

**Proposed Scheme of Examination for Bachelor of Arts (Psychology) Choice Based Credit System (CBCS)
from Academic Session 2023-24.**

B.A (Psychology) – Semester I

Sr. No.	Course Type	Subjects	Course Code	Teaching Scheme	Examination Scheme				Total Marks	Credits
				Total Hours	Max. Marks (TH/ Practical) *	Max. Marks (IM)	Total Marks	Min. Passing Marks		
1	CC1	English Communication - I	1T2	40	80	20	100	40	100	4
2	CC2	Fundamentals of Psychology - I	1T3	40	80	20	100	40	100	4
3	CC3	Fundamentals of Psy - II	1T3	40	80	20	100	40	100	4
4	AECC1	Environment Science	1T4	20	80	20	100	40	100	2
5	GE1	Biopsychology	1T5	40	80	20	100	40	100	4
6	P1	Practicals based on Basic Mental Processes	1P1	40	80	20	100	40	100	2
		Total		220	400	200	600	240	600	20

*** Semester end examination**

Note :

1. Duration of each theory class should be of 1 hr.
2. TH = Theory, IM = Internal Marks.
3. Minimum marks for passing the subject will be 40.
4. Practical and theory will be counted as two separate papers and needs to be clear separately.
4. There would be combined passing for Written Exam. and internal assessment taken together.
5. There would be combined passing for Practical Exam. and internal assessment taken together.
5. One credit is equivalent to 10 hour of Teaching for theory courses and 20 hours for practical.

B.A (Psychology) – Semester II

Sr. No.	Course Type	Subjects	Course Code	Teaching Scheme	Examination Scheme				Total Marks	Credits
				Total Hours	Max. Marks (TH/Pra ctical) *	Max. Marks (IM)	Total Marks	Min. Passing Marks		
1	CC4	English Communication -2	2T1	40	80	20	100	40	100	4
2	CC5	Social Psychology- I	2T2	40	80	20	100	40	100	4
3	CC6	Social Psychology- II	2T3	40	80	20	100	40	100	4
4	AECC 2	Emotional Intelligence	2T4	20	80	20	100	40	100	2
5	GE2	Human Development	2T5	40	80	20	100	40	100	4
6	P2	Practicals based on Social Psychology & Case Study	2P1	40	80	20	100	40	100	2
		Total		220	400	200	600	240	600	20

R. J. Jaiswal

H. B. 2/1/20

Dr. Jaiswal

Dr. Jaiswal

Dr. Jaiswal

**Proposed Scheme of Examination for Bachelor of Arts (Psychology) Choice Based Credit System (CBCS)
from Academic Session 2023-24.**

B.A (Psychology) – Semester I

Prescribed Question Paper Format for Written Exam

For all courses *except English Communication I, English Communication II and all Practicals*, following format shall be used for setting question papers;

Q.1 Very short answer type questions 8 questions (2 questions from each unit) of 2 marks each
= $8 \times 2 = 16$

- A. (Unit I)
- B. (Unit I)
- C. (Unit II)
- D. (Unit II)
- E. (Unit III)
- F. (Unit III)
- G. (Unit IV)
- H. (Unit IV)

Q2. Short answer type questions 8 questions (2 questions from each unit) of 3 marks each = $8 \times 3 = 24$

- A. (Unit I)
- B. (Unit I)
- C. (Unit II)
- D. (Unit II)
- E. (Unit III)
- F. (Unit III)
- G. (Unit IV)
- H. (Unit IV)

Q3. Long answer type questions (with internal choice) (Unit I)

- A. 5 marks
- B. 5 marks
- Or
- C. 10 marks

Q4. Long answer type questions (with internal choice) (Unit II)

- A. 5 marks
- B. 5 marks
- Or
- C. 10 marks

Q5. Long answer type questions (with internal choice) (Unit III)

- A. 5 marks

- B. 5 marks
Or
C. 10 marks

Q6. Long answer type questions (with internal choice) (Unit IV)

