>Social psychology</i> (7th ed.). New York, NY: McGraw Hill Book Company.		
2.	Baron, A., & Byrne, D. (2002). <i>Social psychology</i> (10th ed.). New Delhi, India: Prentice-Hall of India.		
3.	Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). <i>Social psychology</i> (12th ed.). New Delhi, India: Dorling Kindersley (India) Private Limited		

COURSE TITLE	GUIDANCE AND COUNSELING	CREDITS	3
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Course Code	PCB1119	Course Category	CF	L-T-P-S	3:1:0:0
CIA				ESE	
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	To gain an understanding regarding the difference between counselling and guidance				
2.	Understanding the various approaches of counselling				
3.	Understanding the process of counselling				
4.	Understanding the need for counselling in educational and vocational settings				
5.	Understanding the counselling process for special populations				
Prerequisites :					
MODULE – 1: INTRODUCTION TO GUIDANCE AND COUNSELING 9L					
Definitions of Counselling – Guidance: Role of counseling in guidance – Scope of counselling – The client counsellor relationship – Characteristics of an effective counselor – Counselling Skills - Dimensions of Counsellor functioning – Ethical issues in counseling.					
MODULE – 2: APPROACHES TO COUNSELING 9L					
The Directive approach – Humanistic approach – Roger’s Client centered approach – Behaviouristic approach – Existential approach – The Minnesota point of view – The Eclectic approach.					
MODULE – 3: THE PROCESS OF COUNSELING 9L					
The Counselling Process: Goals of counseling – Relationship Establishment – Problem Identification and Exploration: Planning for Problem solving – Solution, Application and Termination – Evaluation.					
MODULE – 4: EDUCATIONAL AND VOCATIONAL GUIDANCE 9L					
Guidance needs related to education – Aptitudes and Interests – Guidance at school level – Guidance towards life goals – Educational counseling. Vocational Guidance – Theories of vocational development – The vocational counseling process – Exploration and contract setting – The state of critical decision					
MODULE – 5: COUNSELING FOR SPECIAL POPULATIONS 9L					
Life Skills Training – Relationship counseling – Counselling women – Counselling older adults – Business and Industry – People who abuse drugs – People who use Tobacco – People who abuse alcohol - People with AIDS – Victims of abuse – Counselling the differently abled and their care givers – People in poverty – Counselling relating to sexual identity issues.					
TEXT BOOKS					
1.	Gibson L Robert & Mitchell H Marianne. (2003). Introduction to counseling and Guidance. 6 th edn. Delhi: Pearson Education				
2.	Nelson-Jones. (1995). The theory and practice of counseling. 2 nd Edn. London: Holt, Rinehart and Winston Ltd.				
REFERENCE BOOKS					
1.	Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.				

COURSE TITLE	ENVIRONMENTAL STUDIES	CREDITS	2
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COURSE CODE		COURSE CATEGORY		L-T-P-S	2:0:0:0
CIA	40%			ESE	60%
LEARNING LEVEL					
CO	COURSE OUTCOMES			PO	
1.	Understanding the Introduction			1,2	
2.	Understanding the Natural Resources and Ecosystem			6,7	
3	Understanding the Bio Diversity and Conversation, Human Population and Environment			8	
Prerequisites:					
MODULE 1 : INTRODUCTION				9L	
Definition, Scope and Importance Need for Public Awareness					
MODULE 2 : NATURAL RESOURCES				9L	
Forest resources - Water resources - Mineral resources - Food resources - Energy resources - Land resources					
MODULE 3 : ECOSYSTEMS				9L	
Concepts of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers - Energy flow in the ecosystem - Ecological succession - Food chains food webs and ecological pyramids - Introduction, types, characteristic features, structure and function of ecosystem					
MODULE 4 : BIODIVERSITY AND ITS CONSERVATION				9L	
Introduction – Definition Genetic species and ecosystem diversity - Biogeographically classification of India - Value of biodiversity: consumptive use, productive use, social ethical aesthetic and option values - Biodiversity at global, national and local levels - India as a mega-diversity nation - Hot – spots of biodiversity - Threats to biodiversity: Habitat loss, poaching of wildlife, man – wildlife conflicts - Endangered and endemic species of India					
MODULE 5: HUMAN POPULATION AND THE ENVIRONMENT				9L	
Population growth, variation among nations - Population explosion – Family welfare programme - Environment and Human health - Human rights - Value education - HIV/AIDS - Women and child welfare - Role of information technology in environment and human health - Case Studies.					
REFERENCES					
1.	Gardner, Howard. 1993. Multiple Intelligences: The Theory in Practice: A Reader. Basic Books. New York.				
2.	De Bono, Edward. 2000. Six Thinking Hats. 2 nd Edition. Penguin Books				
3.	Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. Sudha Publications. New Delhi.				

SEMESTER III

COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY - I			CREDITS	3
Course Code	PCB1201	Course Category	CF	L-T-P-S	3:1:0:0
CIA				ESE	
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	To gain an understanding regarding human development over the lifespan				1
2.	Understanding the dimensions of infancy and childhood				2
3.	Introduction to the cognitive aspects of Childhood				3
4.	Understanding the adolescent characteristics				3
5.	Understanding the social characteristics of adolescence				1
Prerequisites :					
MODULE – 1: HUMAN DEVELOPMENT ACROSS THE LIFESPAN 9L					
Conception through birth: Fertilization, heredity and environment, prenatal development, birth: stages, methods, and settings of childbirth.					
MODULE – 2: CHARACTERISTICS OF INFANCY AND EARLY CHILDHOOD 9L					
Physical development, health, motor, sensory, emotional, and perceptual development; characteristics of late childhood, developmental tasks, physical development, health, motor skills, cognition and language.					
MODULE – 3: COGNITIVE DEVELOPMENT 9L					
Piaget sensory motor stage, Piaget preoperational stage; Piaget stage of concrete operations, moral development, personality in late childhood, development of self-concept, Freud's latency period, Erickson's industry versus inferiority, social learning theory, Piaget stage of formal operations, moral development.					
MODULE – 4: THE ADOLESCENT PERSPECTIVE 9L					
Characteristics of adolescence, developmental tasks of adolescence, physical changes, maturation in adolescence, psychological impact of physical changes, health concerns of adolescence, aspects of intellectual development.					
MODULE – 5: SOCIAL CHARACTERISTICS OF ADOLESCENCE 9L					
Social changes during adolescence: interests, theoretical perception in adolescence, identity formation, approved sex roles, family relationships, relationship with peers, personality changes, hazards of adolescence, problems of adolescence: teenage pregnancy, Juvenile delinquency, positive view of adolescence.					
TEXT BOOKS					
1.	Sally Wendos Olds (2005). Human Development. 9th Edition. Tata McGraw Hill Publishing Co..				
2.	Hurlock, E. (1980). Developmental Psychology. Tata McGraw Hill Publishing				
REFERENCE BOOKS					

