Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF PSYCHOLOGY

UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)

SYLLABUS OF COURSES TO BE OFFERED
Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat
Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.
CHOICE BASED CREDIT SYSTEM (CBCS):
The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Course.
   2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
   3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
## Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

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<thead>
<tr>
<th>Course</th>
<th>*Credits</th>
<th>Theory + Practical</th>
<th>Theory + Tutorial</th>
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<tr>
<td><strong>I. Core Course</strong></td>
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<td>(14 Papers)</td>
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<td>Core Course Practical / Tutorial*</td>
<td>14X2=28</td>
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<td>(14 Papers)</td>
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<td></td>
<td>14X4= 56</td>
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<td><strong>II. Elective Course</strong></td>
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<td>(8 Papers)</td>
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<td>A.1. Discipline Specific Elective</td>
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<td>A.2. Discipline Specific Elective Practical/ Tutorial*</td>
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<td>B.1. Generic Elective/</td>
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<td>Interdisciplinary</td>
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<td>B.2. Generic Elective</td>
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<td>Practical/ Tutorial*</td>
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<td>(4 Papers)</td>
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<td>• Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester</td>
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<td><strong>III. Ability Enhancement Courses</strong></td>
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<tr>
<td>1. Ability Enhancement Compulsory</td>
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<td>(2 Papers of 2 credit each)</td>
<td>2 X 2=4</td>
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<tr>
<td>Environmental Science</td>
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<td>English/MIL Communication</td>
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<tr>
<td>2. Ability Enhancement Elective (Skill Based)</td>
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<td>(Minimum 2)</td>
<td>2 X 2=4</td>
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<td>(2 Papers of 2 credit each)</td>
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Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

* wherever there is a practical there will be no tutorial and vice-versa
## Scheme for Choice Based Credit System in B.A. (Hons.) in Psychology

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Course (14)</th>
<th>Ability Enhancement Compulsory Course (AECC) (2)</th>
<th>Ability Enhancement Elective Course (AEEC) (2) (Skill Based)</th>
<th>Elective Discipline Specific DSE (4)</th>
<th>Elective Generic (GE) (4)</th>
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<tbody>
<tr>
<td>I</td>
<td>C-PSY-01</td>
<td>Environmental Science</td>
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<td>GE-1</td>
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<td></td>
<td>Introduction to Psychology (Theory+ Practical)</td>
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<td></td>
<td>C-PSY-02</td>
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<td></td>
<td>Statistical Methods for Psychological Research-I (Theory+ Tutorial)</td>
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<td>II</td>
<td>C-PSY-03</td>
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<td>English Communication</td>
<td>GE-2</td>
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<td></td>
<td>Biopsychology (Theory+ Tutorial)</td>
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<td>C-PSY-04</td>
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<td>Psychology of Individual Differences (Theory+ Practical)</td>
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<td>III</td>
<td>C-PSY-05</td>
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<td>AEEC-1</td>
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<td>Development of Psychological Thought (Theory+ Tutorial)</td>
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<td>C-PSY-06</td>
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<td>Psychological Research (Theory+ Practical)</td>
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<td>C-PSY-07</td>
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<td>Social Psychology (Theory+ Tutorial)</td>
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<td>IV</td>
<td>C-PSY-08</td>
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<td>AEEC-2</td>
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<td></td>
<td>Understanding Psychological Disorders (Theory+ Tutorial)</td>
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<td>C-PSY-09</td>
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<td>Statistical Methods for Psychological Research-II (Theory+ Tutorial)</td>
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<td>C-PSY-10</td>
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<td>Applied Social Psychology (Theory+ Practical)</td>
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<td>V</td>
<td>C-PSY-11</td>
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<td>DSE-1</td>
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<td>Understanding and Dealing with Psychological Disorders (Theory+ Practical)</td>
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<td>C-PSY-12</td>
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<td>DSE-2</td>
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<td>Developmental Psychology (Theory+ Practical)</td>
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<td>VI</td>
<td>C-PSY-13</td>
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<td>DSE-3</td>
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<td>Organizational Behavior (Theory+ Practical)</td>
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<td>C-PSY-14</td>
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<td>DSE-4</td>
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<td>Counseling Psychology (Theory+ Practical)</td>
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ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 4) (2 IN SEMESTER-V AND 2 IN SEMESTER-VI):