- A. 5 marks
B. 5 marks
Or
C. 10 marks

Prescribed Question Paper Format for Practical Exam

Component	Marks
Conduct of Experiment / Test (External Examiner)	25
Report of Experiment / Test (Internal Examiner)	25
Viva- Voce (External Examiner)	25
Record Book (Internal Examiner)	25

Evaluation of Internal Marks-

Theory & Practical Internal-

- Attendance - 05
- 01 Assignment /02 Presentation - 10
- Class Conduct - 05

R. J. Jaiswal

Q. J.

Prakash

Z. M. Jaiswal

Syllabus
Semester I

CC1: English Communication –I
Course Outcomes

CO1	The student's will be able to express their emotions and ideas in English in spoken and written form.
CO2	The students will be able to analyze and discuss and debate on different topics on the basis of the prescribed prose and poems
CO3	The students will be able to make use of ICT and social media in more constructive manner
CO4	The students will be able to develop logical reasoning and will be able to form and give their personal opinions and take decisions on various topics
CO5	The students will be able to speak, converse, deliver a speech, narrate and describe in English.

Prescribed Text: INSPIRATIONS -Raghav Publishers

UNIT- 1 –Prose: Home coming Dr. Tapati Dey, The Lighthouse Keeper of Aspinwall - Henry Sienkiewicz, Ilya's - Leo Tolstoy

Unit- 2 – Prose: Social Media- Dr.Sujata Chakravorty, World of Advertising- Dr.Pranjali Kane, OYO -Reinventing Hospitality.

Unit – 3: (A) Communication: Communication Process, Sender, Channel, Message, Receiver and Response, Types of Communication – According to mode – Oral and Written. According to Medium – Electronic and Print. According to number of participants - Dyadic and Group. According to Direction – One way and Two way. According to purpose – General and Business (Specific). (B) Communication – Business Manners – Body Language, Gestures, Telephonic etiquette, Email etiquette

Unit – 4: Business Correspondence - Business Letter Writing- Enquiries and replies, Placing and fulfilling orders, Complaints and follow-up letters, Sales letters, Circular letters, Application for employment, Claim and Adjustment Letters.

Language Study: Grammar:-Use Correct Tense Forms of the Verb, Preposition, Articles, and Punctuation. Enriching Vocabulary: Synonyms and Antonyms, Change of Word from Noun to Adjective & vice-versa.

Reference Books:

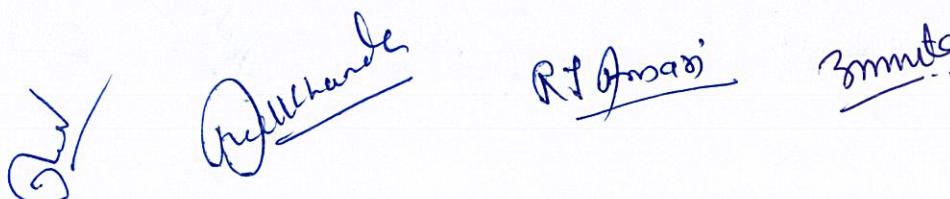
Prescribed Textbook: INSPIRATIONS - Raghav Publishers

Business Communication and Management - Dr.K.R.Dixit (Vishwa Publishers, Nagpur)

Business Communication: Urmila Rai, S.M. Rai- (Himalaya Publishing House)

Business Correspondence and Report Writing - R. C. Sharma & Krishna Mohan (Tata McGraw Hill)

Developing Communication Skills - Krishna Mohan & Meera Banerji (Macmillan)



A Course in English Grammar by R.N.Bakshi - Orient Longman, 2003-2007.
Grammar for All. N Ramlingam, Himalaya Publishing House, 2nd Edition 2014.
English Grammar - N.D.V. Prasada Rao (S.Chand)
Developing Communication Skills -Krishna Mohan & MeeraBane1ji (Macmillan)

QUESTION PAPER PATTERN– ENGLISH COMMUNICATION I

Time:3 Hrs

Maximum Marks - 80

Q. 1

- | | | |
|---|---|----------|
| (A)TWO out of THREE SAQs from prose section of Unit-I (2x4) | = | 08 Marks |
| (B).TWO VSAQs from prose section of Unit-I (2x2) | = | 04 Marks |
| (C) ONE PRQ out of TWO from Prose section of Unit -I (1x4) | = | 04 Marks |

Q.2.

