###### NOIDA INTERNATIONAL UNIVERSITY

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**DEPARTMENT OF PSYCHOLOGY**

**SCHOOL OF LIBERAL ARTS**

**BACHELOR OF ARTS: PSYCHOLOGY (HONOURS)**

**(Semester Based Course)**

**National Education Policy 2020**

**Rules, Regulations and Course Contents**

**Effective from**

**Academic year 2022-2023 onwards**

**Preamble**

The UGC suggests the curriculum for the students considering the global, national, regional, local issues and programs for better learning outcomes. The LOCF is designed to emphasize the teaching-learning process at the undergraduate (B.A) level to sensitize and train the students to develop a sound and systematic approach regarding mechanism and processes of natural and human activities. The focus is to help the students to understand the latest tools and techniques, which would help in giving focused and precise understanding of psychological phenomenon. The purpose is to enhance the capability of the students in perceiving, creating and analyzing sound geographical bases and concepts.

This Learning Outcome based Curriculum Framework is designed to emphasize the teaching and learning process at the undergraduate (B.A) from teacher centric to student centric by strengthening the quality of teaching and learning in the present day real life scenario of global, regional and local level. It is considered learning as an activity of creativity of innovations and analyzing psychological phenomena.

The following objectives would be achieved from the framework

* To orient the students towards identification and analysis of various facets of Psychological features and processes.
* To develop students’ aptitude for acquiring basic skills of carrying out field work.
* To guide students to learn the science and art of collecting, processing and interpreting the data.

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**Learning Outcomes based Curriculum Framework (LOCF) for**

**Psychology under NEP**

1. **Introduction**

Psychology have been redesigned with the objective of making the entire program more comprehensive and to enhance skill-based learning among students to help them understand different aspects of behavioral and cognitive development of an individual in social, organizational and across over all life span of an individual by acquiring knowledge of theories and concepts that have been developed in the field so far. Understanding of research methods, experimental psychology and psychological testing have also been kept as integral components of the programmer both at theoretical as well as at practical levels.

The B.A. (Hons) course in Psychology aims at developing an understanding of the growing discipline of psychology and promoting skill-based education. An important goal of this course is to facilitate self-discovery in the students and ensure their enthuse

+++astic and effective participation in responding to the needs and challenges of the contemporary world. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required skills in the students to understand and respond to the same efficiently and effectively, emphasis on theory and applied skills will provide the necessary foundation for the graduates of this program who can then flexibly choose applied career in industry and clinical settings, and/or academic careers in research institutes and universities.

**2.Learning Outcomes based Approach to Curriculum Planning**

The teaching-learning of the course would be organized through lectures, tutorials, practicals, projects, presentations, workshops, seminars, experiential exercises, and hands on training. Students would be encouraged to develop an understanding of real-life issues and participate in the programs and practices in the social context. Practicum is incorporated as an important component in many papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, psychological testing, survey, interview and case study. Use of ICT and mass media and web-based sources (like documentaries, videos, films etc.) is highly recommended to make the teaching-learning process interactive, interesting and fruitful.

1. **Aims of B.A (Hons.) Programme**

Four distinct and new learning outcomes have been incorporated from each Course such as:

* Appreciate the relevance of psychological knowledge to everyday life.
* Demonstrate the ability to communicate information by utilising both lecture and practical exercises.
* Inculcate the ability to evaluate and solve psychological problems effectively.
* Based on the field knowledge and advanced technologies, the students should be able to understand the on-going psychological problems in different regions and levels with appropriate pragmatic solutions.

**Program Learning Outcomes B.A (Hons)**

* Demonstrating the understanding of basic concepts in Psychology.
* Demonstrating the coherent and systematic knowledge in the discipline of Psychology to deal with current issues and their solution.
* Display an ability to read and understand Psychological Aspect to look at the various aspects on the basis of behaviour.
* Cultivate ability to evaluate critically the wider chain of network of spatial aspects from global to local level on various time scales as well.
* Recognize the skill development in psychological studies programmed as part of career avenues in various fields like teaching, research and administration.

It is also suggested that after the completion of B.A (Hons.) Programme, students should be able to demonstrate the knowledge obtained in such way so that they can explore the employability options and service to the society.

**Learning Specific Outcomes**

Three distinct and new learning outcomes have been incorporated from each course such as to:

1. Understand the relevance of Psychological knowledge to everyday life.

2. Getting the ability to communicate psychological information utilizing both lecture and practical exercises.

3. Inculcate the ability to evaluate psychological problems effectively.

4. Exhibit the skill in using psychological research tools.

**COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME**

The B.A (Hons.) course in Psychology has been redesigned with the objective of making the entire program more comprehensive and interdisciplinary in its approach so as to provide wide array of knowledge.

This program also integrates teaching of other relevant sociological, political, historical, psychological and administrative concerns to enhance skill based and broader understanding of the social world we live in and to prepare them with a more pragmatic approach to deal with varied demands and challenges of occupational and social settings. It also prepares the students for higher order courses in a better way.

With this perspective, Subsidiary papers have been introduced in the first two years to facilitate the understanding of any two optional papers from sisterly disciplines that the student chooses to opt for. These papers provide a general overview to more specific and relevant concepts pertaining to that discipline.

Apart from this, few Common papers are also taught such as General English-I & II, Environmental Studies- I & II, Business Communication--I & II, Human Rights: Theory & Practice, and Gender & Women studies in India that all the students taking various Honors courses in the School of Liberal Arts.

The papers included in the curriculum will be based on Choice based credit system.

**National Education Policy (NEP):**

The NEP 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 a cross institutions within India to begin with and a cross 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 Psychology BA Hons. Syllabus based on NEP:**

**1. Major:** A course which should compulsorily be studied by a candidate as a core requirement is termed as a Major.

**2. Elective Major:** 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 Major.

**3. Minor**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Minor.

P.S.: A core course offered in a discipline/subject maybe treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Minor.