DSE-PSY-01: Positive Psychology (Theory+ Practical)
DSE-PSY-02: Human Resource Management (Theory+ Practical)
DSE-PSY-03: Health Psychology (Theory+ Practical)
DSE-PSY-04: Community Psychology (Theory+ Practical)
DSE-PSY-05: Cultural and Indigenous Psychology (Theory+ Practical)
DSE-PSY-06: Project/Dissertation (VI Semester)
DSE-PSY-07: Psychological Perspective in Education (Theory+ Practical)
DSE-PSY-08: Psychology of Disability (Theory+ Practical)
DSE-PSY-09: Psychology of Peace (Theory+ Practical)

ELECTIVE: GENERIC (GE) (ANY 4, 1 EACH IN SEMESTER I, II, III AND IV):

GE-PSY-01: General Psychology (Theory+ Tutorial)
GE-PSY-02: Youth, Gender and Identity (Theory+ Tutorial)
GE-PSY-03: Psychology for Health and Well-being (Theory+ Tutorial)
GE-PSY-04: Psychology at Work (Theory+ Tutorial)
GE-PSY-05: Psychology and Media (Theory+ Tutorial)
GE-PSY-06: Inter-group Relations (Theory+ Tutorial)
GE-PSY-07: Youth Psychology (Theory+ Tutorial)

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (ANY 2: 1 IN SEMESTER III AND 1 IN SEMESTER IV):

AEEC-PSY-01: Emotional Intelligence (Theory+ Tutorial)
AEEC-PSY-02: Stress Management (Theory+ Tutorial)
AEEC-PSY-03: Effective Decision Making (Theory+ Tutorial)
AEEC-PSY-04: Educational Psychology (Theory+ Tutorial)
AEEC-PSY-05: Selection and Training (Theory+ Tutorial)
AEEC-PSY-06: Personal Growth and Development (Theory+ Tutorial)
AEEC-PSY-07: Psychological Skills in organization (Theory+ Tutorial)
CORE COURSES

SEMESTER-I

C-PSY-01: INTRODUCTION TO PSYCHOLOGY

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

1. **Introduction:** What is psychology? Perspectives on behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India.
2. **Perception:** Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.
3. **Learning and Motivation:** Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts.
4. **Memory:** Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.

Practicum:
Any 2 practicum pertaining to C-PSY-01 (Introduction to Psychology).

Readings:


C-PSY-02: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

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

Unit 1:
**Introduction:** Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement.

**Frequency Distributions, Percentiles, and Percentile Ranks:** Organizing Quantitative Data; Constructing a Grouped Frequency Distribution, a Relative Frequency Distribution and a Cumulative Frequency Distribution; Computation of Percentiles and Percentile Ranks.

**Graphic Representation of Data:** Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs.
Unit 2:
**Measures of Central Tendency:** The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions; Effects of Linear Transformations on Measures of Central Tendency.

**Measures of Variability:** The Range; The Semi-Interquartile Range; The Variance; The Standard Deviation; Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Properties and Comparison of Measures of Variability; Effects of Linear Transformations on Measures of Variability.

Unit 3:
**Standard (z) Scores:** Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks.

**The Normal Probability Distribution:** 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, 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 4:
**Correlation:** The Meaning of Correlation; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson’s Correlation Coefficient from Deviation Scores and Raw Scores; Spearman’s Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions concerning Correlation Coefficients.

**Random Sampling and Sampling Distributions:** Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: 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; Random Sampling With and Without Replacement.

**Reading List:**


C-PSY-03: BIOPSYCHOLOGY

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 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit 2: The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission.


Unit 4: Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

Readings:

C-PSY-04: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

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

Unit 2: 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 3: Indian approach: Self and identity in Indian thought.

Unit 4: Enhancing individual’s potential: Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity.

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


SEMESTER- III

C-PSY-05: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

Objectives:

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

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

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

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

Unit 4: Contemporary Developments: Feminism and social constructionism.