- | | | |
|--|---|----------|
| (A)TWO out of THREE SAQs from prose section of Unit-II (2x4) | = | 08 Marks |
| (B)TWO VSAQs from prose section of Unit -II (2x2) | = | 04 Marks |
| (C) ONE PRQ out of TWO from Prose section of Unit -1 (1x4) | = | 04 Marks |

Q 3

- | | | | |
|---|---------|---|----------|
| (A) ONE LAQ out of TWO from Unit II (A) | (1x8) | = | 08 Marks |
| (B) TWO SAQs out of THREE from Unit III (B) | (2 x 4) | = | 08Marks |

Q 4.

(A). ONE out of TWO Letters

Application for Employment/ Enquiries and replies/Quotations/ Placing and fulfilling orders)
from Unit IV (A)

08 Marks

(B). ONE out of TWO Letters

Complaints and follow-up letters. Sales letters. Circular letters, Claim and Adjustment Letters/)
from Unit IV (B)

08 Marks

Q 5 (A). EIGHT out of TEN Grammar items prescribed in Unit IV (8x 1) = 08 Marks

(B) Two Questions on each component from Enriching Vocabulary Unit IV = 08 Marks

N.B.

LAQ- Long Answer Questions to be answered in about 150-200 words

SAQ-Short Answer Questions to be answered in about 75-100 words approximately.

VSAQ- Very short answer questions to be answered in one or two sentences.

INTERNAL ASSESSMENT OF SUBJECT-ENGLISH:

20 MARKS

The Internal Assessment would be done on the basis of the assignments submitted by the student and his/her performance, attendance and conduct during the Semester. The concerned teacher shall provide in advance, a list of topics from Unit I and 2 from the prescribed text.

R. J. Prasad

Prasad

Prasad *3 minutes*

Students may be given freedom to submit a creative writing assignment on human Values / world peace/environmental issues inspired by or related to the lessons prescribed in the syllabus and give a PowerPoint presentation/oral presentation.

2 Assignments-5+5

= 10 Marks

PowerPoint Presentation/Oral Presentation

= 5 Marks

Attendance

= 5 Marks

TOTAL-20 MARKS

RJ Amari

30 minutes

CC02 - Fundamentals of Psychology - I

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

Unit 1: Introduction to Psychology: What is psychology? Objectives of study of Psychology, Historical development, Fields and Methods of psychology, observation method, case study method, survey research method, experiment method; Approaches of Psychology – Behaviourism, Cognitive, Biological, Psychoanalytic, Humanistic.

Unit 2: Cognitive Processes – I (a) Attention: Concept, Types, Division of attention, (b) Sensation: Process and brief intro. To sensory organs, Perception: Concept, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions. (c) Thinking: Process & Components, mental imagery, concept formation, (d) Process and steps involved in Decision Making & Problem Solving, Creative Thinking

Unit 3: Cognitive Processes – II (a) Learning: Types of learning, Methods of learning- Conditioning, observational, Insightful Learning, Latent Learning; (b) Memory: Meaning, Process, Stages, Types of memory Concept of Forgetting, causes of forgetting, improving memory. and

Unit 4: Cognitive Processes – III (a) **Motivation:** Motivation, Definition, Concept of homeostasis, Types of motives, Maslow's theory of hierarchy. (b) **Emotions:** Components, Theories, Internal & External Correlates of psychology

Readings:

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

R. J. Amari

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CC03: Fundamentals of Psy - II

OBJECTIVE:

Provide an overview of the basic psychological processes related with intellectual, personality and moral development

Unit 1: Mental Processes - I (a) Intelligence -Definition, Theories of Intelligence- Two Factor Theory, Gardner's theory, Thurstone Theory, Guilford's SOI model., Determinants of Intellectual Development, Mental Retardation and Learning Disability