**Educational Tours** – The visit to Parliament House both Rajya Sabha and Lok Sabha. President House and other historical locations like forts and other archeological sites will provide the students with a firsthand experience of the topics of study and emphasize their importance and significance to the present world.

**Field Study** – Taking up a small project on a related topic that could include collection of data through surveys or interviews could enhance communication skills of the students and enable them to propose a study subject and produce a report based on the data collected. This will form a vital part of the skill acquisition to undertake further research.

**Writing Assignments**- Since International Relations Studies would also entail extensive writing ability, practical training in writing essays, reports and favoring or opposing an argument or thesis, students must continuously be subjected to assignment writing so that they are well versed with the nuances of writing for a variety of purposes.

**Seminar Presentation** – Conducting seminars where student choose specific topics on which they research and present to an audience forms a vital part of developing skills of communication as well as organizing thought in a logical and cohesive manner.

**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.

**1st Semester**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | | **Scheme of Marks** | | | |
|  |  |  |  |  |  | |  | | **Internal Marks** | **External Marks** | **Total** | |
| 1 | A090101T, A090103P | Basic Psychological Processes +  Lab Work | 3 | 0 | 2 | | 3+2 | | 40 | 60 | 100 | |
| 2 | A090102T | Basic Research methodology and Statistics | 3 | 0 | 2 | | 3+2 | | 40 | 60 | 100 | |
| 3 |
| A070103T  **A070103T** | 1. Indian Culture through Ages (History) . 2.Contemporary Issues in Society (Sociology) | 4 | 0 | 1 | | 5 | | 40 | 60 | 100 | |
| 4 |  | Communicative English (SJMC) | 2 | 0 | 0 | | 4 | | 40 | 60 | 100 | |
| 5 |  | Basic Photographic Skills Practical (SJMC) | 2 | 0 | 0 | | 3 | | 40 | 60 | 100 | |
| 6 |  | Universal Values (Jivan Kaushal) | 2 | 0 | 0 | | 2 | | 40 | 60 | 100 | |
|  |  | Total |  |  |  | | 24 | |  |  | 600 | |

**2nd Semester**

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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** |
| 1 | A090201T, A090203 | Community and Health Psychology | 3 | 0 | 2 | 3+2 | 40 | 60 | 100 |
| 2 | A090202T, | Psychological Prospective in Education | 3 | 0 | 2 | 3+2 | 40 | 60 | 100 |
| 3 | A060203T | 1. Indian Constitution (Political Science) | 4 | 0 | 1 | 5 | 40 | 60 | 100 |
| A390203T | 2.Introduction to UN System ( IR)  Environmental Studies (Geography) | 4 | 0 | 1 | 4 | 40 | 60 | 100 |
| 4 | A110202P |  |  |  |  |  |  |  |
| 5 |  | Advanced Photographic Skills Practical (SJMC) | 2 | 0 | 0 | 3 | 40 | 60 | 100 |
| 6 |  | Communication Skills (Jeevan Kaushal) | 2 | 0 | 0 | 2 | 40 | 60 | 100 |
|  |  | Total |  |  |  | 24 |  |  | 600 |

**3rd Semester**

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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** |
| 1 | A090301T, A090303T | Abnormal psychology+ Assessment and Testing | 3 | 0 | 2 | 3+2 | 40 | 60 | 100 |
| 2 | A090302T | Developmental Psychology | 3 | 0 | 2 | 3+2 | 40 | 60 | 100 |
| 3 | A280303T | Organization Behavior | 4 | 0 | 1 | 5 | 40 | 60 | 100 |
| A070303T | Self-Reliance and Socialization/human Right | 4 | 0 | 1 | 4 | 40 | 60 | 100 |
| 4 |  | Basic Content Writing Skills (SJMC) | 2 | 0 | 0 | 3 | 40 | 60 | 100 |
| 5 |  | Professional Skills (Jeevan Kaushal) | 2 | 0 | 0 | 2 | 40 | 60 | 100 |
|  |  | Total |  |  |  | 24 |  |  | 600 |

**4th Semester**

|  |  |  |  |  |  |  |  |  |  |
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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** |
| 1 | A090401T, A090403 | Psychology of Social psychology+ Lab Work | 3 | 0 | 2 | 3+2 | 40 | 60 | 100 |
| 2 | A090402T | Biopsychology | 3 | 0 | 2 | 3+2 | 40 | 60 | 100 |
| 3 | A090403T, A110403T | Psychology of Social Behavior (Psychology) Tourism Geography (Geography) | 4 | 0 | 1 | 5 | 40 | 60 | 100 |
|  |
| 4 |  | Women and Children Law (SLLA ) | 2 | 0 | 0 | 4 | 40 | 60 | 100 |
| 5 |  | Writing for Media Print (SJMC) | 2 | 0 | 0 | 3 | 40 | 60 | 100 |
| 6 |  | Leadership and Managerial Skills (Jeevan Kaushal) | 2 |  |  | 2 | 40 | 60 | 100 |
|  |  | Total |  |  |  | 24 |  |  | 600 |

**5th Semester**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** |
| 1 | A090501, A090504 | Life Span Human Development + Field Training | 3 | 0 | 2 | 5+5 | 40 | 60 | 100 |
| 2 | A090502,A090503 | Organization Psychology + Counselling Psychology | 3 | 0 | 2 | 5+5 | 40 | 60 | 100 |
| 3 |  | Research Methodology | 3 | 0 | 0 | 4 | 40 | 60 | 100 |
| 4 |  | Problem-Solving and Decision-Making (SJMC) | 2 | 0 | 0 | 2 | 40 | 60 | 100 |
| 5 |  | Project/Awareness of Rights & Law |  |  |  | 4 |  |  |  |
|  |  | Total |  |  |  | 30 |  |  | 600 |

**6th Semester**

|  |  |  |  |  |  |  |  |  |  |
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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** | |
| 1 | A090601,  A090602 | Positive psychology  Psychology of Disability | 3 | 0 | 2 | 5+5 | 40 | 60 | 100 | |
| 2 | A090603  A090604 | Environmental Psychology  Psychology of peace | 3 | 0 | 2 | 5+5 | 40 | 60 | 100 | |
| 3 | A27060IT | Entrepreneurship and Start-up Management (SBM) | 3 | 0 | 0 | 4 | 40 | 60 | 100 | |
| 4 |  | Personality Development | 2 | 0 | 0 | 2 | 40 | 60 | 100 | |
| 5 |  | Project |  |  |  | 4 |  |  |  | |
|  |  | Total |  |  |  | 30 |  |  | 600 | |

**Total Credit: 156**

**Semester I**

**Paper 1**

**Theory**

|  |  |  |  |  |  |
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| **Program/Class: Certificate** | | **Year: First** | | **Semester: First** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090101T | | | Course Title: **Basic Psychological Processes** | | |
| **Course Outcome:** The students will learn about the fundamental processes and core psychological concepts, models, classical theories, varied perspectives, and will be able to apply them in their own and in others lives. It will also give the learner a clear understanding of the concepts like intelligence, motivation, emotion and personality. It will develop critical analytical skills regarding these individualistic traits. | | | | | |
| Credits: 3+2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-1 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Psychology: Nature, Scope and Applications; Approaches: Psychodynamic, Behavioristic, Cognitive, Humanistic & Indigenous Indian Psychology (with special reference to Shrimad Bhagwad Gita, Sankhya Darshan and Buddhism). | | | | 20 |
| **II** | Attention Processes: Selective and Sustained Attention: Nature and Determinants; Perceptual Processes: Nature and Determinants; Perceptual Organization; Perceptual Illusion. Learning: Classical Conditioning, Operant Conditioning and Verbal Learning: Methods and Procedures. | | | | 20 |
| **III** | Memory and Forgetting: Stages of Memory: Encoding, Storage and Retrieval; Types of Memory: Sensory, Short Term and Long Term Memory (Basic Introduction); Forgetting .Intelligence: Nature and Definition; Concept of IQ; Types of Intelligence ,Theories of Intelligence (Introduction of Basic Concepts): Spearman, Thurston, Guilford, Sternberg, Gardner.. | | | | 30 |
| **IV** | Personality: Definition and Determinants; Approach of Personality (Basic Concepts): NEO, Trait approaches (Allport and Cattell); Psychodynamic (Freud); Humanistic (Rogers and Maslow). | | | | 15 |
| **V** | Emotion: Nature of Emotion; Basic Emotions; Expressions of Emotion: Universal Versus Culture Specific; Theories of Emotion: James-Lange, Cannon-Bard, Schachter-Singer. Motivation: Nature and Concept (Needs, Drives, Instincts); Types of Motives. | | | | 15 |
| **Suggested Readings:**   1. Baron, R. & Misra, G. (2016). *Psychology* (5th edition). New Delhi: Pearson. 2. Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology* (5th ed., South Asian Edition). New Delhi: Pearson Education. 3. Cornelissen, M., Mishra, G. & Verma, S. (2014). Foundations of Indian Psychology. New Delhi: Pearson Education. 4. De Silva, P. (2005). *An introduction to Buddhist psychology*. Springer. 5. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory* (5th ed.). New Delhi: Sage. 6. Feldman, R. S. (2006). *Understanding Psychology*. India: Tata McGraw Hill. 7. Mishra, G. (Edited) (2019). Personality in Indigenous Tradition. In ICSSR Research Surveys & explorations Psychology (Vol.2): Individual and the Social Processes & Issues. New Delhi: Oxford University Press. 8. Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th ed.). New York: McGraw Hill. 9. Suhotra (2007). *Vedantic Psychology: India’s ancient vision of the Mind.* The Bhaktivedanta Academy. 10. Swami Akhilanand (2001 edition). *Hindu Psychology: It’s meaning for the West.* Taylor & Francis. 11. सिंह, अरुण कुमार (2006). *उच्चतर सामान्य मनोविज्ञान* I वाराणसी: मोतीलाल बनारसी दास प्रकाशन I 12. त्रिपाठी, ला०ब०एवं अन्य.(2001). *आधुनिक प्रायोगिक मनोविज्ञान* I आगरा: हरप्रसाद भार्गवI 13. Zimbardo, P.C. & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers. 14. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>   <http://www.apa.org> | | | | | |

**Paper 2**

**Theory**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program/Class: Certificate** | | **Year: First** | | **Semester: First** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090102T | | | Course Title: **Basic Research Methodology and Statistics** | | |
| **Course Outcome**: The learners will be able to comprehend psychological data and can put them on appropriate scaling method. Moreover, they will be getting hold of essentials of psychological testing along with various kinds of tests implemented. | | | | | |
| Credits: 3+2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Measurement: Nature and Scales of Psychological Measurement; Properties and Functions of Measurement. Scientific Approach: Aim and Functions; Research Methods: Experimental, Correlational, and Observational; Variable: | | | | 10 |
| **II** | Concept and Types; Hypothesis: Types and Criteria; Sampling: Concept and Methods. | | | | 10 |
| **III** | Psychological Statistics: Introduction; Descriptive Statistics: ,Measures of Central Tendency and Measures of Variability; Graphical Representation of Data. The Normal Distribution: Meaning and Uses, Significance of Statistics, t test. | | | | 15 |
| **IV** | Parametric test :-Correlation: Types and Interpretation; Concept and Types; Psychometric Properties of Tests: Validity and Reliability: Nature and Types. Non-Parametric test :-Chi- Square tests Test | | | | 15 |
| **V** | Intelligence Testing: Measurement of abilities: Stanford Binet, and Wechsler Test of Intelligence, Culture Fair Tests: Structure and Application. Personality Tests: Self Report Inventories (16 PF, NEO-PIR), Projective Techniques: Nature and Types. | | | | 25 |
| **Suggested Readings:**   1. Anastasi, A. (1950). Psychological Testing. Prentice Hall. 2. Cronbach, L.J. (1960) (2nd Edition). *Essentials of Psychological Testing*. New York: Harper. 3. Freeman, F.S. (1962) (3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston. 4. Garrett, H. E. (1966). *Statistics in Psychology and Education*. Paragon International Publishers. 5. Gregory, R.J. (2014) (6th Edition). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson India Education. 6. Guilford, J.P. (1936). *Psychometric Methods*. London: McGraw Hill Publishing Company. 7. Kerlinger, F.N. (1983). *Foundations of Behavioral Research.* New Delhi: Surjeet Publications. 8. लाल . जे . एन . ( 1999 ). मनोविज्ञान एवं शिक्षा में सांख्यिकी , नीलकमल प्रकाशन , गोरखपुर I 9. मिश्रा, बब्बन तथा त्रिपाठी, लाल बचन (1994). मनोवैज्ञानिक सांख्यिकी, हर प्रसाद भार्गव, आगरा I 10. Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan. 11. श्रीवास्तव, डी. एन.(2011). सांख्यिकी एवं मापन, आगरा :अग्रवाल पब्लिकेशन्स 12. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx> | | | | | |

**Practical**

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| --- | --- | --- | --- | --- | --- |
| **Program/Class: BA** | | **Year: First** | | **Semester: First** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090103P | | | Course Title: **Lab Work** | | |
| **Course Outcome:** Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions**,** report writing and interpretations of the report. | | | | | |
| Credits: 2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Any one experiment based on Attention/Perceptual Processes | | | |  |
| **II** | Any one experiment based on Classical Conditioning/Operant Conditioning/Verbal Learning | | | | 4 |
| **III** | Any one experiment based on Memory/Forgetting | | | | 4 |
| **IV** | Any one experiment based on Motivational/Emotional Processes | | | | 4 |
| **Suggested Readings:**   1. त्रिपाठी, ला०ब०एवं अन्य.(2001). *आधुनिक प्रायोगिक मनोविज्ञान* I आगरा: हर प्रसाद भार्गव I 2. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx> | | | | | |

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | History (Major III) | | | | | |
| **Course Code** | | A050103T | **Course Title** | **Indian Culture through Ages** | | | |
| **Course Outcome**- The course is aimed to acquaint students with the roots and changes in the Indian Culture from ancient to modern times. This also aims to provide an introduction to the Political ideas, Educational system and socio-religious environment that formed the basis of Indian Culture and Heritage. This course is designed to impart knowledge of Indian culture through Ancient, Medieval and modern Indian history. It includes themes around social, cultural, intellectual and technological developments in Indian history. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Concepts of Cultural Heritage**   * Traditional and Modern Concepts of Culture * Tangible and Intangible heritage * Social, Cultural and Religious Heritage * UNESCO World Heritage Sites * Myths and Legends, Traditions, Oral History * Relationship between Culture and Civilization * Sources to study Indian Culture: Literary and Archaeological | | | | | | 15 |
| II | **UNESCO – Origin and Relevance**   * Background and Origin of UNESCO (United Nations Educational, Scientific and Cultural Organisation) * Goals and Objectives of UNESCO * Concept of Tangible and Intangible Heritage * UNESCO World Heritage Sites – Cultural, Natural, Mixed | | | | | | 15 |
| III | **Ancient Indian Culture**   * Vedic and Post-Vedic Culture * Rise of Buddhism and Jainism * Education system and important Centres * Art & Architecture * Poets and famous literature * Scientific Achievements | | | | | | 15 |
| IV | **Medieval Indian Culture**   * Rise of Bhaktism and Sufism * Education system and important Centres of Learning * Medieval Indian Art & Architecture * Poets and famous literature | | | | | | 15 |
| V | **Modern Indian Culture**   * Western Ideas and Indian Responses * New Education system and important Centres * Colonial art & Architecture * Socio-religious Reforms-Reformation and Revivalism * Tribes of India and their habitat * Vernacular Literature | | | | | | 15 |
|  | **Total Lectures** | | | | | | 75 |
| **Suggested Readings:**     * Altekar, AS, 1958, *State and Government in India*, Delhi * Bandyopadhyaya, N.C. 1980. *Development of Hindu Polity and Political Theories*, Delhi * Basham, A.L. 1989. *The Wonder that was India*, Delhi * Bhardwaj R., Kala C, *Tribes of India: Realities and Representations,* 2022 * Buddha Prakash : *India and the World*, New Delhi. * Chandra, S, 2009: *History of Medieval India: Part 1,* New Delhi * Chandra, S, 2009: *History of Medieval India: Part 2,* New Delhi * Chandra, B, 2016, India’s Struggle for Independence, New Delhi * E.H. Carr: *What is History?* London. * Kosambi, D.D. 1975. *An Introduction to the Study of Indian History*. Bombay. * Kosambi, D.D. 1975. *The Culture and Civilization of Ancient India*. Delhi. * Majumdar, R.C. 1994. *Ancient India.* Delhi . * Majumdar, R.C. 1996. *The Vedic Age.* Mumbai . * Majumdar, R.C., 1922, *Corporate Life in Ancient India,* Calcutta * Masih, Y. 2017, *A Comparative Study of Religions*, Varanasi * Sharma, R.S. 1957. *Aspects of Political Ideas and Institutions in Ancient India*, Delhi * Singh, C. 2015, *Aspects of Medieval Indian Architecture* * Subbarayappa, B.V. 1988. *Scientific Heritage of India.* Bangalore. * Thapar, Romila. 1984. *Ancient Indian Social History*. Hyderabad. * Tiwari, K.N. 1997, *Comparative Religion,* Varanasi. | | | | | | | |
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| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz. | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme/Class** | | | **Certificate** | **Year** | | **B.A.I** | | | **Semester** | | **I** |
| **Subject** | | | Psychology | | | | | | | | |
| **Course Code** | | | **A070103T** | | **Course Title** | | | **CONTEMPORARY ISSUES IN SOCIETY** | | | |
| **Course Outcomes:**  The objective is making students understand the origin and development of sociology as a discipline and make students learn the varied theoretical concepts of sociology. | | | | | | | | | | | |
| Credits – 5 | | Maximum Marks: 100 | | | | | Minimum Marks: 33 | | | | |
| Total No. of Lectures –Tutorials – Practical ( in hours per week) : 4-0-1 | | | | | | | | | | | |
| **Unit** | **Topic** | | | | | | | | | **No. of Lectures** | |
| I | **INTRODUCTION TO SOCIOLOGY**  ·       Understanding Sociology  ·       Meaning & Definitions  ·       Emerging Scope & Significance of Sociology  ·       Evolution of Discipline in India & West | | | | | | | | | 8 | |
| II | **EVOLUTION OF SOCIETIES**  ·       Meaning and Definition of society  ·       Origin and Evolution of Societies  ·       Sociological Perspective on Societies  ·       Contemporary Societies & Associated Issues | | | | | | | | | 8 | |
| III | **SOCIAL INSTITUTIONS IN INDIA**  ·       Family: Meaning & Types  ·       Kinship: Meaning & Types  ·       Marriage: Meaning & Types  ·       Changing Trends in Family, Kinship and Marriage | | | | | | | | | 8 | |
| IV | **SOCIAL PROCESSES AND SOCIAL CHANGES**  ·       Sanskritization and De-Sanskritization  ·       Westernization and Globalization  ·       Meaning and Types of Social Change  ·       Theories of Social Change & Associated Issues | | | | | | | | | 8 | |
| V | **CONTEMPORARY SOCIAL ISSUES**  ·       Transnational Migration and Transnationalism  ·       Women and Child Trafficking  ·       Poverty and Unemployment  ·       Sexual Harassment at Workplace | | | | | | | | | 7 | |
| VI | **SOCIAL SCHEMES IN INDIA**  ·       MNREGA  ·       Ladli Yojna  ·       Janni Suraksha Yojna  ·       Rural Health Mission | | | | | | | | | 7 | |
| VII | **SOCIAL LEGISLATIONS IN INDIA**  ·       Anti-trafficking laws  ·       Migration and Refugee laws  ·       Sexual Harassment Act  ·       Laws on Maternity | | | | | | | | | 7 | |
| VIII | **CONTEMPORARY SOCIAL CHALLENGES**  ·       Meaning and Significance of Disaster Management  ·       Impact of CORONA on Society  ·       Globalization and New World Order | | | | | | | | | 7 | |
| **This is an elective course open for all.** | | | | | | | | | | | |
| **Suggested Readings:**  1.     Contemporary Social Issues by Smarak Swain, 2019, Oak Bridge  2.     Principles of Sociology with an introduction to social thoughts by C.N. Shankar Rao, S. Chand  **3.**     Social Problems in India, 2021 by Ram Ahuja, Rawat Publications | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 Marks):**  ·       Advocacy Campaign on Girl Child/Reproductive Health  ·       Test with multiple choice questions / short and long answer questions.  ·       Research Orientation of the student.  ·       Quiz  ·       Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