Readings:


C-PSY-06: PSYCHOLOGICAL RESEARCH

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


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

Unit 2: Sampling: Probability & Non probability sampling methods

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

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

Practicum
Any 2 practicum based on C-PSY-06 using any of the following:
Interview
FGD
Survey
Observation
Case Study
Semi Projective Techniques

Reading List:


C-PSY-07 SOCIAL PSYCHOLOGY

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

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

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

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

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

Readings:

SEMESTER- IV

C-PSY-08 Understanding Psychological Disorders

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

Unit 1: Understanding Abnormality: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment
Unit 2: Clinical Picture and etiology of Disorders I: Anxiety disorders (any 2 disorders); Somatoform disorders – Hypochondriasis and Conversion disorders

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

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

Readings:


C-PSY-09: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

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

Unit 1: Introduction to Inferential Statistics and Hypothesis Testing about the Difference between Two Independent Means: The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Choice of $H_0$: One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The $t$ Distribution; Characteristics of Student’s Distribution of $t$; Computing $t$ Using Definitional Formula only; Assumptions Associated with Inference about the Difference between Two Independent Means; The Statistical Decision regarding Retention and Rejection of Null Hypothesis.

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

Unit 2: Hypothesis Testing About the Difference between Two Dependent (Correlated) Means
The Null and Alternative Hypotheses; Determining a Formula for $t$; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

Confidence Intervals
Confidence Intervals for $\mu_x - \mu_y$; The Relation between Confidence Intervals and Hypothesis Testing; The Advantages of Confidence Intervals.
Unit 3: Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA)
The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the $F$ Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only; Comparison of $t$ and $F$.

Unit 4: Hypothesis Testing for Categorical Variables and Inference about Frequencies
The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

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

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

Reading List:

C-PSY-10: APPLIED SOCIAL PSYCHOLOGY

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

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

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

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

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

Practicum: The students will conduct two practicum based on topics in C-PSY-10.
Readings:


SEMESTER- V

C-PSY-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Objective:

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

Unit 1: Biological etiology-explanations and interventions for Mood disorders and Schizophrenia: Application in case of mood disorders and schizophrenia

Unit 2: Insight oriented explanations and interventions: Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of crises intervention

Unit 3: Behavioural and Cognitive explanations and interventions: Application in case of any two from phobias/panic disorder, depression/eating disorders

Unit 4: Going beyond the Individual and Singular Approaches: Family therapy and group therapies, Efforts towards integration of approaches.

Practicum: Any two practicum based on topics in C-PSY-11

Readings:


Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.


C-PSY-12: DEVELOPMENTAL PSYCHOLOGY

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

Unit 1: Introduction: Concept of Human Development; Theories, themes and research designs

Unit 2: Stages of Life Span Development: Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood
Unit 3: Domains of Human Development: Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development

Unit 4: Socio-Cultural Contexts for Human Development: Family; Peers, Media & Schooling; Human Development in the Indian context

Practicum: Any two practicum based on topics in C-PSY-12

Reading List:


SEMESTER– VI

C-PSY-13: ORGANIZATIONAL BEHAVIOUR

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

Unit 1: Introduction: Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting

Unit 2: Individual level processes: Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation; Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign

Unit 3: Dynamics of Organizational Behavior: Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism, Emotional Intelligence

Unit 4: Leadership: Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership
Practicum: Any two practicum based on topics in C-PSY-13

Readings:


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**C-PSY 14 COUNSELING PSYCHOLOGY**

**Objectives:**

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

**Unit 1: Introduction:** Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counsellor: personality characteristics; Counselling status of counselling psychology in India

**Unit 2: Counselling Process:** Building counselling relationships; Working in a counselling relationship; Closing counselling relationships

**Unit3: Techniques of Counselling:** Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

**Unit 4: Counselling Applications:** Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse

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


**ELECTIVE: DISCIPLINE SPECIFIC DSE**

Any 4 from the following list (2 in Semester V and 2 in Semester VI):

**DSE-PSY-01: POSITIVE PSYCHOLOGY**

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

**Unit 1:** Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

**Unit 2:** Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

**Unit 3:** Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.
**Unit 4:** Applications: Work, education, ageing, health

**Practicum:** Any two practicum can be designed from the syllabus provided so as to enhance the understanding of the concepts and applications of positive psychology

**Reading List:**


**DSE-PSY-02: HUMAN RESOURCE MANAGEMENT**

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

**Unit 1:** Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM

**Unit 2:** Human Resource Practices Job analysis; Recruitment and selection; Training; Performance evaluation

**Unit 3:** International human resource management (IHRM) The context of Globalization, Types of cross-national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofsteade), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training.