Unit 2 - Mental Processes - II (a) Personality- Definition, Concept, Determinants of Personality Development, Different Perspectives and Theories of Personality-Psychoanalytic: Freud, Psycho-Social: Erikson, Humanistic: Rogers, Type: Hippocrates, Sheldon, Kretschmer, Jung, Trait: Eysenk, Allport, Cattell

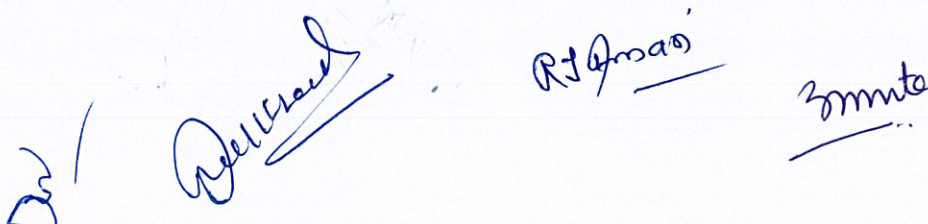
Unit 3 - Psychometric Evaluation of Intelligence & Personality - Concept of I. Q., C. A., M. A., Distribution of IQ in population, History of Psychological Testing, Types of Psychological Tests (Verbal, Non-Verbal, Psychometric, Projective, Computer Based), Introduction to various Intelligence Tests, Personality Tests, Aptitude Tests

UNIT 4: Applications of psychology

(a) Psychology for Education & Career (School & Educational Psychology, Career Counseling), (b) Psychology at Workplace (Organizational & Industrial Psychology , OD, OB, HRM Work- Stress and Health Issues, Work-Life Balance), (c) Psychology for Families (Child Psychology, Developmental Psychology, Psychology for Parenting, Premarital Counseling, Family Counseling, Counseling to Addicts, Geriatric Psychology) (d) Psychology for Human Health & Well-Being (Clinical & Counseling Psychology, Biopsychology, Psychopathology, Medico-Psychology), (e) Psychology for Community (Social Psychology, Psychology and Law, Forensic Psychology, Psychology and Technology, Digital Addiction, Psychology for crisis and rehabilitation)

Readings:

1. Baran, R. A. (1995): Psychology: The Essential Science, New Delhi, Allyn and Bacon.
2. Benjamin, L. T. (1997): History Of Psychology: Original Sources and Contemporary Research. New Delhi: McGraw-Hill Companies.
3. Chadha, N. K. Seth, S. (2014): The Psychological Realm: An introduction. Pinnacle learning, New Delhi.
4. Ciccarelli, S. & Meyer, G. E. (2008). Psychology. Pearson, New Delhi



5. Feldman, S. R. (2009): Essentials of Understanding Psychology, Tata McGraw Hill, New Delhi.
6. Kalpan, R. M. and Saccuzzo, D. P. (2005): Psychological Testing: Principal, Application and Issues, 6th Edition, Cengage Learning Inc Private Limited, New Delhi.
7. Lahye, B. B. (2003): Psychology: An Introduction. New Delhi: Tata Hill.
8. Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986). Introduction to Psychology. McGraw-Hill
9. Anastasi, A. (2016) Psychological Testing 7/e (Adaptation), Pearson Education India

3 minutes R. P. Singh
R. P. Singh
R. P. Singh
3 minutes

AECC01:- Environmental Science

Course Outcome

CO1	The Students will be able to recognise the importance of environmental studies and various natural resources
CO2	The students will be able to illustrate various types of pollution and its causes and their control measures
CO3	The students will be able to point out the reasons of population growth and its impact on environment.
CO4	The students will be able to identify and explain the Social issues affecting environment
CO5	The students will be able to relate the environmental issues and act on their own level to protect it.