**Semester II**

**Minor -1**

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | I | |
| **Subject** | | Psychology | | | | | |
| **Course Code:**  A270103T | |  | **Course Title** | **Communicative English** | | | |
| Course objectives   1. To improve the students’ accuracy and fluency in English through a well-developed vocabulary, and enable them to listen to English spoken at normal conversational speed by educated English speakers and respond appropriately in different socio-cultural and professional contexts. 2. To develop critical thinking in the behavioral skills in the students. 3. To enable them to express their ideas relevant to given topics | | | | | | | |
| **Credits –** 3 | | **Max. Marks:** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Subject and Predicate, Phrase & Clause, Parts of Speech, Subject Verb Agreement, Sentences: simple, complex, compound | | | | | | 3 |
| II | Narration, Punctuation, spelling Rules, synthesis, sequence of sentences | | | | | | 3 |
| III | Grammar and Usage  Basic Grammar- Articles, Noun, Pronoun, Adjective, Verb, Finite & Nonfinite Verbs, Adverb, Prepositions, Auxiliaries Modals, Phrasal verbs | | | | | | 4 |
| IV | Negative-affirmative Sentence structure, Developing skills- Listening, Speaking, Reading, Pronunciations and Accent, Gerunds | | | | | | 4 |
| V | Kinds of sentences and clauses, Transformations-Active passive Voice, Direct-Indirect Speech, Tenses, Mood, conjunction, Interjection | | | | | | 5 |
| VI | Transformations-Active passive, Direct-Indirect, Negative-affirmative Sentence structure, Developing skills- Listening, Speaking, Reading. | | | | | | 3 |
| VII | Antonyms, Synonyms, Paronyms, homonyms, Idioms, One word substitution, Some common errors, Idioms phrases | | | | | | 3 |
| VIII | Paragraph Writing: Descriptive, Argumentative, Expository etc.  Formal correspondence, Précis writing, Report writing, Academic Essay writings, spotting Error, Cloze Test | | | | | | 5 |

**Suggested Readings:**

* Madhulika Jha, Echoes, Orient Long Man
* Ramon & Prakash, Business Communication, Oxford.
* Sydney Greenbaum Oxford English Grammar, Oxford.
* Successful Communications, Malra Treece (Allyn and Bacon)
* Effective Technical Communication, M. Ashraf