**Unit 4:** Organizational change and development: Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group).

**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-PSY-02.

**Reading List:**


DSE-PSY-03: HEALTH PSYCHOLOGY

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

Unit 1: Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health

Unit 2: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

Unit 3: Health Enhancing Behaviours: Exercise, nutrition, safety, pain, stress management

Unit 4: Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope

Practicum: Any 2 practicum pertaining to the syllabus.

Readings:


DSE-PSY-04: COMMUNITY PSYCHOLOGY

Objective: To learn the link between individuals and communities and deal with social issues more effectively with people’s participation.

Unit 1: Introduction: Definition of community psychology; types of communities; models.

Unit 2: Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

Unit 3: Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

Unit 4: Interventions: community development and empowerment; case studies in Indian context.

Practicum: Practicum on any two of the topics covered in DSE-PSY-04
Readings:


DSE-PSY-05: CULTURAL AND INDIGENOUS PSYCHOLOGY

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

Unit 1: Cultural Processes: Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.

Unit 2: Culture, Self and Others: Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.

Unit 3: Intercultural Contacts: Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.

Unit 4: Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.

Practicum: Students to do any 2 practicum from the above course

Readings


DSE-PSY-06: PROJECT/ DISSERTATION / INTERNSHIP

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.


Evaluation: Viva jointly by one internal and one external examiner.

DSE-PSY-07: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Objectives:
- To understand of the interface between education and psychology
- To appreciate the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education
- To enable learners to deal with various problems and issues related to student diversity in a classroom

Unit 1: Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; ‘Child-centred’ and ‘progressive’ education

Unit 2: Debates and Issues in Educational Psychology: De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue

Unit 3: Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

Unit 4: Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling
Readings:


**DSE-PSY-08 PSYCHOLOGY OF DISABILITY**

Objectives:

- The objective of the course is to provide students with an overview of the disability from the psychological perspective.
- Students will understand knowledge about disability as a social, cultural, historical and political phenomenon.
- Drawing from the four units students will be exposed to varying disability definitions, cultural meanings and representations,
- What does it mean to be “disabled”? How has this meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?

**Unit 1: Conceptualizing Disability: An Introduction**

a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique

b) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust

c) Issues of language and its consequent labeling: How disability gets constructed: the power of language
Unit 2: Making of a disabled Identity
   a) Documenting Disability: Problems of Certification
   b) Issues Of Access : Built and Psychological, Issues of Education and Employment
   c) Family, Care & Support Structures
   d) Intimacy and Sexuality :Marriage, Companion relationships

Unit 3: Theorizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

Unit 4: Designing Interventions
   a) Legislations, Psychotherapeutic approaches
   b) Appreciating heterogeneity of different disabilities
   c) Contemporary debates: euthanasia and prenatal selection

Readings


DSE-PSY-09: PSYCHOLOGY OF PEACE

Objectives:
   • To explore concepts of peace and conflict from a psychological perspective
   • Create awareness about national and international peace and conflict process and how psychology can play an important role.
**Unit 1: Introduction:**
Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.