Unit 1: Introduction to Environment Studies: Definition, Scope importance, Need for public awareness, sustainable development, Natural Resources- renewable and non- renewable resources, role of individual in conservation of natural resources(Forest, water, land, energy, mineral)


Unit 2: Environment Pollution: Types of pollution- air, water, soil, noise, thermal and Nuclear, causes effects and control measures, Global warming, green house effect, Ozone layer depletion, Acid rains

Unit 3: Human Population: Global population growth, variations among nations, Population explosion- causes and impact, Family welfare Programs-methods of sterilization; Infectious diseases, water related diseases, risk due to chemicals in food, Cancer and environment

Unit 4: Social Issues in Environment: Construction of dams: problems and concerns of resettlement, rehabilitation of affected people; Environmental ethics- issues and possible solutions, resource consumption patterns and need for equitable utilization; Equity disparity in western and eastern countries; Urban and rural equity issues; Need for gender equity.

Reference Books:

1. A text book of environmental by K M Agrawal, P K Sikdar, S C Deb", published by Macmillan
2. Environment management by N K Uberoi", published by Excel Books
3. Environment management by Dr. Swapan Deb", published by Jaico Publishing House.
4. Environmental Management by S K Agrawal", published by A.P.H. publishing Corporation.



GE1- - 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. Methods of studying of Brain function

Unit 3: Organization of nervous systems: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

Unit 4: Endocrine System: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

Readings:

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

R. J. Anand
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P1 - Practicals based on Basic Mental Processes

Any Five

1. Substitution learning
2. Habit interference
3. Knowledge of results
4. Maze learning
5. Recall and recognition
6. Division of attention
7. Muller- Layer Illusion
8. Alexander Pass Along Test
9. Koh's Block Design Test
10. Personality Test

Chet

Rehman

R. J. Amari

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Semester – II
CC04 - English Communication - II

Course Outcomes

CO1	The students will be able to discover the writing styles of different authors
CO2	The students will be able to connect the different authors views and opinions
CO3	The students will be able to illustrate various business correspondences
CO4	The students will be able to choose various grammar tools in modern correspondence
CO5	The students will be able to speak, converse, deliver a speech, narrate and write in English.

Unit 1: Prose: The Dispenser of Holy Water- Guy de Maupassant, After Twenty Years – O.Henry, The Wall- Dr.Sunilkumar Navin

Unit 2: Prose: Beware. You are Being Tracked! - Dr.Supantha Bhattacharyya, What is integrity? Subroto Bagchi, Unsung Women Achievers of Contemporary India - Dr.Subhashree Mukherjee

Unit 3: (A) Business Communication: Elements of communication Objectives of communication Essentials of effective communication Barriers to effective communication Suggestions to overcome the barriers. (B) - Business Communication & Correspondence, Memorandum Writing, Notice, Agenda and Minutes Writing Advertisements for: Rent, Sale, Situations Vacant, Credit letters-Granting/Refusing Credit, and Letter to the Bank for Overdraft Facility.

Unit 4: (A) Grammar: Subject-Verb-Agreement, Pronouns and Possessive Adjectives; Spotting errors and rewriting sentences correctly.(B) Language Study: Views and Opinions (Current, Social, Cultural, Political); Synonyms & Antonyms (based on the exercises at the end of the prescribed lessons from INSPIRATIONS), One Word Substitute based on lessons in INSPIRATIONS.

Readings:

- INSPIRATIONS- Raghav Publishers
- Business Communication and Management- Dr. K. R. Dixit (Vishwa Publishers, Nagpur)
- Business Communication: Urmila Rai, S. M. Rai - (Himalaya Publishing House)
- Business Correspondence and Report Writing - R. C. Sharma& Krishna Mohan (Tata McGraw- Hill)
- Developing Communication Skills - Krishna Mohan & Meera Banerjee (Macmillan)
- English Grammar - N. D. V. PrasadaRao (S.Chand)

R. J. Anand

Prasada Rao

Urmila Rai

QUESTION PAPER PATTERN – English Communication –II

Time: 3 Hours

Max. Marks: 80

N.B.

VSAQ-Very Short answer questions to be answered in one or two sentences

SAQ-Short answer questions to be answered in 75-100 words

PRQ-Personal Response questions to be answered in 75-100 words

Q.1.