1.	Santrock, John W. (2007). Adolescence. 11 th edition. Tata McGraw Hill Publishing Company.
2.	Santrock, John W. (2007). Child Development. 11 th edition. Tata McGraw Hill Publishing Company
3.	Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company.

COURSE TITLE	ABNORMAL PSYCHOLOGY - I		CREDITS		3
Course Code	PCB1202	Course Category	CF	L-T-P-S	3:1:0:0
CIA			ESE		
LEARNING LEVEL	BTL –		ASSESSMENT MODEL		
	COURSE OUTCOMES				PO
1.	To gain an understanding regarding behaviour that is abnormal				1
2.	Understanding the biopsychosocial model of abnormal behaviour				2
3.	To gain an understanding regarding the various anxiety disorders				3
4.	To gain an understanding regarding the various somatoform and dissociative disorders				3
5.	Understanding the prevention and treatment aspects of abnormality.				1
Prerequisites :					
MODULE – 1: INTRODUCTION TO ABNORMAL BEHAVIOR 9L					
Definition of abnormal behavior, Incidence of mental disorders, Historical views of abnormal behavior, Humanitarian approach, Contemporary views of abnormal behavior.					
MODULE – 2: THE BIOPSYCHOSOCIAL MODEL OF ABNORMAL BEHAVIOR 9L					
Causal and risk factors for abnormal behavior- Biological view point and causal factor, Psychosocial view point and causal factor, Socio cultural view point and causal factor.					
MODULE – 3: INTRODUCTION TO ANXIETY DISORDERS 9L					
Specific phobia, social phobia, panic disorders with and without Agora phobia, generalized anxiety disorder, obsessive compulsive disorder; Biological psychosocial and socio cultural causal factors for all anxiety disorders, Treatment and outcome.					
MODULE – 4: INTRODUCTION TO SOMATOFORM AND DISSOCIATIVE DISORDERS 9L					
Somatoform disorder- Hypochondriasis, Somatization disorder, Pain disorder, Conversion disorder and Body dysmorphic disorder - Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and					

socio cultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.	
MODULE – 5: PREVENTION AND TREATMENT OF ABNORMAL BEHAVIOR 9L	
Perspectives on prevention, Psychological approach to treatment- Behaviour therapy, Cognitive and cognitive behavioural therapies, Humanistic and experiential therapy, Psychodynamic therapy, Family and marital therapy, Eclectism and integration.	
TEXT BOOKS	
1.	David H. Barlow & Durand V. Mark (2000). Abnormal psychology. 2 nd edition . New York: Brooks\Cole Publishing Co
2.	Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). Abnormal psychology. 13 th edition. Pearson Education.
REFERENCE BOOKS	
1.	James C. Coleman (1976). Abnormal psychology and modern life. 5 th edition . Scott, Foresman and Company.
2.	Irwin G. Sarason, Barbara Sarason (2005) . Abnormal psychology. New Delhi: Prentice Hall Publication
3.	Smith, Barry D. (1998). Psychology Science and Understanding The McGraw-Hill Company.

COURSE TITLE		ORGANISATIONAL BEHAVIOUR		CREDITS	3	
Course Code		PCB1203	Course Category	CF	L-T-P-S	3:1:0:0
CIA				ESE		
LEARNING LEVEL		BTL –		ASSESSMENT MODEL		
	COURSE OUTCOMES				PO	
1.	To develop an awareness of the concepts related to organizational behaviour.					
2.	Help the students develop a connection between concepts and practices of organizations.					
3.	Understanding the evolution of the field of organizational behaviour and the challenges faced by the field today, for instance diversity, corporate social responsibility, etc.					
4.	Understanding leadership processes from different theoretical perspectives.					
5.	Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.					
Prerequisites :						

MODULE – 1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR 9L	
Definition, Fundamental concepts, Basic Approaches, Models, Organizational Behavior, Organizational Structure, Limitations of Organizational Behavior, Continuing Challenges.	
MODULE – 2: MICRO PERSPECTIVE OF ORGANIZATIONAL BEHAVIOR: 9L	
Perception, Attribution, Impression Management, Learning, Personality, Job satisfaction, Organizational Commitment.	
MODULE – 3: MICRO & MACRO DYNAMICS OF ORGANIZATIONAL BEHAVIOR:9L	
Group Dynamics and teams, Stress and Health, Power and Politics, Leadership, Conflict Resolution, Motivation	
MODULE – 4: MACROPERSPECTIVE OF ORGANIZATIONAL BEHAVIOR: 9L	
Communication, Decision Making, Organizational Culture and Climate.	
MODULE – 5: EMERGING TRENDS 9L	
Positive organizational behavior as an offshoot of positive Psychology movement and its emphasis on subjective well-being; Core aspects of positive organizational behavior; Self-efficacy, Optimism, hope and resiliency.	
TEXT BOOKS	
1.	Luthans, F. (2011). <i>Organizational Behaviour: An Evidence Based Approach</i> (11th Edition). New York: McGraw-Hill/Irwin.
2.	Singh, K. (2010). <i>Organizational Behavior: Texts & Cases</i> . Noida: Dorling Kindersley.
REFERENCE BOOKS	
1.	Prakash, A. (2011). <i>Organizational Behaviour in India: An Indigenous Perspective</i> . In G. Misra (Ed.), <i>Handbook of Psychology</i> . New Delhi: Oxford University Press.
2.	Griffin, R.W.& Moorhead, G. (2009). <i>Organizational Behaviour: Managing people & organizations</i> . New Delhi: Biztantra Publishers.