**Unit 2: Psychological Understanding of Peace and Conflict**
Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross.

**Unit 3: Building peace**
Structure, Process, Integrated framework for peace building, peace education

**Unit 4: Peace Process and Transformation**

**Practicum:** Any two practicum based on GE-PSY 09


**ELECTIVE: GENERIC (GE)**

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

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

**Unit 1: Orientation to Psychology:** Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

**Unit 2: Psychology of Individual Differences:** Theories of personality: Freudian psychoanalysis, type and trait: humanistic; Theories of intelligence: Spearman ‘g’ theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

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

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

**Readings:**


**GE-PSY-02: YOUTH, GENDER AND IDENTITY**

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

**Unit 1: Introduction**
- a) Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b) Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c) Concepts of Identity: Multiple identities
Unit 2: Youth and Identity
   a) Family: Parent-youth conflict, sibling relationships, intergenerational gap
   b) Peer group identity: Friendships and Romantic relationships
   c) Workplace identity and relationships
   d) Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity
   a) Issues of Sexuality in Youth
   b) Gender discrimination
   c) Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity
   a) Youth, Gender and violence
   b) Enhancing work-life balance
   c) Changing roles and women empowerment
   d) Encouraging non-gender stereotyped attitudes in youth

Readings:


GE-PSY-03: PSYCHOLOGY FOR HEALTH AND WELL-BEING

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

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

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

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

Unit 4: Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

Readings:


GSE-PSY-04: PSYCHOLOGY AT WORK

Objectives:
- To understand the meaning and theoretical foundations of I/O Psychology
- To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings
Unit 1: Introduction to I/O Psychology: Definition, Brief History, Contemporary Trends and Challenges

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

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

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

Readings:


GE-PSY-05: PSYCHOLOGY AND MEDIA

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

Unit 1: Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality

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

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

Unit 4: Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change

Readings:


Audio-Visual Sources

Documentary: ‘No Logo: Brands, Globalization and Resistance’ by Noami Klein

Documentary: ‘Killing Us Softly 4’ by Jean Kilbourne


GE-PSY-06: INTER-GROUP RELATIONS

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

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

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

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

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

Readings:


GE-PSY-07: YOUTH PSYCHOLOGY

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

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

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

Unit 3: Today’s Youth: Issues and challenges: Youth and risk behaviours; Employment and education.
**Unit 4: Developing Youth:** Positive youth development; Building resources: Hope, Optimism and Resilience.

**Readings:**


**ABILITY ENHANCEMENT ELECTIVE COURSE (AECC) (SKILL BASED) (ANY 2 OF THE FOLLOWING: 1 IN SEM III AND 1 IN SEM IV):**

**AEEC-PSY-01: EMOTIONAL INTELLIGENCE**

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

**Unit 1: INTRODUCTION:** Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

**Unit 2: KNOWING ONE’S AND OTHERS’ EMOTIONS:** Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others

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

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

**Readings:**


**AEEC-PSY-02: STRESS MANAGEMENT**

**Objective:** In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

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

**Unit 2:** Various sources of stress: environmental, social, physiological and psychological
Unit 3: Stress and health: effects of stress on health, eustress

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

Readings:

AEEC-PSY-03: EFFECTIVE DECISION MAKING

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

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

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

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

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

Readings:


AEEC-PSY-04: EDUCATIONAL PSYCHOLOGY

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

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

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

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

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


**AEEC-PSY-05: SELECTION & TRAINING**

Objectives:

To give an overview of the core HR practices in organizations
To impart basic psychological skills relevant for a practitioner in an organizational context.

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

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

**Unit 3:** Performance appraisal
Relevance of performance appraisal
Performance Appraisal Methods: Graphic Rating scales, Employee comparison methods, Behavioural checklist and scales
Feedback of performance appraisal information to employees

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

Readings:


**AEEC-PSY-06: PERSONAL GROWTH AND DEVELOPMENT**

Objective: To facilitate the process of self-discovery and the development of emotional, cognitive and interpersonal competencies for personal growth and effectiveness using the experiential learning paradigm.
Unit 1: Understanding the Self
   a) The self-concept and self-esteem
   b) Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories

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

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

Unit 4: Interpersonal Competence
   a) Effective interpersonal communication (conversational skills, listening skills, reading non-verbal messages, improving communication climates)
   b) Intimacy and self-disclosure in close relationships
   c) Managing interpersonal conflicts

Readings:


AEEC-PSY-07: PSYCHOLOGICAL SKILLS IN ORGANIZATIONS

Objectives:

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

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

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

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

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

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

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

Readings:


