**Semester-V**

**Course Name: Fundamentals of Clinical Psychology-I**

**Course Code: BSCHPSYC501**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Core (Theoretical+Practical)** | Course Details: **CC-11** | | | L-T-P: **4 - 0 – 4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

***Course Learning Outcomes****:*

1. Developing a foundational knowledge of Clinical Psychology, its historical  
   development (especially w.r.t India) and professional ethics.
2. Acquiring knowledge and skills for distinguishing normal and abnormal behavior  
   and learn the criteria of determining abnormality.
3. Developing competencies for assessing the psychological functioning of individuals  
   through techniques such as psychological assessment, observation and interviewing. Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related,  
   Dissociative and Personality Disorders.
4. Developing familiarity with the current diagnostic systems (current edition of the  
   Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section)

***Course Content****:*

1. Introduction:
   1. Definition of Clinical Psychology, Historical development of Clinical Psychology  
      in (with special reference to India), Ethics of the profession.
   2. Concept of Abnormal behavior.

2. Clinical Assessment and Classification:

2.1 Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination  
– MSE and Case History Interview), Observation, Psychological testing,  
neuropsychological testing  
2.2. Classification and Diagnosis: Classification models: DSM V (latest) and ICD   
(latest)

3. Anxiety and Obsessive Compulsive Disorders: Clinical Picture &Etiology

3.1. Generalized Anxiety Disorder

3.2. Specific Phobia and Social Anxiety Disorder (Social Phobia)

3.3. Panic Disorder

3.4. Obsessive-Compulsive disorder

4: Trauma & Stressor-related, Dissociative and Personality Disorders: Clinical Picture &  
Etiology

4.1. Adjustment Disorder  
4.2. Post-Traumatic Stress Disorder  
4.3. Dissociative Identity Disorder  
4.4. Personality Disorders (Clusters A, B and C): Only Clinical Picture

***Practical****:*

1. Watching the video recording of the counselling sessions of Carl Rogers, Fritz Perls and Albert Ellis with the client Gloria and doing a comparative analysis.
2. Using diagnostic techniques on a subject: behavioral assessment (CBCL),psychological assessment (BDI, STAI), cognitive (MISIC) and personality assessment.

***References:***

1. Beg, M. A., & Beg, S. (1996). Logotherapy and the Vedantic view of life and mental wellbeing. *Journal des Viktor-Frankl-Instituts, 1*, 97-112.
2. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New  
   Delhi: Pearson.
3. Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology*. Delhi: Pearson  
   Education.
4. Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*.  
   New Delhi: Research India Press.
5. Llewelyn, S., Murphy, D. (Eds.) (2014). *What is clinical psychology?* Oxford UK: Oxford  
   University Press.
6. Plante, T. G. (2011). *Contemporary clinical psychology.* (3rd edition). New York: John Wiley& Sons.
7. Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi:  
   Sage Publications.
8. Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). Clinical Interviewing. New Jersey:  
   Wiley

**Course Name: Introduction to Indian Psychological Thought**

**Course Code: BSCHPSYC502**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Core (Theoretical+Practical)** | Course Details:**CC-12** | | | L-T-P: **4 - 0 – 4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

***Course Learning Outcomes****:*

1. Developing an appreciation of the need to have alternative perspectives in psychology  
   and to contextualize the relevance and potentials of Indian psychological thought.
2. Initiation of the journey of self-understanding by adopting the stance of a witness and  
   exploring self and personality from a developmental perspective.
3. Understanding the notion of knowledge and ability to discriminate the various forms  
   of knowledge in the tradition of experiential learning.
4. Recognizing the various kinds of errors made during knowledge acquisition and steps  
   to get rid of them.
5. Developing insights into the sense of self and personality and their various facets  
   including course of development, and related issues of health, suffering and healing.
6. Mapping selfhood in the context of relationships, motivation, action and agency.
7. Formulating strategies to address issues in therapeutic, educational and organizational  
   settings from the indigenous Indian perspective.

***Course Contents:***

1: Introduction: Foundations of Indian Psychological Thought

* 1. Introduction to Indian psychological thought – what is psychology and what could it be: alternative perspectives; what the Indian tradition can contribute: a psychology friendly philosophy; rigorous methods of enquiry in the subjective domain; effective methods for therapy and the harmonious development of the individual and the society; Consciousness as the foundation of reality; a short historical overview of Indian thought focusing on the common thread; how different concepts of consciousness affect the relation between self, others and world and lead to different perspectives on the aim of life.
  2. A first look at Self-enquiry and Self-development – from introspection to a witness-based self-observation (sakshi) ; a first look at the self and the structure of the personality; a first look at the stages and basic processes of change.
  3. Types of knowledge and how to improve our understanding – knowledge for different  
     purposes; vidya and avidya; Sri Aurobindo’s 4 types of knowledge; stages in experiential  
     learning; self-knowledge for its own sake, for healing, and for developing one’s potential;  
     sources of error and how to eliminate them: higher and inner knowledge -- basic methods to arrive at them; a first look at the methods of rigorous subjective enquiry.

2: Self and personality

2.1. Who am I? – different Indian traditions on the self and the structure of personality; the  
character and location of the border between self and world; personality types; emotions;  
attitudes; states of consciousness and their effect on perception and quality of life;  
possibilities for increasing our perceptiveness; emotions as colours of perception; rasa and  
bhava; detachment and commitment.

2.2. Individual development – various determinants of who and how we are; prenatal  
influences; past impressions and formations during childhood, adolescence and adulthood;  
ashramas then and now; immediate and ultimate aims of development; processes involved inwilled, self-chosen development.

2.3. Health and healing – perspectives on suffering, growth and healing; positive and negative  
motivations for change; yoga-based coping techniques ranging from surface-adjustment to  
deep inner transformation.

3: Self in action

3.1 Self in the social context – relationships with family, friends and partners, social groups,  
work and the world; relationship with oneself and one’s Self; group membership by birth and  
by choice; roles and hierarchies; shifting identities; positive and negative group-derived  
values and judgments.

3.2 Motivation, action and agency – identifying the various dynamisms behind action;  
perspectives on karma, fate and free will. Can there be motiveless, egoless action?

3.3. Health and healing – perspectives on suffering, growth and healing; positive and negative  
 motivations for change; yoga-based coping techniques ranging from surface-adjustment to  
 deep inner transformation.

4: Applications of Indian psychology: A first look

4.1 Counselling and therapy – vipassana and mindfulness; Hathayoga-based therapies; The  
Gita as guide.

4.2 Education – Gandhi’s Nai Talim; Tagore’s system of education; Sri Aurobindo’s integral  
education.

4.3 Organisational behaviour & community work – Gita-based approaches to OB.

***Suggested Practical:***

Journal Writing

***References:***

1. Abhedananda, Swami (1992). *True psychology.* Calcutta: Ramakrishna Vedanta Math.
2. Aurobindo, Sri (2007). *A few representative short texts by Sri Aurobindo*. Pondicherry: Sri  
   Aurobindo Centre of Consciousness Studies. [These texts can be accessed at:  
   <http://www.saccs.org.in/texts/integralyoga-sa.php>.]
3. Aurobindo, Sri. (2008). *The integral yoga.* Pondicherry: Sri Aurobindo Ashram Trust.
4. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications  
   of Indian psychology.* New Delhi: Pearson.
5. Cortright, B. (2007). *Integral psychology.* Albany: State University of New York.  
   75
6. Dalal, A. S. (Ed.) (2001). *Living within.* Pondicherry: Sri Aurobindo Ashram Trust.
7. Hiriyanna, M. (2000). *The essentials of Indian philosophy.* New Delhi: Motilal Banarsidas  
   Publishers.
8. Rao, K, R. &Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K.  
   Printworld.
9. Rao, K, R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). (2008). *Handbook of Indian  
   Psychology. New Delhi: Cambridge University Press, India.*
10. Taimni, I. K. (2007). *The science of yoga.* Chennai: The Theosophical Publishing House.

***Additional References:***

1. Brunton, P. (2009). *The Maharshi and his message*. Tiruvannamalai: Sri Ramanasramam.
2. Gupta, M. (2013). *The gospel of Sri Ramakrishna*. Chennai: Sri Ramakrishna Math.  
   *Maharaja* (M. Frydman, Trans.). Mumbai: Chetana Publishing.
3. Mascaro, J. (1994). *The Bhagavad Gita*. New Delhi: Penguin Books India.
4. Mascaro, J. (1994). *The Upanisads*. New Delhi: Penguin Books India.
5. Nisargadatta, Maharaj (2008). *I am that: Talks with Sri Nisargadatta*
6. Yogananda (1946/1975). *Autobiography of a yogi*. Bombay: Jaico.

**Course Name: Educational Psychology**

**Course Code: BSCHPSYDSE501**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Discipline Specific Elective (Theoretical+Practical)** | Course Details:**DSEC-1** | | | L-T-P: **4-0-4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

***Course Learning Outcomes:***

1. Know the concept Psychology and Educational Psychology, Nature and Scope of Educational Psychology.
2. Know the concept of growth and development of child and various theories of development.
3. Describe the concept of learning and its theories.
4. Know the various theories of motivation and apply these theories in education.
5. Apply the learning theories in classroom situation.
6. Discuss the concept and theories of intelligence and creativity.
7. Explain the concept and development of personality.
8. Know the various theories of transfer of learning and learning stlyes.
9. Apply mindfulness in learning.
10. Know the diversities in learning.

***Course Content:***

1. Educational Psychology and Growth & Development

* 1. Concept of Psychology and Educational Psychology. Nature and Scope of Educational Psychology
  2. Concept of Growth and Development. Characteristics of Development, Comparison of Growth and Development.
  3. ognitive Development (Piaget), Moral Development (Kohlberg), Language Development (Chomsky), Psycho-Social (Erikson) and Bandura’s (Social Learning)

1. The Learning, Motivation and Transfer of Learning
   1. Definition and characteristics of Learning. Theories of learning: Classical and Operant conditioning, Trial and Error, Insightful Learning.
   2. Motivation: Intrinsic and Extrinsic motivation, Approaches to Motivation: Humanistic Approach (Maslow), Cognitive Approach (Attribution Theory-Weiner) and McClelland’s Need Theory.
   3. Transfer of Learning: Theories of Transfer of Learning. Learning Styles, Cooperative Learning, Mindfulness in learning, Learning through Silence.
2. Intelligence, Creativity and Personality
   1. Intelligence: Definition; Theories of Intelligence- Spearman, Guilford’s SOI Model, Thurstone and Gardner. Emotional Intelligence of Daniel Goleman. Measurement of Intelligence: Individual & Group; Verbal, Non-verbal & Performance Tests.
   2. Creativity: Meaning, Nature, Factors and Fostering of Creativity.
   3. Personality: Definition, Psychoanalysis (Freud), Traits and Humanistic
3. Diversity in Learning
   1. Diversity in Learning Contexts: Size of Classroom, Language, Ethnic and Social Diversities and different types of disadvantages children.
   2. Understanding Educational stress and anxiety, bullying, parental and peer

pressure.

* 1. Implications of society, culture and diversity for learning and development. Enhancing mental health and well-being of learners and teachers.

***Suggested Practical:***

1. A focus group discussion on how to create an emotionally secure classroom environment with openness to share ideas.
2. Case studies on bullying, examination stress, parental pressure, coaching centers like Kota in Indian context.
3. Interviewing one’s grandparents and parents and drawing a comparative analysis of change in education system with reference to one’s own schooling.

***References****:*

1. Badheka, G. (1997). Divaswapan. New Delhi, India: NBT.
2. Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press.
3. Bhatnagar, S. (2002). Advanced Educational Psychology, Agra: Bhargava Book House.
4. Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Cornelissen, M., Misra G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2).New Delhi, India: Pearson.
6. Huppes, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri AurobindoAshram.
7. Kapur, M. (2007). Learning from children what to teach them. New Delhi, India:Sage Publications.
8. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
9. Krishnamurti, J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.
10. National Council of Educational Research and Training. (2006). Position paper: Nationalfocus group on aims of education. In National Curriculum Framework 2005. New Delhi,India: NCERT.
11. Mangal, S. K. (2009). Essentials of Educational Psychology, (1st Edition). Phi Learning Private Limited.
12. Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
13. Rogers, C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.
14. Thapan, M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi,India: Sage Pub.
15. Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.
16. Sindhu, I. S. (2012). Educational Psychology. Pearson India.
17. Woolfolk, A., Misra, G., & Jha, A. (2012). Fundamentals of educational psychology. NewDelhi, India: Pearson Pub

**Course Name: Psychology of Health and Yoga**

**Course Code: BSCHPSYDSE502**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Discipline Specific Elective (Theoretical+Practical )** | Course Details: **DSE2** | | | L-T-P:**4-0-4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks: | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

***Course Learning Outcomes:***

1. Demonstrating knowledge of health psychology.
2. Demonstrating adequate knowledge about issues related to stress, stress management  
   and coping.
3. Developing adequate knowledge about the promotion of healthy behavior.
4. Appreciating the value of practicing Yoga in daily life through research evidence and  
   in-depth understanding of the promotion of health benefits of Yoga.

***Course Contents:***

1: Introduction to Health Psychology

1.1 Emergence and development of the field

1.2 Concept of ‘health’ and Cross cultural definitions of health (including Indian)

1.3 Biomedical and Biopsychosocial models

1.4 Cultural approaches to medicines (especially with respect to Traditional

Indian medicine: Ayurveda)

2: Stress and Coping

2.1 Theories of Stress (Cannon's fight-or-flight theory, Taylor et al.'s Tend-andBefriend Theory, Selye's General Adaptation Syndrome, Lazarus’ Cognitive

Appraisal Model)

2.2 Physiology of stress

2.3 Types of psychological stressors

2.4 Coping with stress and stress management (including biofeedback)

3: Promoting Healthy Behaviors

3.1 Determinants of health behaviors

3.2 Theories of health behaviors: Health Belief Model, Theory of Planned

Behavior, Self-Determination Theory, Cognitive-Behavioral Approaches,

Trans theoretical Model of Behavior Change, and other Current Trends

3.3 Using the mass media for health promotion

4: Health promotion through Yoga

4.1 Yoga intervention for lifestyle disorders

4.2 Research evidence on the impact of yoga intervention on lifestyle disorders

***Practical:***

1. Students can be asked to collect activities that people use to cope with their stress (like  
writing, watching movies exercise, listening to music, praying, talking to friend, sleeping etc.) and then categorize them as either emotion focused or problem focused.

***References:***

1. Taylor, S.E., (2009*). Health Psychology* (9th Ed). New Delhi, Tata McGraw-Hill
2. Ogden, J. (2012). *Health Psychology.* New York, McGraw-Hill.
3. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson  
   Education Limited, New York.
4. Gurung, R. A. R. (2014). *Health Psychology: A Cultural Approach*, USA, Wadsworth:  
   Cengage learning
5. Dalal, A. K., &Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi:  
   Sage Publications.
6. Dalal, A. K., &Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi:  
   Sage Publications.
7. Agarwala, S., Das, I., Kumar, K., and Kumar, S. (2009). *Health Psychology*. New Delhi,  
   Allied publishers. (Chapter 23)
8. Babu, R. K. (2011). *Asana sutras. Viziyanagaram*, India: Home of Yoga Publications.
9. Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Krishnamacharya YogaMandiaram.

**Course Name: Applied Cognitive Psychology**

**Course Code: BSCHPSYDSE503**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Discipline Specific Elective (Theoretical+Practical)** | Course Details:**DSE3** | | | L-T-P:**4-0-4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

***Course Learning Outcomes:***

1.Developing an appreciation of how cognitive psychology principles can be applied to real  
life settings and to understand the nature and scope of Applied Cognitive Psychology  
2. Understanding the applications of research based on perception and memory to real life  
settings.

3. Knowing how to apply principles of cognitive psychology to issues related to face  
identification  
4. Developing an understanding of cognitive psychology applications in the area of  
technology.

***Course Contents:***

1. Introduction to Applied Cognitive Psychology: Nature, Scope, and History.  
2. Perception and attention: Applications to Driving and Aviation (especially in avoiding  
accidents).  
3. Face identification: Face-processing models, factors affecting accuracy of eyewitness  
identification, facial composite systems.  
4. Psychology and Technology: Human-Computer Interaction, Psychological applications  
of virtual reality, Psychology of Artificial Intelligence.

***Suggested Practical Work :***1. Conducting face recognition experiments  
2. Analysing real life driving and aviation accidents reported in newspapers or depicted in  
movies  
3. Team based projects to develop simple apps by collaborating with students from  
computer background  
4. Using software (such as FACES) to construct facial composites  
5. Interviewing forensic artists about facial composites

***References:***

1. Connolly, I., Palmer, M., Barton, H. & Kirwan, G. (eds.), (2016). *Introduction to  
   Cyberpsychology*. London: Routledge.
2. Groome, D. & Eysenck, M. W. (2016). *An Introduction to Applied Cognitive Psychology*.  
   London; Routledge, Taylor & Francis.
3. Martin*, P. R.,* Cheung, F. M., Knowles*, M. C.,* Kyrios*, M.,* Littlefield, L., Overmier, J. B.,  
   Prieto, J. M. (Eds). (2011). *IAAP Handbook of Applied Psychology*. UK: Wiley Blackwell.

**Semester-VI**

**Course Name: Fundamentals of Clinical Psychology-II**

**Course Code: BSCHPSYC601**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Core (Theoretical+Practical)** | Course Details: **CC-13** | | | L-T-P: **4 - 0 – 4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

***Course Learning Outcomes****:*

1. Having working knowledge and understanding of the major psychological disorders  
   and critically review their signs and symptoms (Bipolar, Depressive Disorders,  
   Schizophrenia and Neurodevelopmental Disorders).
2. Developing a basic knowledge of the various treatments for abnormal behavior

***Course Content****:*

1: Bipolar, and Depressive Disorders: Clinical Picture and Etiology  
1.1. Bipolar-I and Bipolar-II Disorders  
1.2. Major Depressive Disorder

2. Schizophrenia: Clinical Picture and Etiology

3. Neurodevelopmental Disorders: Clinical Picture and Etiology  
3.1 Intellectual Disability  
3.2 Autism Spectrum Disorder  
3.3 Attention Deficit/Hyperactivity Disorder

4: Treatment of Abnormal Behavior:   
4.1 Biological Approaches  
4.2. Psychological Approaches: Behavioral, Cognitive, Humanistic, Psychoanalytic,  
4.3 Indian Approaches: Guru-Chela relationship and Logo therapy: Vedantic  
Approach.

***Practical:***

1. Clinical assessment using 16PF, MMPI, Beck Cognitive Inventory etc.
2. Making use of you-tube videos to help understand various disorders and their  
   symptoms.
3. Clinical case analysis with use of secondary data including movies (signs, symptoms,  
   etiology)

***References:***

1. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New  
   Delhi: Pearson.
2. Comer, R. J. (2015). *Abnormal psychology*. New York: Worth publishers.  
   *Diagnostic and Statistical Manual of Mental Disorders*. (2013). Washington, D.C.
3. Nevid, J., Rathus, S., & Greene, B. (2014). *Abnormal psychology in a changing world*. Upper  
   Saddle River, NJ: Pearson Prentice Hall.
4. *The ICD-10 Classification of Mental and Behavioural Disorders*. (1992). Geneva.

**Course Name: Foundations of Organizational Psychology**

**Course Code: BSCHPSYC602**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Core (Theoretical+Practical)** | Course Details: **CC-14** | | | L-T-P: **4 - 0 – 4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

***Course Learning Outcomes****:*

1. Developing a deeper understanding of conceptual and theoretical bases of motivation  
   and employees’ work attitudes and their relationship with performance and  
   organizational outcomes.
2. Understanding leadership processes from different theoretical perspectives.
3. Understanding group dynamics, working through conflicts and working in teams.

**Course Content**:

1: Introduction

1.1 Nature and facets of organizational psychology, Contribution of other social science  
subjects to organizational psychology.  
1.2 Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber.  
Human Relations Approach.  
1.3 European contribution and contemporary scenario: Socio-technical Approach, The  
Aston Studies. System approach and the contemporary challenges to organizations,  
concept of organizational change.  
1.4 Organizational Psychology in the Indian context: Replication, disenchantment and  
integration.

2: Employee motivation and Job Attitudes  
2.1 Nature of Work motivation, Five key concepts (Behaviour, performance, ability,  
situation and motivation), Role of self esteem, intrinsic motivation and need for  
achievement in the development of motivation.  
2.2 Theories of Work motivation: Content theory (Maslow, Herzberg), Process  
theories:  
Vroom’s Expectancy Theory, Equity Theory, Goal Setting theory and Self  
Regulation theory. Integration of theories.  
2.3 Job Attitude: Positive Organizational Behaviour, Brief Introduction to  
Organizational Commitment, Organizational Citizenship Behaviour, Employee’  
engagement.  
2.4 Motivational perspective in cultural context: Giving Theory of motivation, Work  
Values, brief introduction to the concept of organizational culture.

3: Leadership and the Influence process  
3.1 Conceptual Foundations: Leaders versus managers, Themes in Leadership:  
positional power, the leader, the led, the influence process, the situation, Leader  
emergence versus leader effectiveness.  
3.2 Theoretical Approaches: Trait approach, Behavioral approach, Power and  
influence approach, Leader-Member Exchange theory.  
3.3 The Situational Approach: Fiedler Hersen, Blenchard Situational Leadership and  
Path Goal theory. Transformational and Charismatic leadership. The Implicit  
leadership theory.  
3.4 Indigenous Theories: Performance-Maintenance theory, Nurturant Taskparticipative (NT-P) Model of Leadership, Consultative Style of Management,  
Pioneering-Innovative Theory of Leadership.

4: Group Behavior, Teams and conflicts  
4.1 Nature, functions and types of groups. Group Structure: Role differentiation,  
Status differentiation, Norms formation and group cohesiveness.  
4.2 Factors affecting group performance: Homogeneity of group, stability of  
membership, Group size, Group status, communication structure, Social  
facilitation and inhibition.  
4.3 Co-operation and competition, Conflicts and its management, Negotiation  
process.  
4.4 Team Work: Genesis, teams and groups, cultural influences on team work: Teams  
in the Indian context and Building teams in Indian organizations.

***Practical:***

Case study of an organization- A group wise visit to an organization multiple times, interviewing employees (related to oneor the other aspects of organizational functioning), collating the data, analyzing it. Data fromobservation as well as records of the organization may be studied.

***References:***

1. Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston:  
   Cengage Learning.
2. Kalra, S. K. (2004*).* Consultative managerial leadership style in India: A viable alternative. In  
   P. N. Mukherjee, & C. Sengupta (Eds.), *Indigenity and universality in social sciences: A  
   south asian response*. New Delhi: Sage Publications.
3. Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Summerfield,  
   NC: Hypergraphic Press.
4. Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University  
   Press.
5. Pareek, U.,& Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.  
   Sinha, J. B. P. (2008). *Culture and organizational behavior*. New Delhi, India: Sage  
   Publications.

**Course Name: Human Resource Management**

**Course Code: BSCHPSYDSE601**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Discipline Specific Elective (Theoretical +Practical)** | Course Details:**DSEC-3** | | | L-T-P: **4-0-4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

***Course Learning Outcomes:***

1. Developing the ability to assist HR departments in resolving human resource  
   problems, particularly related to recruitment, selection, performance appraisal,  
   training and career development.
2. Demonstrating skills to conduct training needs analysis using appropriate  
   quantitative/qualitative methods.
3. Developing skills to conduct job analysis that could form the basis of selection  
   instruments as well as performance appraisal system.
4. Acquiring relevant abilities to map competencies of employees of an organization.
5. Demonstrating multi-cultural knowledge of HRM and sensitivity towards diversity.

***Course Content:***

1: Human Resource Management

1.1 Strategic and traditional HRM, HR manager proficiencies

1.2 Changing role and changing environment of HRM

1.3 Labor legislation in India

2: Person-organization Fit

2.1 Job Analysis

2.2 Recruitment and selection

2.3 Performance management systems

3: Human Resource Development

3.1 Training need analysis (competency mapping), methods of training

3.2 Learning and development

3.3 Career development

4: International HRM

4.1 Understanding cultural and contextual differences

4.2 Context of globalization

4.3 Forms of IHRM/ Types of cross-national organizations (Domestic, International,

Multinational, Global, Transnational)

***Practical:***

1. Providing students with a performance appraisal system and asking them to critically  
review it.  
2. Assigning students the task of competency mapping by providing them a set of  
competencies like leadership, team player, effective communicator etc.

***References:***

1. Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). NewDelhi, India: Oxford University Press.
2. DeCenzo, D. A., & Robbins, S. P. (2006). *Fundamentals of human resource management* (8thEd.). NY: Wiley.
3. Dessler, G., &Varkkey, B. (2011). *Human resource management* (12th Ed.). New Delhi,  
   India: Pearson Education.
4. Tayeb, M. H. (2005). *International human resource management: A multinational companyperspective.* NY: Oxford University Press

**Course Name: Positive Psychology**

**Course Code: BSCHPSYDSE602:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Discipline Specific Elective (Theoretical+Practical)** | Course Details:**DSEC-4** | | | L-T-P: **4-0-4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

***Course Learning Outcomes:***

1. Appreciating and understanding the meaning and conceptual approaches to happiness  
   and well-being.
2. Being able to locate the diversity in the experiences of happiness with individual’s life  
   span and across different domains.
3. Learning the various pathways through which positive emotions and positive traits  
   contribute to happiness and well-being.
4. Being able to identify the key virtues and character strengths which facilitate  
   happiness and well-being.

***Course Content:***

1: Introduction  
1.1. Positive psychology: Meaning, definition, assumptions and goals; Relationship  
with other fields  
1.2. Meaning and measures of happiness and well-being: Hedonic and eudemonic  
traditions  
1.3. Indian perspectives and positive psychology

2: Happiness and well-being  
2.1. Happiness: Concept and definitions  
2.2. Happiness and the facets of life: Gender, love, marriage, close relationships and  
others  
2.3. Happiness across the life span: Happiness and well-being across culture and  
nationalities  
2.4 Psychology of flow

3: Emotions, personality traits and well-being  
3.1. Positive emotions (hope, optimism, gratitude) and well-being  
3.2. Cultivating positive emotions  
3.3. Positive traits: Personality, emotions, and biology  
3.4. Positive beliefs and illusions

4: Virtues, character strengths, and well-being  
4.1. Classification of human virtues (Seligman’s approach)  
4.2. Wisdom as a foundational strength and virtue; Character strengths and health.  
4.3. Religion, spirituality and transcendence  
4.4. Religion and virtues: Buddhism, Confucianism, Islam, and Hinduism

***Practical:***

1. Positive Psychology through Movies:  
Selecting any relevant movie/movies and designing tasks based on that, like: Making a chart  
of positive and negative emotions displayed, Emotion-behavior link, Analysis of character  
strengths and virtues.

2. Activities like Random acts of kindness or counting one’s blessings, making one’s  
happiness curve in life.

***References:***

1. Baumgardner, S. R., Crothers, M. K. (2009). *Positive psychology*. New Delhi, India: Pearson.
2. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK:  
   Routledge.
3. David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness.*Oxford: Oxford University Press.
4. Husain, A., &Saeeduzzafar. (2011). *Islamic virtues and human development.* New Delhi,  
   India: Global Vision Publishing House.
5. Joseph, S. (Ed.) (2015). *Positive psychology in practice: Promoting human flourishing in  
   work, health, education, and everyday life.* Hoboken, NJ: John Wiley & Sons.
6. Kumar, U., Archana, & Prakash, V. (2015). *Positive psychology – Applications in work,  
   health and well-being.* Delhi & Chennai, India: Pearson.
7. Peterson, C. (2006*). A Primer in Positive Psychology*. New York: Oxford University Press.
8. Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology toRealize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
9. Snyder, C. R., & Lopez, S. J. (2002). *Handbook of positive psychology.* New York: Oxford  
   University.
10. Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The scientific and practical  
    explorations of human strengths.* Thousand Oaks, CA: Sage.

**Course Name: Applied Social Psychology**

**Course Code: BSCHPSYDSE603**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Type: **Discipline Specific Elective (Theoretical+Practical)** | Course Details:**DSEC** | | | L-T-P: **4-0-4** | |
| Credit**:6** | Full Marks: | CA Marks: | | ESE Marks | |
| Practical | Theoretical | Practical | Theoretical |
| **50+50** | **30** | **10** | **20** | **40** |

**Course Learning Outcomes:**

1.Understanding the key issues and theoretical concepts related to psychology of  
women and gender especially with respect to Indian context.  
2. Developing insights into one’s own behaviours as a man (or as a woman) through selfreflexivity.  
3. Understanding of basic terms, theories and emerging themes used to describe familysystems.  
4. Learning to apply family systems theories and assumptions to one’s own family sothat it can lead to an increased awareness of one’s own family processes and  
consequently improved family well-being.  
*5.* Developing insights into issues related to poverty and deprivation in rural India,  
interventions for reducing poverty, and motivational concerns related to agriculture  
and farmers, education and rural development.  
6. Knowing certain participatory approaches in rural development especially within theIndian context such as participatory rural appraisal.

***Course Content:***

1. Women and gender  
1.1 Major theoretical concepts and emerging themes: Sex and gender; Sexism and  
feminism; ‘Feminine evil’, male as normative, gender differences andsimilarities, Critiquing the gender binary, Intersectionality of gender, Alternatesexuality, gender identity, and its related issues in the Indian context  
1.2 Social construction of gender. Major theoretical perspectives on gender:  
Psychoanalytic theory, Social learning theory, Cognitive developmental  
theory, Gender schema theory, Sociobiology and evolutionary theory, Social  
role theory, Feminist theory.

2.Marriage and Family  
2.1 Defining marriage and family; Current trends in family and marriage in India  
and across the world; Basic Indian family values, family strengths and  
sociocultural characteristics. Impact of the social environment on relationships  
2.2 Conceptual Frameworks: Family systems theory, Family development  
framework, Symbolic Interaction, Social Construction Theory, Feminist  
Framework; Key relationship Concepts: cohesion, flexibility, and  
communication; Olson’s ‘couple and family map’.

3. Media and its effects  
3.1 Social effects of media: media violence and aggression in youth, prosocial  
effects of media exposure, Para social and online social relationships  
3.2 Health effects of media: Media use and childhood obesity, adolescent and  
media messages about tobacco, alcohol and drugs  
3.3 Media, social representation and the construction of reality

4. Rural Psychology  
4.1 Poverty and deprivation in rural India, interventions for reducing poverty,  
motivational concerns related to farmers, education and rural development.  
Issues of lack of transportation, lack of education, substance abuse, lack of health and  
mental health care in rural India  
4.2 Participatory approaches in rural development: Participatory rural appraisal,  
integrating technology with interventions  
4.3 Rural cultures and folk wisdom: Some case studies of Indian villages

***Suggested Practical Work:***1. Reflective exercises to understand personal strengths and weaknesses in relation to  
family life.  
2. To conduct interviews with a member of a family (such as parent or a grandparent) to  
understand their family processes.  
3. To analyse a ‘family’ depicted in the media (such as television and movies) through  
the lens of major theoretical perspectives.  
4. Analyze the various ‘symbols’ being used in a family and understand the deeper  
meaning behind them  
5. Analyze a book/movie to understand the issues in the psychology of women  
6. To analyse a textbook in order to understand the gender bias within the Indian context  
7. Interviewing a person from the LGBTQI+ to understand their issues and challenges  
8. To conduct participatory rural appraisal (PRA).  
9. To analyse case studies of villages and their transformations.

***References:***

1. Calvert, S. L., & Wilson, B. J. (Eds.). (2008). *The Handbook of Children, Media, and  
   Development. Handbooks in Communication and Media*. Boston: Wiley Blackwell
2. Chambers, R. (1992). *Rural appraisal: Rapid, relaxed, and participatory*. IDS DiscussionPaper 311. Brighton: Institute of Development Studies.
3. Chandra B. P. Singh (2001). Rural psychology in India: Issues and approaches. *Indian  
   Journal of Industrial Relations,* 37( 3), 404-419.
4. Hyde, J. S. & Else-Quest, N. (2018). *Half the Human Experience: The Psychology of Women.*California: Sage publications.
5. Misra, G. (Ed.) *Psychology in India. (2009): Social and Organizational Processes (Volume2).* New Delhi: Pearson education.Mohanty, K. & Misra, G. (Eds.) (2000). *Psychology of Poverty and Disadvantage*, NewDelhi: Concept Publishing House.
6. Olson, D. H., DeFrain, J., & Skogrand, L. (2018). *Marriages and Families: Intimacy,  
   Diversity and Strengths*. McGraw Hill: New York.
7. Sinha, D. Misra, G, & Dalal, A. K. (2015). *Psychology for India*, New Delhi: Sage Publications.