COURSE TITLE	RESEARCH METHODOLOGY			CREDITS	3
COURSE CODE	PCB1204	COURSE CATEGORY	CF	L-T-P-S	3:1:0:0
CIA	40%			ESE	60%
LEARNING LEVEL					
CO	COURSE OUTCOMES				PO
1.	Demonstrate an understanding of research methodology				1,2
2.	Enabling the understanding of research design and scaling methods				5,6
3	Illustrating about various types of data and methods for collecting data				7,1
4	Understanding and application of various methods of data analysis				
5	Enabling to draft research report.				
Prerequisites:					
MODULE 1 : INTRODUCTION TO RESEARCH METHODS			9L		

Introduction Concepts, Research skills, Types of research, Limitations of research. Research process and design: Research process, Designing study, Sampling design, Research questions / Problems – Research objectives – Research hypotheses - Hypothesis Testing – Logic & Importance.	
MODULE 2 : RESEARCH DESIGN	9L
Research design – Definition – types of research design – exploratory and causal research design – Descriptive and experimental design - Measurement and scaling – Different scales – Construction of instrument – Validity and Reliability of instrument.	
MODULE 3 : PRIMARY AND SECONDARY DATA	9L
Types of data – Primary Vs Secondary data – Methods of primary data collection – Survey Vs Observation – Experiments – Construction of questionnaire and instrument – Sampling plan – Sample size – determinants optimal sample size – sampling techniques – Probability Vs Non-probability sampling methods.	
MODULE 4 : REPORTING RESEARCH FINDINGS	9L
Research report – Different types – Contents of report – need of executive summary – chapterization – contents of chapter – report writing – Presentation – oral and written.	
REFERENCES	
1.	C. R Kothari and Gaurav Garg. 2015 Research Methodology: Methods and Techniques, New Delhi: New Age,.
2.	W. Philips Sively. 2009. The Craft of Political Research, New Jersey: Pearson,

SEMESTER - IV

COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY - II			CREDITS	3
Course Code	PCB121	Course Category	CF	L-T-P-S	3:1:0:
	6				0
CIA				ESE	
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1	To gain an understanding about the adult world				
2	Understanding the physical and intellectual dimensions of adulthood				
3	Understanding the social characteristics of adulthood				
4	To gain an understanding of old age				
5	To gain perspective regarding the phenomena of ageing and death				
Prerequisites :					

MODULE – 1: INTRODUCTION TO ADULTHOOD 9L	
Characteristics of adulthood, physical, sensory, and psychomotor functioning, health in adulthood, changes in interest in adulthood, social mobility, sex role adjustment, personal and social hazards of adulthood, intellectual development, vocational adjustment, marital adjustment, adjustment to parenthood.	
MODULE – 2: PHYSICAL AND INTELLECTUAL DEVELOPEMNT IN ADULTHOOD 9L	
Characteristics of middle age, developmental tasks, physical changes, sensory, psychomotor functioning, health in middle age, intellectual development.	
MODULE – 3: INTRODUCTION TO SOCIAL CHARACTERISTICS OF ADULTHOOD 9L	
Personal and social hazards, changes to interest, works in the middle age, adjustment to changed family patterns, marital hazards of middle age, adjustment to single-hood, adjustment to loss of a spouse, relationship with maturing children and aging parents.	
MODULE – 4: INTRODUCTION TO OLD AGE 9L	
Characteristics of old age, developmental tasks, physical development, sensory and psychomotor functioning, intellectual development, health in old age, social adjustment in old age, physical hazards, psychological hazards, religion, and emotional well being.	
MODULE – 5: AGEING AND DEATH 9L	
Social issues related to aging, relationship with siblings, friends, adult children; family management of elder care, adjustment to retirement, adjustment to single-hood, vocational and family hazards of old age, living arrangements for the elderly; Death: facing death; three aspects of death.	
TEXT BOOKS	
1.	Olda Sally Wendoke (2005). Human Development. 9th Edition. Tata McGraw Hill Publishing Co.
2.	Hurlock, E. Developmental Psychology (1995). IV Edition. Tata McGraw Hill Publishing.
REFERENCE BOOKS	
1.	Shaffer, David R. (1993). Developmental Psychology. IV Edition. Brooks / Cole Publishing Company.
2.	Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company.
3.	Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaign Publication Pvt. Ltd.

COURSE TITLE	ABNORMAL PSYCHOLOGY - II			CREDITS	3
Course Code	PCB1217	Course Category	CF	L-T-P-S	3:1:0:0
CIA				ESE	
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	To gain an understanding regarding the various unipolar and bipolar mood disorders				
2.	To gain an understanding regarding the disorder of Schizophrenia				
3.	To gain an understanding regarding the various personality disorders				
4.	To gain an understanding regarding the various addiction disorders				
5.	To gain an understanding regarding the various sexual disorders				
Prerequisites :					
MODULE – 1: INTRODUCTION TO MOOD DISORDERS 9L					
Unipolar mood disorders, Biological, psychosocial, socio cultural causal factors in Unipolar mood disorders, Bipolar disorders, Biological, Psychosocial and socio cultural causal factors affecting bipolar disorders, Treatment and outcomes					
MODULE – 2: INTRODUCTION TO SHIZOPHRENIA 9L					
Schizophrenia- schizophrenia and clinical picture, subtypes of Schizophrenia, Causes of schizophrenia, Treatment and outcomes.					
MODULE – 3: INTRODUCTION TO PERSONALITY DISORDERS 9L					
Clinical features, categories of personality disorders, Treatment and outcomes; Antisocial personality disorder and Psychopathy, etiology and treatment of antisocial personality disorder and Psychopathy					
MODULE – 4: INTRODUCTION TO ADDICTION DISORDERS 9L					
Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome					
MODULE – 5: INTRODUCTION TO SEXUAL DISORDERS 9L					
Sexual variants, sexual abuse and Sexual dysfunctions- Sexual and gender variants, sexual abuse, sexual dysfunction, causes and treatment of sexual dysfunctions.					
TEXT BOOKS					
1.	David H. Barlow& Durand V. Mark (2000). Abnormal psychology. 2 nd edition. Brooks\Cole Publishing Co.				
2.	Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). Abnormal Psychology. 13 th edition. Pearson Education.				
REFERENCE BOOKS					
1.	James C. Coleman (1976). Abnormal Psychology and Modern Life. 5 th ed. Scott, Foresman and Company.				
2.	Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication.				