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | I | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | |  | **Course Title** | **Basic Photographic Skills Practical** | | | |
| **Course Outcome**- Course Objectives:  •  Handle Digital SLR Camera  •  Compose and Shoot in different lighting conditions.  •  Make a photo feature on a specific topic  Instructional plan  This course will focus on the visual grammar and Basic skills of photography. The students make a basic Photography portfolio by the end of the semester. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction to Photography & Camera  ⮚Basics of Photography. ⮚ Principles of Camera Obscura.  ⮚ Working of Camera  ⮚Understanding various types of Cameras & its Parts (Including pinhole, compact camera, Polaroid Camera, T.L.R, S.L.R D.S.L.R camera)  **Practical Assignment: Students will submit an assignment based on analysis of 5 photographs from the Mobile Phone.** | | | | | | 8 |
| II | Practical exercises-  ⮚Proper way of holding a DSLR Camera. (Battery, Card, Lenses)  ⮚Handling accessories- Tripod, Base Plate, Camera flash, etc.  ⮚Auto Manual Focus use  ⮚Vertical vs. Horizontal | | | | | | 7 |
| III | ⮚ Exposure Triangle (Aperture, Shutter, ISO)  ⮚ Auto White Balance, Auto Focus  ⮚Types of shots & Angle  Assignment 1- Students will submit Hardcopies of 6 photographs of different exposure. | | | | | | 7 |
| IV | Photoshop basics & Mobile Apps  Overview of software- Image size and resolution Tools (Selections tools, move tools Painting tools: Intro, paint bucket Gradient pattern Pen Tools, Eraser tools, etc tools Intro to layers  The tax type tool, Blending option (Layer Style)  Color correction.  Final Project - Students will submit photo essay of any Beats Consisting 10-15 photographs (printed on photo paper). Each photo should have a suitable caption. | | | | | | 8 |

**Suggested Readings:**

* The Darkroom Cookbook; Anchell, Stephen G.
* Practical photography; Freeman, John
* Visual Communication: Images with messages by Paul Martin Lester
* Focal Press: Basic Photography by Michael Langford
* The History of Photography: As Seen Through the Spira Collection, S.F. Spira

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | I | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Universal Values** | | | |
| **Course Outcome**- The present course deals with the meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realize one’s potential. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction: What is love? Forms of love — for self, parents, family, friend, spouse, community, nation, humanity and other beings — the living and the non-living. • Love and compassion and inter-relatedness. • Love, compassion, empathy, sympathy and non-violence. • Individuals who are remembered in history for practicing compassion and love. • Narratives and anecdotes from history and literature including local folklore. • Practicing love and compassion: What will learners gain if they practice love and compassion? What will learners lose if they don’t practice love and compassion? • Sharing learner’s individual and/or group experience(s). | | | | | | 05 |
| II | Introduction: What is truth? Universal truth, truth as value, truth as fact (veracity, sincerity, honesty among others) • Individuals who are remembered in history for practicing this value. • Narratives and anecdotes from history and literature including local folklore. • Practicing Truth: What will learners learn or gain if they practice truth? What will learners lose if they don’t practice it? • Individual and/or group experience(s). | | | | | | 05 |
| III | Introduction: What is non-violence? Its need. Love, compassion, empathy sympathy for others as pre-requisites for non-violence. • Ahimsa as non-violence and non-killing. • Individuals and organizations that are known for their commitment to non-violence. Narratives and anecdotes about non-violence from history and literature, including local folklore. • Practicing non-violence: What will learners learn/gain if they practice non-violence? What will learners lose if they don’t practice it? • Sharing individual and/or group experience(s) about non-violence. | | | | | | 05 |
| IV | Introduction: What is righteousness? • Righteousness and dharma, righteousness and propriety. • Individuals who are remembered in history for practicing righteousness. • Narratives and anecdotes from history and literature, including local folklore. • Practicing righteousness: What will learners learn/gain if they practice righteousness? What will learners lose if they don’t practice it? • Sharing learners’ individual and/or group experience(s). | | | | | | 05 |
| V | Introduction: What is peace? Its need, relation with harmony, and balance. • Individuals and organizations that are known for their commitment to peace. • Narratives and anecdotes about peace from history and literature, including local folklore. • Practicing peace: What will learners learn/gain if they practice peace? What will learners lose if they don’t practice it? • Sharing learner’s individual and/or group experience(s) about peace. | | | | | | 05 |
| VI | Introduction: What is service? Forms of service, for self, parents, family, friend, spouse, community, nation, humanity and other beings — living and nonliving, persons in distress or disaster. • Individuals who are remembered in history for practicing this value. • Narratives and anecdotes dealing with instances of service from history and literature, including local folklore. • Practicing service: What will learners learn/gain if they practice service? What will learners lose if they don’t practice it? • Sharing learners’ individual and/or group experience(s) regarding service. • Simulated situations. • Case studies. | | | | | | 05 |

**Suggested Reading:**

* Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
* Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
* Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
* Joshi, Kireet. 1997 Education for Character Development. Delhi: Dharma Hinduja Centre of Indic Studies.
* Joshi, Rokeach. 1973. The Nature of Human Values. New York: The Free Press.
* Mookerji, Radha K. 1989 Ancient Indian Education. Delhi: Motilal Banarasidass
* Patra, Avinash. 2012. The Spiritual Life and Culture of India. London: Oxford University Press.
* Saraswati, Swami Satyananda. 2008. Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga

**Semester II**

**Paper 1**

**Theory**

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| **Program/Class: Degree** | | **Year: First Year** | | **Semester: II** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090201T | | | Course Title: **Community and Health Psychology** | | |
| **Course Outcome**: At the end of the course the student will be able to recognize that individuals relate to their communities and the reciprocal effect of communities on individuals and will be able to understand and resolve community issues, analyze the data, and recommend interventions that promote community wellness. Moreover, they will able to use the psychological theories on health-related practices and will able to examine persons’ health history and describe and enact a positive, proactive attitude toward healthy living for oneself and others. | | | | | |
| Credits: 3+2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-1 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Community Psychology: Nature, Historical Development, Fields of Community Psychology, Approaches of Community Psychology: Mental Health approach; Social Problems approach | | | | 15 |
| **II** | Community Intervention Issues: Poverty and Prolonged Deprivation; Marginalization; Migration & Immigration issues; Superstitions in Indian society. Community Interventions: Community Mental Health; Gender, Discrimination and Power Issues related interventions; School Intervention; Rural development Intervention | | | | 25 |
| **III** | Health Psychology: Nature, Development and Goals of Health Psychology; Biopsychosocial Model of Health., Health Compromising and Health Enhancing Behaviors; Theories of Health Behavior: Health Belief Model, Planned Behavior and Reasoned Action Theory | | | | 20 |
| **IV** | Stress and Health: Nature and Types of Stress, Stress appraisal; Coping with Stress; Psychological Moderators of Stress (Hardiness, Social support and Optimism). | | | | 10 |
| **V** | Chronic Illnesses: Coronary Heart Disease (CHD) and Diabetes: Major Symptoms, Diagnosis and Psychological correlate. | | | | 7 |
| **Suggested Readings:**   1. Dalal, A.K. (2016). Cultural Psychology of Health in India: Well-being, Medicine and Traditional Health Care. New Delhi: Sage Publications India Pvt. Ltd. 2. Dalal, A.K. (2015). Heath Beliefs and Coping with Chronic Diseases. New Delhi: Sage Publications India Pvt. Ltd. 3. Ghosh, Manika (2015). *Health Psychology: Concepts in Health and Well-being.* New Delhi: Pearson. 4. Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Wadsworth, Cengage Learning. 5. Marks, D. F. Murray, M. Evans, B. & Willing, C. (2000). *Health Psychology: Theoretical, Research and Application*. New Delhi: Concept. 6. Misra, G. (1999). Psychological perspectives on stress and health, New Delhi: Concept Publishing Company. 7. Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). *Applied Social Psychology: Understanding and addressing Social and Practical Problems.* New Delhi: Sage publication. 8. Sarafino, E.P. & Smith, T.W. (2012). *Health Psychology: Biopsychosocial Interaction*. (7th ed.). U.K.: John Wiley & Sons. 9. Taylor, S.E. (2013). *Health Psychology*. New Delhi: McGraw-Hill Education Pvt. Ltd. 10. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>   <http://www.apa.org> | | | | | |

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| **Program/Class: Degree** | | **Year: First Year** | | **Semester: II** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090202T | | | **Course Title: Psychological Perspectives in Education** | | |
| **Course Outcome:** Understanding the meaning and processes of education at individual and social plains in the Indian context.  • Demonstrating an appreciation of the role of the teacher in education.  • Understanding the social processes within the classroom and broader societal contexts that shape student’s learning outcomes.  • Developing an insight into the notion of inclusivity in education. | | | | | |
| Credits: 3+2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; ‘Child-centred’ and ‘progressive’ education | | | | 15 |
| **II** | 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 | | | | 15 |
| **III** | 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 | | | | 15 |
| **IV** | The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment. | | | | 10 |
| **V** | 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. | | | | 20 |
| **Suggested Readings:**  Combs, A. (1979). Myths in Education: Beliefs That Hinder Progress and Their Alternatives. London: Allyn & Bacon. Matthews, M. (1980). The Marxist Theory of Schooling: A Study of Epistemology and Education.  Sussex: The Harvester Press. Patience, A. (2008). The Art of Loving In The Classroom: A Defence Of Affective Pedagogy.  Australian Journal of Teacher Education, 33(2). Retrieved from <http://dx.doi.org/10.14221/ajte.2008v33n2.4>  Santrock,J.W. (2017). Educational Psychology (6 th Edition). London, UK: Mc Graw Hill Education.  Slavin, R. (2006). Educational Psychology: Theory and Practice. New York: Pearson. Sutherland, M. (1988). Theory of Education. London: Longman. Woolfolk, A. &Kapur, P. (2019). Educational Psychology (15th Edition). New Delhi: Pearson. | | | | | |

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| Programme / Class | | Certificate | Year | B.A.I | Semester | I | |
| Subject | | Elective Paper | | | | | |
| Course Code | |  | Course Title | **Indian Constitution** | | | |
| Course Outcome-Acquaintance to Indian Constitution and its evolution is indispensable for a student to make a sense of Indian Constitution. The course is designed to provide an overview of evolution of the Indian constitution, which would help students in understanding Indian political system. | | | | | | | |
| Credits – 4T+2P | | Max. Marks : 100 | | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| Unit | Topic | | | | | | No. of  Lectures |
| I | Stages Of Constitutional Development, Making Of The Constituent  Assembly  Philosophy Of Indian Constitution, Citizenship | | | | | | 10 |
| II | Fundamental Rights, Fundamental Duties, Directive Principles Of State Policy | | | | | | 10 |
| III | Union Executive & Union Legislature  President, Cabinet, Prime Minster Lok Sabha And Rajya Sabha, Speaker | | | | | | 10 |
| IV | State Executive& Legislature:  Powers, Functions And The Relationship Between The Governor & Chief Minister, The Legislative Assembly, The Legislative Council | | | | | | 10 |
| V | Judiciary:  Composition, Powers & Jurisdiction Of Supreme Court, High Court, District Court | | | | | | 10 |
| VI | Centre-State Relations: Administrative ,Legislative & Financial, Special  Provisions For Tribal Areas And N-E, Composition, Function And Power Of Election Commission | | | | | | 10 |
| Suggested Readings:   1. Basu D. (2012) ‘Introduction to the Constitution of India’ Lexis NexisNewDelhi 2. Bhargava (ed.) ‘Politics & Ethics of the Indian Constitution’ Oxford University Press NewDelhi 3. BiswalTapan (2017) ‘BharatiyaShasanSamvaidhanikLoktantraaurRajneetikPrakriya’ Orient BlackswanNewDelhi 4. Chaube S. (2009) ’The Making & working of the Indian Constitution’ National Book Trust, NewDelhi 5. Ghosh Peu (2012) ‘Indian Government & Politics’ PHI Learning Pvt. Ltd. NewDelhi 6. Singh M.P. &SexenaRekha (2008) ‘Indian Politics: Contemporary Issues and Concerns’   Prentice Hall of India Pvt. Ltd. NewDelhi | | | | | | | |
| This Course Can Be Opted As An Elective By The Student Of Any Subject. | | | | | | | |