(A) TWO out of THREE SAQs from prose section or Unit-I (2x4) = 08 Marks

(B) TWO VSAQs from prose section or Unit -I (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -I (1 x4) = 04 Marks

Q.2.

(A) TWO out of THREE SAQs from prose section of Unit-II (2x4) = 08 Marks

(B) TWO VSAQs from prose section of Unit -II (2x2) = 04 Marks

(C) ONE PRQ out of TWO from Prose section of Unit -II (1 x4) = 04 Marks

Q.3

A. One LAQ out of TWO from Unit III (A) (1 x8) = 08 Marks

B. TWO SAQs out of THREE from Unit III (B) (2x4) = 08 Marks

Q4.

A. ONE out of TWO Letters = 08 Marks

(Credit letters - Granting/Refusing Credit. Letter to Bank for overdraft facility)

Q 5.

A. EIGHT out of TEN Grammar items in Unit IV (A) = 08 Marks

B. Views and Opinions on Current Topics = 08 Marks

C. Questions from Unit IV (B) 08 Marks

(Four items out of six on meanings of the Synonyms, Antonyms – [1x 4 Marks] and Four items out of six on One Word Substitute –[1 x 4 Marks])

INTERNAL ASSESSMENT OF SUBJECT -ENGLISH:

20 MARKS

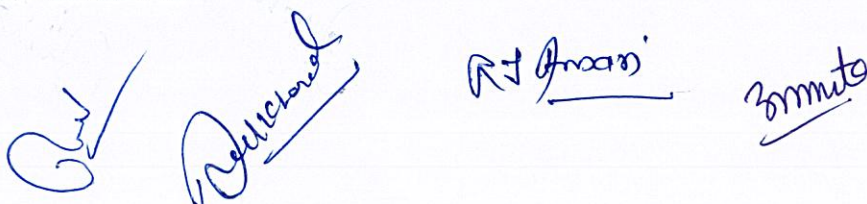
The Internal Assessment would be done on the basis of the assignments submitted by the student and his/her performance, attendance and conduct during the Semester. The concerned teacher shall provide in advance, a list of topics based on the Units I & II from the prescribed text book.

Students may be given freedom to submit a creative writing assignment on human values/world peace/environmental issues inspired by or related to the lessons prescribed in the syllabus and give a PowerPoint presentation/oral presentation.

2 Assignments-5+5 = 10 Marks

PowerPoints Presentation/Oral Presentation-5 Marks Attendance = 5 Marks

TOTAL= 20 MARKS



CC05 - Social Psychology- I

Objective:

Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society

Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.

Unit 1: Psychology of the Social: The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology, Objectives of study of Social Psychology, Levels of Social Behaviour

Unit 2: Understanding and evaluating the social world: (a) Concept of Self and Development of Self concept, Self-esteem, (b) Social Perception & Cognition: Impression Management (self-presentation); Social identity, (c) Attribution: Concept, Theories of Attribution, Errors in Attribution, (d) Locus of Control: Internal & External

Unit 3: Social Interaction- (a) Attitude: Nature and Functions of Attitude; Attitude and Behaviour- KAP Studies (Knowledge-Attitude-Performance), Attitude Formation, Attitude Change, Cognitive Dissonance, **(b) Prejudices** : Nature and Components of Prejudices, Acquisition and Reduction of Prejudices.

Unit 4: Behavior in social perspective - (a) Prosocial Behaviour: Personal, Situational and Socio-cultural determinants of Prosocial Behaviour, Bystander Effect, Theoretical Explanation of Pro - Social Behaviour. **(b) Aggression** – Social and Personal Determinants of Aggression, Prevention and Control of Aggression.

Readings:

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

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Deaux, K & Wrightsman, L. (2001). Social Psychology. California: Cole Publishing

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

Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.

Myers, D.G. (2008). Social psychology New Delhi: Tata McGraw-Hill.

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

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R. J. Arora

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CC06: - Social Psychology- II

Objective:

To understand social interactions and individual and inter-group dynamics

Unit 1 - Communication - Definition and Concept of Communication, Communication Model, Verbal and Non-Verbal Communication, Non-Verbal Cues in Social Life, Recognizing Deception, Barriers in Communication, Skills Involved in Communicating and Listening,

Unit 2- Groups and Individuals- Group - Group structure and function, Task performance: Social facilitation, Social loafing; Conformity, Obedience and social modeling; Group cohesiveness.

Unit 3- 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.

Unit 4 - Psychology and Social Issues - Antisocial Behavior (i) Corruption and bribery, Juvenile delinquency, terrorism (ii) Crime and criminal behavior, Alcoholism and drug abuse, Psychopath

Reading-

Srinivas, M.N. (1966). Social change in modern India, .Bombay: Allied

Mohanty, A .K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept

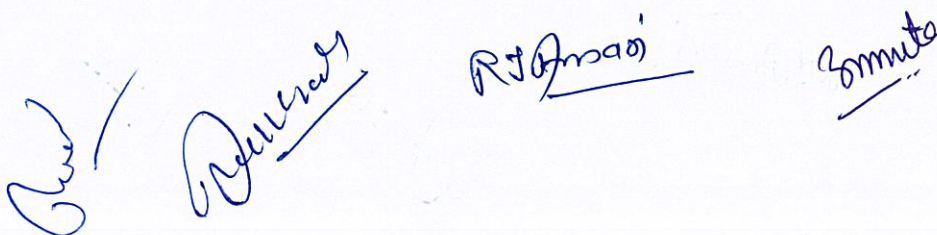
Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, DivyaPrakashani, Bhubaneswar

Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi PrachiPrakashan

Dube, S.C. (1987) Modernization and Development. ND: Sage

Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept

Sen, A. & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International



AEEC02 Emotional Intelligence

Objective:

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

Unit 1:

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

Unit 2:

Knowing one's And Others' Emotions: Levels of emotional awareness, recognizing emotions in oneself, The universality of emotional expression, Perceiving emotions accurately in others

Unit 3:

Managing Emotions: The relationship between emotions, thought and behaviour, Techniques to manage emotions.

UNIT 4:

Applications: Workplace, Relationships, Conflict Management, Effective Leadership.

Readings:

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

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GE02: Human Development

Objectives:

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

UNIT 1: Introduction a) Concept of Human Development b) Theories, themes and research designs

UNIT 2: Periods of Life-Span Development a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence e) Adulthood

UNIT 3: Domains of Human Development a) Cognitive development: perspectives of Piaget and Vygotsky b) Language development c) Physical development d) Emotional development e) Moral development f) Personality development

UNIT 4: Socio-Cultural Contexts for Human Development a) Family b) Peers, Media & Schooling c) Human Development in the Indian context

Reading:

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

Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.

Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.

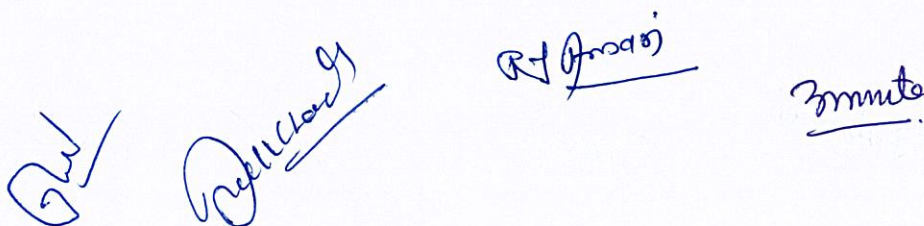
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Psychology Practicum based on Applied Psychology
Any 3

1. Attitude Scale
2. Prejudice Scale
3. Aggression Scale
4. Self-Concept Scale
5. Test on Family Environment/ Parent – Child Relationships
6. Test on Parenting style/ Parent Child Communication
7. Problem Checklist for Children

&

Compulsory - 01 Case study for every study

30 minutes

R. J. G. G. G.

30 minutes

30 minutes

30 minutes