COURSE TITLE	INTER GROUP RELATIONS			CREDITS	3
Course Code	PCB1218	Course Category	CF	L-T-P-S	3:1:0:0
CIA				ESE	
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	Understanding the role groups play in our life and the significance of healthy inter-group relations				
2.	Understanding the nature of relationship between groups in terms of cooperation, competition and conflict				
3.	Understanding how group memberships shapes one’s social identity and colors our perception of others.				
4.	<ul style="list-style-type: none"> Knowing ways to resolve and manage inter-group conflicts 				
Prerequisites :					
MODULE – 1: INTRODUCTION TO INTER GROUP RELATIONS 9L					
Nature of Intergroup Relations: Cooperation Vs. Competition; Examining the Classical Study of Robbers Cave Experiment; Realistic Conflict Theory					
MODULE – 2: SOCIAL CATEGORIZATION 9L					
Social Categorization and Conflict: In-Group Vs. Out-Group; Consequences of Social Categorization: Cognitive Biases, Stereotypes, Conflict and Social Categorization					
MODULE – 3: CULTURAL ASPECTS IN INTER GROUP RELATIONS 9L					
Cultural Aspects of Intergroup Relations: Social Identity, Stereotypes, Case Studies in the Indian Context					
MODULE – 4: RESOLVING CONFLICT 9L					
Resolving Intergroup Conflict: Intergroup Contact; Promoting Intergroup Cooperation.					
MODULE – 5: INTERVENTION 9L					
Conflict Management Strategies					
TEXT BOOKS					
1.	Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). <i>Social Psychology</i> . New Delhi: Pearson.				
2.	Zorsyth, D.R. (2009). <i>Group Dynamics</i> . London: Brooke/Cole: Wadsworth				
REFERENCE BOOKS					
1.	Ahuja, K.A., Dhillon, M., Kalyani, A., & Papneja, D. (2016). Identities in conflict: A comparison of drawings of Muslim adolescents in Kashmir and Delhi. <i>Sage Open, January-March</i> , 1-11. DOI: 10.1177/2158244015623596				
2.	Keyton, J. (2006). <i>Communicating Groups: Building Relationships in Group Effectiveness</i> . New York: Oxford University Press.				

COURSE TITLE	STATISTICS FOR PSYCHOLOGY			CREDITS	3
Course Code	PCB1219	Course Category	CF	L-T-P-S	3:1:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL – 1,2&3			ASSESSMENT MODEL	TA
	COURSE OUTCOMES				PO
1.	Familiarising students with fundamental substantiates				1
2.	Enabling students to learn basic statistical tests				2
3.	Equipping students to merge data and statistics				3
Prerequisites :					
MODULE – 1: INTRODUCTION TO THE STATISTICS : 9L					
Meaning of statistics-Importance of Statistics in Psychology –Parameters and Estimates- Descriptive Statistics- Inferential Statistics-Variables and their types; Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale					
MODULE – 2: CENTRAL TENDENCY 9L					
Central Tendency: The Mean- from Frequency Distributions - Assumed Mean Method- Properties of Mean. Median – Calculation of Median from Ungrouped data- Calculation of Median from a Frequency Distribution. The Mode- Calculation of Mode in a Frequency Distribution. Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies.					
MODULE – 3: THE NORMAL DISTRIBUTION AND CORRELATION 9L					
The Normal Distribution: Properties of the Normal Curve- Areas under the Normal Curve- Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis. The Correlation: The Concept of Correlation- the Scatter Plot- the Product Moment Correlation- Calculation of Product Moment Correlation- Spearman’s Rank-Difference Correlation Co-efficient- Properties of Correlation Co-efficient.					
MODULE – 4: THE INFERENCE STATISTICS: 9L					
Inferential Statistics: t' Tests- the t' test for a Single Sample- the t' test for a Dependent Means- Assumptions of Single Sample and the t' Test for a Dependent Means. The t' test for Independent Means: the Distribution of Differences between Means- Hypothesis Testing with a 't' test for Independent Means.					
MODULE – 5 NON-PARAMETRIC METHODS: 9L					
The Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality- Calculation of the Chi-Square for 2x2 tables- Yates’ Correction for Continuity- Assumptions of the Chi Square test.					
TEXT BOOKS					
1.	Howell, D. (2012). <i>Statistical method for psychology</i> (8th ed.). Delhi, India: Cengage Learning.				
2.	Agresti, A., & Finlay, B. (2013). <i>Statistical methods for the social sciences</i> . Hoboken, NJ: Pearson Education				
REFERENCE BOOKS					

1.	Aron, A., Aron, E. N., & Coups, E. J. (2006). <i>Statistics for psychology</i> (4th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd
2.	Heiman, G. (2013). <i>Basic statistics for the behavioral sciences</i> (7th ed.). Belmont, CA: Cengage Learning.

SEMESTER V

COURSE TITLE		EXPERIMENTAL PSYCHOLOGY			CREDITS	4
Course Code	PCB133 1	Course Category	C F	L-T-P-S	0:0:6: 0	
CIA				ESE		
LEARNING LEVEL	BTL –			ASSESSMENT MODEL		
	COURSE OUTCOMES					PO
1.	Understanding the Concepts in psychology and better understand behavior through empirical research.					
Distraction of Attention						
Division of Attention						
Span of Attention						
Muller Lyer Illusion						
Tweezer Dexterity						
Insight and Trial & Error Learning						
Mirror Drawing						
Transfer of Learning - Habit Interference						
Maze Learning						
Knowledge of Results						
Concept Formation						
Problem Solving						
Bhatia's Battery						
Color Preference						
Level of Aspiration						
MISC						
Progressive Weights						
Level of Aspiration						

COURSE TITLE	YOUTH PSYCHOLOGY			CREDITS	4
Course Code	PCB130 1	Course Category	C F	L-T-P-S	3:1:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL – 1,2&3			ASSESSMENT MODEL	TA
	COURSE OUTCOMES				PO
1.	Helping students understand the notion of youth, youth across cultures, youth identity, significant concerns among the youth.				1
2.	To inculcate sensitivity to issues related to youth with special emphasis on gender stereotypes/discrimination and risky behavior.				2
3.	To develop an understanding of ways of empowering the youth				3
4.	Understanding the psychological principle employed in the field				3
Prerequisites :					
MODULE – 1: INTRODUCTION: 9L					
Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (Erikson And Marcia’s Work on Identity), Gender Identity, Gender Roles, Sexual Orientation					
MODULE – 2: YOUTH DEVELOPMENT: 9L					
Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying.					
MODULE – 3: ISSUES AND CHALLENGES FOR TODAY’S YOUTH: 9L					
Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour					
MODULE – 4: DEVELOPING YOUTH: 9L					
Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)					
MODULE – 5: PSYCHOLOGICAL EMPOWERMENT FOR YOUTH 9L					
Definition- dimension- theories on psychological empowerment – training - implications					
TEXT BOOKS					
1.	Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). <i>Positive Psychology: The Scientific and Practical Explorations of Human Strengths</i> . New Delhi: Sage				
2.	Brannon, L. (2017). <i>Gender: Psychological Perspectives</i> (7th edition). New Delhi Routledge				
REFERENCE BOOKS					
1.	Arnett, J.J. (2013). <i>Adolescence and Emerging Adulthood</i> (5th Ed). Delhi: Pearson.				
2.	Bansal, P. (2012). <i>Youth in Contemporary India: Images of Identity and Social Change</i> . New Delhi: Springer.				

COURSE TITLE	PSYCHOLOGY OF RELATIONSHIPS			CREDITS	4
Course Code	PCB1302	Course Category	CF	L-T-P-S	3:1:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL – 1,2&3			ASSESSMENT MODEL	TA
COURSE OUTCOMES					PO
1.	Increasing understanding regarding the dynamics of establishing, maintaining, and dissolving relationships				1
2.	To foster an understanding of love as a psychological construct				2
3.	Appreciating the importance of positive relational attitudes like self-acceptance, gratitude and forgiveness for healthy relationships				3
4.	Developing insights about distress in relationships (divorce, break-up, etc.) as well as the healing process				3
Prerequisites :					
MODULE – 1: INTRODUCTION 9L					
Social Psychology of Relationships: Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships);					
MODULE – 2: MARRIAGE 9L					
Marriage - love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital happiness					
MODULE – 3: LOVE 9L					
Love: Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg’s triangular theory); Relationship satisfaction					
MODULE – 4: DISTRESS 9L					
Distress in relationships: Jealousy, Infidelity, Breakup, Divorce					
MODULE – 5: HEALING RELATIONSHIPS 9L					
Healing: Understanding the dynamics of broken and flourishing relationships; Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness.					
TEXT BOOKS					
1.	Hatfield, E., Mo, Y.U, & Rapson, R.L. (2015). <i>Love, sex and marriage across cultures</i> . In Jenson, L.A. (Ed.), <i>The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective</i> . New York: Oxford University Press.				
2.	Wilerton, J. (2010). <i>The Psychology of Relationships</i> . New York: Red Globe Press.				
REFERENCE BOOKS					
1.	Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). <i>Social Psychology</i> (12th Ed.). New Delhi: Pearson.				
2.	Diener, E., & Seligman, M. E. P. (2002). Very happy people. <i>Psychological Science</i> , 13, 81-84 Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup Distress and Loss of Intimacy in University Students. <i>Psychology</i> , 1(03), 173-177.				

COURSE TITLE	PERSONAL GROWTH AND DEVELOPMENT			CREDITS	4
Course Code	PCB1303	Course Category	CF	L-T-P-S	3:1:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL – 1,2&3			ASSESSMENT MODEL	TA
	COURSE OUTCOMES				PO
1	To facilitate the process of self-discovery				
2	The development of emotional, cognitive and interpersonal competencies for personal growth				
3	Effectively using the experiential learning paradigm				
4	Working through personal and interpersonal conflicts				
Prerequisites :					
MODULE – 1: UNDERSTANDING THE SELF: 9L					
The self-concept and self-esteem; Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories					
MODULE – 2: BARRIERS TO PERSONALITY DEVELOPMENT 9L					
Managing anxiety shyness and fear; understanding your shyness; avoiding self blame, taking risks, tolerating failure, persisting and celebrating success, mistakes and self talk.					
MODULE – 3: EMOTIONAL COMPETENCE: 9L					
Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence					
MODULE – 4: COGNITIVE COMPETENCE: 9L					
Setting and achieving goals; Effective time management; Metacognitive strategies					
MODULE – 5: INTERPERSONAL COMPETENCE: 9L					
Effective Interpersonal Communication (Conversational Skills, Listening Skills, Reading Non-Verbal Messages, Improving Communication Climates); Intimacy and Self-Disclosure in Close Relationships; Managing Interpersonal Conflicts					
TEXT BOOKS					
1.	Adler, R. B., & Proctor II, R.F. (2012). <i>Looking out/Looking in</i> (14 th ed.). Boston, USA: Wadsworth Cengage Learning				
2.	Waters, S. H. & Schneider, W. (2010). <i>Metacognition: Strategy Use and Instruction</i> . New York: Guilford Press.				
REFERENCE BOOKS					

1.	Weiten, W. & Lloyd, M.A. (2006). <i>Psychology Applied to Modern Life: Adjustment in the 21st Century</i> (8 th ed.). Belmont, CA: Thomson Wadsworth.
2.	Sanghi, S. (2008). <i>Towards personal excellence</i> . New Delhi: Response books.

COURSE TITLE		POSITIVE PSYCHOLOGY		CREDITS	3
Course Code	PCC1351	Course Category	DSE	L-T-P-S	3:0:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	Understanding the meaning and conceptual approaches to positive psychology.				
2.	Being able to understand the how positive emotional states contribute to resilience, happiness, and wellbeing				
3.	Learning the various pathways through which cognitive states and processes influence self- efficacy, optimism and wellbeing.				
4.	Being able to identify the applications of positive psychology.				
Prerequisites :					
MODULE – 1: INTRODUCTION TO POSITIVE PSYCHOLOGY 9L					
Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern.					
MODULE – 2: EMOTIONAL STATES 9L					
Positive Emotional States and Processes: Happiness and Well being, Positive Emotions, Resilience					
MODULE – 3: COGNITIVE STATES 9L					
Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow					
MODULE – 4: APPLICATIONS OF POSITIVE PSYCHOLOGY 9L					
Applications: Work, Education, Ageing					
MODULE – 5: POSITIVE PSYCHOLOGY AND PERSONALITY DEVELOPMENT 9L					
Character Strengths and Virtues.					
TEXT BOOKS					
1.	Baumgardner, S.R., & Crothers, M.K. (2010). <i>Positive Psychology</i> . Upper Saddle River, New Jersey.: Prentice Hall.				
2.	Snyder, C.R., & Lopez, S.J.(2007). <i>Positive Psychology: The Scientific and Practical Exploration of Human Strengths</i> . Thousand Oaks, CA: Sage.				

REFERENCE BOOKS	
1.	Compton, W.C., & Hoffman, E. (2012). <i>Positive Psychology: The Science of Happiness and Flourishing</i> . Wadsworth: Cengage Learning. Peterson, C. (2006). <i>A Primer in Positive Psychology</i> . New York: Oxford University Press
2.	Snyder, C. R., & Lopez, S. (Eds.) (2002). <i>Handbook of Positive Psychology</i> . New York: Oxford University Press.

COURSE TITLE	COMMUNITY PSYCHOLOGY			CREDITS	3
Course Code	PCC1352	Course Category	DSE	L-T-P-S	3:0:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL –		ASSESSMENT MODEL		
	COURSE OUTCOMES				PO
1.	Understanding the role of Psychology in community development.				
2.	Developing an appreciation of the core values that guide community psychology and facilitate community functions.				
3.	understanding the link between individuals and communities and deal with social issues more effectively.				
4.	Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies				
Prerequisites :					
MODULE – 1: INTRODUCTION TO COMMUNITY PSYCHOLOGY 9L					
Introduction: Definition of Community Psychology; Types of Communities; Models; Methods of Community Psychology Research					
MODULE – 2: VALUES IN COMMUNITY 9L					
Core Values: Individual and Family Wellness; Sense of Community; Respect for Human Diversity; Social Justice; Empowerment and Citizen Participation; Collaboration and Community Strengths.					

MODULE – 3: COMMUNITY HEALTH 9L	
Communities as Setting for Health Promotion: Process of Community Organization for Health Promotion, Community Program for Child and Maternal Health, Physically Challenged and Old Age in the Indian Context.	
MODULE – 4: GOVERNMENT ROLE IN COMMUNITY 9L	
Interventions: Community Development and Empowerment; Case Studies of Community Intervention Programs by the Governmental.	
MODULE – 5: INTERVENTION 9L	
Non-governmental Organizations in Indian Context such as Rural Panchayat Programs, Children’s Education, Citizen Right, Self- Help Group, Substance Abuse.	
TEXT BOOKS	
1.	Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). <i>Community Psychology: Linking Individuals and Communities</i> . Singapore: Wadsworth Cengage Learning.
2.	Poland, B. D., Green, L.W. & Rootman, I. (2000). <i>Setting for Health Promotion: Linking Theory and Practice</i> . New Delhi: Sage Publication.
REFERENCE BOOKS	
1.	McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). <i>An Introduction to Community Health</i> . Burlington, MA, United States: Jones and Bartlett Publishers.
2.	Fetterman, D.M., Kaftarian, S.J. &Wandersman, A. (Eds.) (1996). <i>Empowerment Evaluation</i> . New Delhi: Sage Publication.

COURSE TITLE	HEALTH PSYCHOLOGY			CREDITS	3
Course Code	PCC1353	Course Category	DSE	L-T-P-S	3:0:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	Understanding health psychology and the relation between mind and body.				
2.	Identifying the characteristics of healthy behaviours and promoting them.				
3.	Understanding a variety of health enhancing behaviours and the importance of exercise, nutrition, safety and management of pain and stress.				

4.	Developing an understanding of pursuing research in health psychology domains and developing interventions.	
Prerequisites :		
MODULE – 1: 9L		
Introduction to Health Psychology: Mind and Body Relationship, Components of Health: Social, Emotional, Cognitive and Physical Aspects,		
MODULE – 2: 9L		
Relationship Between Health and Psychology, Cultural Construction of Health, Goals of Health Psychology, Bio-Psychosocial Model of Health, Indian Model of Health.		
MODULE – 3: 9L		
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)		
MODULE – 4: 9L		
Health Promotion and Management: Exercise, nutrition, Indian Healing Techniques (Ayurveda, Traditional Healing), Stress and Coping		
MODULE – 5: 9L		
Interventions and Research in Health Psychology: Emotions, Culture and Health, Research on Health Psychology in India		
TEXT BOOKS		
1.	Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). <i>Community Psychology: Linking Individuals and Communities</i> . Singapore: Wadsworth Cengage Learning.	
2.	Poland, B. D., Green, L.W. & Rootman, I. (2000). <i>Setting for Health Promotion: Linking Theory and Practice</i> . New Delhi: Sage Publication.	
REFERENCE BOOKS		
1.	McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). <i>An Introduction to Community Health</i> . Burlington, MA, United States: Jones and Bartlett Publishers.	
2.	Fetterman, D.M., Kaftarian, S.J. & Wandersman, A. (Eds.) (1996). <i>Empowerment Evaluation</i> . New Delhi: Sage Publication.	

SEMESTER VI

COURSE TITLE	PSYCHOLOGICAL ASSESSMENT			CREDITS	4
Course Code	PCB1341	Course Category	C F	L-T-P-S	0:0:6:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	Understanding the Concepts in psychology and better understand behavior through assessments.				
Prerequisites :					
Expression of Emotions Scale					
Student Stress Scale					
Multiple Intelligence Scale					
Social Distance Scale					
Religious Attitude Scale					
Altruism					
Social Maturity Scale					
Self-concept Questionnaire					
Self-esteem Scale					
Emotional Maturity					
Eysenck Personality Inventory					
Strait & Trait Anger Expression Inventory					
Job Satisfaction Scale					
Career Maturity Scale					
Organizational Climate Inventory					
Raven's Standard Progressive Matrices					
Superstition Scale					
Strait & Trait Anxiety Scale					

COURSE TITLE	FAMILY AND DEVELOPMENT			CREDITS	4
Course Code	PCB1316	Course Category	CF	L-T-P-S	3:1:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	Describe their own level of individual & family development as that relates to the various theories of individual & family development.				
2.	Analyze & identify the theories & stages of family development.				
3.	Describe various aspects of these stages as they relate to birth order dynamics & long term sibling relationships, love & mate selection, parenting, relationship success, mid-life changes, life expectancy, & other issues of interest to the class members.				
4.	Discuss the historical aspects related to concepts about family development as related to gender roles, culture, & psychological theory & research.				
Prerequisites :					
MODULE – 1: INTRODUCTION 9L					
Introductions & overview of the historic family life cycle & stages of family life					
MODULE – 2: FAMILY SYSTEM: 9L					
Family strategies & structure - Family systems theory					
MODULE – 3: ROLE OF SIBLINGS: 9L					
Birth order theory & sibling relationships, family rituals & growth					
MODULE – 4: EMERGING TRENDS IN MARRIAGE: 9L					
Early marriage, cohabitation, cultural differences, & single life. Changing gender roles, gender communication, Managing conflict					
MODULE – 5: DIVORCE AND LATER LIFE: 9L					
Divorce & impact on children, single parenting, Remarried & blended families - Mid-life change retirement - Families affected by substance abuse & domestic violence & child abuse					
TEXT BOOKS					
1.	Anderson, S.A. & Sabatelli, R. M. (2007). <i>Family interaction: A multigenerational developmental perspective, 4th edition</i> . Boston: Allyn & Bacon. ISBN 0-205-48547-2				
2.	Carter, B. & McGoldrick, M. (Eds.), (2005). <i>The expanded family life cycle: Individual, family, & social perspectives, 3rd edition</i> . New York: Allyn & Bacon.				
REFERENCE BOOKS					
1.	Santrock, John W. (2007). <i>Adolescence</i> . 11 th edition. Tata McGraw Hill Publishing Company.				

COURSE TITLE	EDUCATIONAL PSYCHOLOGY		CREDITS	3
Course Code	PCC1361	Course Category	DSE	L-T-P-S
CIA	40%		ESE	60%
LEARNING LEVEL	BTL –		ASSESSMENT MODEL	
COURSE OUTCOMES				PO
1.	To learn the behavioral and social skills of imparting education.			
2.	To develop cognitive skills that will enhance achievement, intelligence and creativity among various groups.			
3.	To enhance skills that will facilitate effective teaching in the classroom as well as managing class rooms.			
4.	To promote skills that will help to impart education to those with special needs.			
Prerequisites :				
MODULE – 1: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY 9L				
Nature, Scope & Relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism				
MODULE – 2: HUMAN DIVERSITY AND EDUCATION: 9L				
Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity; Meta-cognitive strategies through self- reflective accounts of student’s own learning methods and processes				
MODULE – 3: EFFECTIVE TEACHING: 9L				
Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances;				
MODULE – 4: CLASSROOM MANAGEMENT: 9L				
Classroom Management Exploring different teaching-learning methods and reflecting on their importance in the teaching-learning process; Understanding inclusive classroom practices through interview of educators and class- room observations				
MODULE – 5: EXCEPTIONALITY AND SPECIAL EDUCATION: 9L				
Conceptualizing Exceptionality: Categorization, Labelling and its Educational Implications; Responsibilities of Teachers towards Learners with Special Needs				
TEXT BOOKS				
1.	Santrock, J. W. (2017). <i>Educational Psychology</i> (6 th Edition). New York: McGraw Hill Education., J.E. & Jones, B. (2018). <i>Essentials of Educational Psychology</i> (5th Edition). New York: Pearson.			
2.	Ormrod, J.E. & Jones, B. (2018). <i>Essentials of Educational Psychology</i> (5th Edition). New York: Pearson.			
REFERENCE BOOKS				
1.	Slavin, R. (2008). <i>Educational Psychology: Theory Into Practice</i> , (9th ed.). Boston: Allyn and Bacon.			
2.	Woolfolk, A. (2018). <i>Educational Psychology</i> (14th Edition). Texas: Pearson.			

COURSE TITLE	INDUSTRIAL PSYCHOLOGY			CREDITS	3
Course Code	PCC1362	Course Category	PE	L-T-P-S	3:0:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1	understand the origins of Industrial (I-O)Psychology and what I-O Psychologists do				
2	learn how the science of human behavior is used to select, develop, and manage employees				
3	learn how organizations can create a supportive work environment				
4	develop an understanding of how theory and research are applied to work settings				
Prerequisites :					
MODULE – 1: INTRODUCTION TO INDUSTRIAL PSYCHOLOGY 9L					
Nature and Meaning of Industrial Psychology, Role of Industrial, Psychology, Organizational Attitude					
MODULE – 2: Decision Making by Individuals & Groups: 9L					
Groups & work teams, Group Behavior, Group formation & development. Decision making process, individual influences, group decision process.					
MODULE – 3: Organizational Structure & Culture: 9L					
Key organizational design process, Structural differentiations, Forces reshaping organizations. Functions of organizational culture, Organizational Socialization, Assessing Cultural Values and Fit, Cross Cultural issues					
MODULE – 4: LEADERSHIP: 9L					
Leadership vs Management, Leadership Theories, Emerging issues in Leadership					
MODULE – 5: MANAGING CHANGE: 9L					
Forces for change in Organization, Resistance to change, Lewin’s Change Model					
TEXT BOOKS					
1.	Nelson, Quick and Khandelwal, ORGB : An innovative approach to learning and teaching Organizational Behaviour. A South Asian Perspective, Cengage Learning, 2012				
2.	Luthans, Fred, Organizational Behavior, McGraw Hill 2008				
REFERENCE BOOKS					
1.	Udai Pareek, Understanding Organizational Behavior, Oxford University Press				
2.	Robbins, Stephen, Organizational Behavior, Prentice Hall, India				

COURSE TITLE	SPORTS PSYCHOLOGY			CREDITS	3
Course Code	PCC1363	Course Category	DSE	L-T-P-S	3:0:0:0
CIA	40%			ESE	60%
LEARNING LEVEL	BTL –			ASSESSMENT MODEL	
	COURSE OUTCOMES				PO
1.	Increasing understanding regarding the dynamics of sports				
2.	To foster an understanding of sportsmanship as a psychological construct.				
3.	Developing insights about stress on and off the field				
4.	Appreciating the importance of sports psychologists				
Prerequisites :					
MODULE – 1: INTRODUCTION TO SPORTS PSYCHOLOGY 9L					
Definition of sport psychology - Perspectives of Sport Psychology – Roles of sport psychologist – historical evolution of sport psychology – Understanding present and future trends – psychological orientation					
MODULE – 2: INDIVIDUAL DIFFERENCES: 9L					
Self perceptual system - Attribution and control- Personality and sport – Measurement, theory, identification of psychologist role in understanding personality; Motivation – Approaches, theory, developing achievement motivation; Arousal, Stress and anxiety – Understanding sources of stress and anxiety, managing stress; Achievement goal theories– Psychological characteristics of peak performance - Flow perspective of optimal experience					
MODULE – 3: SOCIO-ENVIRONMENTAL FACTORS: 9L					
Group dynamics in sports and physical activity – Leadership – Definition, approaches, components of leadership, research, leadership training; Communication – Understanding and improving communication; Coaching effectiveness in sports domain – Social influence in sports – Competition and cooperation – Feedback, reinforcement and intrinsic motivation					
MODULE – 4: IMPROVING PERFORMANCE: 9L					
Introduction to psychological skills training – Arousal regulation – Imagery – Self confidence – Goal setting – Fundamental goal concept: Path to process and performance success - Attentional processes in sports - Concentration – Exercise and psychological well-being – Exercise behaviour and adherence – Athletic injuries and psychology – Addictive and unhealthy behaviour – Burnout and overtraining					
MODULE – 5: SPORTS PSYCHOLOGIST AS A CAREER: 9L					
Rehabilitation – counselling – training					
TEXT BOOKS					
1.	Weinberg, R.S., & Gould, D. (2015). Foundations of Sport and Exercise Psychology. US: Human Kinetics				
2.	Williams, J., & Krampe, V. (2014) .Applied Sport Psychology: Personal growth to peak performance. US: McGraw Hill.				
REFERENCE BOOKS					
1.	Horn, T.S. (2008). Advances in Sport Psychology. US: Human Kinetics.				

COURSE TITLE	PROJECT WORK			CREDITS	10										
COURSE CODE	PCB1305	COURSE CATEGORY	PC	L-T-P-S	0:0:10:0										
CIA	40%			ESE	60%										
LEARNING LEVEL															
CO	COURSE OUTCOMES				PO										
1.	Understanding the concept -projects, applying the various concepts learned in the previous chapters and preparing a report based on the project undergone				7										
Prerequisites: Research Methods															
MODULE – 1: INTRODUCTION					(1 MONTH)										
<p>The main focus of the Project should be on the chosen area of Specialization such as General Management /Retail Management / Human Resource Management / Marketing Management / Financial Services Management / Psychology / Humanities / Sociology / Political Science for BBA & BA Programs and projects with reference to their specialization.</p> <p>The project work may be carried out by identifying research / application problem in any one of the business / manufacturing / service organizations that suits the chosen area of the specialization</p> <p>Major Types of Project</p> <p>The project to be undertaken may be of various types:</p> <ul style="list-style-type: none"> • Exploratory type <p>The Students to explore the possible causes of a phenomena or status</p> <ul style="list-style-type: none"> • Descriptive – to support or disprove existing facts with quantitative data <ul style="list-style-type: none"> ○ Survey type includes designing questionnaire for collection of data through field study, collecting data from target respondents, processing and analysing the data and arriving at conclusions ○ Experimental study Conduct of experiments to find the cause and effect relations between experimental variables and dependent variables e.g. Impact of training programme on performance, impact of advertisements on sales ○ Desk research based on secondary data Making use of published data, analysing and interpreting such data and arriving at meaningful conclusions. <p>Project evaluation</p> <p>For Project work, the assessment will be done on a continuous basis as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Review / Exam</th> <th>Weightage</th> </tr> </thead> <tbody> <tr> <td>First Review</td> <td>10%</td> </tr> <tr> <td>Second Review</td> <td>20%</td> </tr> <tr> <td>Third Review</td> <td>20%</td> </tr> <tr> <td>End - semester Exam</td> <td>50%</td> </tr> </tbody> </table>						Review / Exam	Weightage	First Review	10%	Second Review	20%	Third Review	20%	End - semester Exam	50%
Review / Exam	Weightage														
First Review	10%														
Second Review	20%														
Third Review	20%														
End - semester Exam	50%														

For end – semester exam, the student will submit a Project Report in a format specified by the Director (Academic). The first three reviews will be conducted by a Committee constituted by the Head of the Department. The end – semester examination will be conducted by a Committee constituted by the Registrar / Controller of examination. This will include an external expert.