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| **Programme / Class** | | B.A. (Hons) | **Year** | I | **Semester** | II | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | | A390203T | **Course Title** | **Introduction to the UN System** | | | |
| **Course Outcome** – The course intends to introduce the UN system to the students. It will analyse the need and importance of international organizations. The course will investigate the Legal Framework and Structural Aspects of the UN. It will be also focusing on the peacekeeping, peacemaking, and peacebuilding, so that the students will be able to understand the different peace initiatives taken by the UN from time to time. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks:** 33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 3-2-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction and Importance**   * Meaning of International Organizations * The Need and importance of International Organizations * The League of Nations and the Establishment of the United Nations | | | | | | 10 |
| II | **The United Nations System**   * Need and Importance of the UN * Legal Framework of the UN * Specialized Agencies of the UN | | | | | | 8 |
| III | **Structural Aspects of the UN**   * UN General Assembly * The Security Council * The Economic and Social Council * The Trusteeship Council * The Secretariat * The International Court of Justice | | | | | | 10 |
| IV | **Some important tasks of the UN**   * Armed Conflicts * Peacekeeping * Placemaking * Peacebuilding | | | | | | 8 |
| V | * Reforming of the UNSC * Strengths and weaknesses of the UN * Contemporary challenges to the UN | | | | | | 6 |
| **TOTAL LECTURES** | | | | | | | 42 |

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| **Suggested Readings:**  Alger, Chadwick F. (2006), *The United Nations System: A Reference Handbook,* ABC-CLIO: London.  Baehr, Peter R. and Gordenker, Leon (2005), *United Nations: Reality and Ideal*, 4th ed. Palgrave, Basinstoke, pp.125-145.  Claude, Jr. Inis L., (1971) *Swords into Plowshares: The Problems and Progress of International Organization*, 4th edn. Random House, New York.  Doyle Michael W and Sambanis, Nicholas (2007), „ Peacekeeping Operations‟ in Weiss, Thomas G. and Daws, Sam, ed. *The Oxford Handbook on the United Nations,* Oxford University Press, Oxford, pp. 323-348. |

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | II | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | | A110203T | **Course Title** | **Environmental Studies** | | | |
| **Course Outcome**- This course provides basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include: basic principles of ecosystem function; biodiversity and its conservation; human population growth; water resources and management; water, air and soil pollution; climate change; energy resources, and sustainability. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Ecology, Ecosystem, Structure and function of ecosystem, Energy flow in an ecosystem, Ecotone, Food chain, food web and ecological succession, Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem | | | | | | 5 |
| II | Levels of biological diversity: genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns and global biodiversity hot Spots. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. | | | | | | 5 |
| III | Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value, Biome, Classification of biome, Ecological Successions, Soil erosion and desertification, deforestation, | | | | | | 5 |
| IV | Environmental pollution, Types, causes, effects and controls; Air, water, soil, chemical and noise pollution. Industrial waste management: Control measures of urban and industrial waste, Solid waste management: Control measures of urban and industrial waste. | | | | | | 5 |
| V | Climate change, global warming, ozone layer depletion, acid rain, Impacts on human communities and agriculture. Environment Laws, Nature reserves, tribal population and rights, and human, wildlife conflicts with special reference to India. | | | | | | 5 |
| VI | Field Work: Visit to an area to document environmental assets; river/forest/flora/fauna, etc. Visit to a local polluted site – Urban/Rural/Industrial/Agricultural. Study of simple ecosystems-pond, river, Delhi Ridge, etc., | | | | | | 5 |

**Suggested Readings:**

* Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
* BharuchaErach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
* Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
* Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).
* Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
* De AK, Environmental Chemistry, Wiley Eastern Ltd.
* Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
* Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
* Heywood VH and Watson RT, 1995.Global Biodiversity Assessment. Cambridge University Press.
* Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | II | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | |  | **Course Title** | **Advanced Photographic Skills Practical (SJMC)** | | | |
| 1. The course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.  2. Students will be able to: Define the process, uses, principles and advantages of digital photography.  3. Develop the concept of the basics of digital imaging, , Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction to Photography & Camera  ⮚ Sensors: CCD and CMOS  ⮚Soft focus, long exposure, short exposure, multiple exposures,  ⮚ White Balance, Focus  ⮚Understanding lenses (Prime, Telephoto lenses, Wide Angle, Normal, Fish eye, etc.)  ⮚Use of different Mode dial in photography  **Assignment 1**- Students will submit softcopies of 6 photographs of different exposure and lenses | | | | | | 8 |
| II | Composition  ⮚ Formats of a digital image  ⮚ Focal length, filed of view and depth of field  ⮚ Rule of Thirds ⮚ Balancing Elements, Symmetry and Patterns  ⮚ Viewpoint, Depth, Framing, Nose Room.  **Assignment 2** - Students will submit softcopies of 6 photographs of different guidelines of composition. Students will submit hardcopies of 3 selected photographs printed on photo paper. | | | | | | 7 |
| III | Lights & Various Beats  ⮚ Lighting & its control (source, Flash)  ⮚ One, two & three point lighting  ⮚ Bounce Lighting  ⮚Hard and soft lighting  ⮚Direct light, diffused light,  ⮚ Portrait, Nature & landscapes, ⮚ Wildlife  **Assignment 3**- Students will submit softcopies of 10 photographs of different lighting setup. | | | | | | 7 |
| IV | Different Area of Photography  ⮚ Stop motion Photography  ⮚ Product Photography  ⮚ Model & Fashion Photography  ⮚ Wild Life Photography  ⮚ Event & Wedding Photography Etc.  Final Project - Students will submit photo essay & Stop motion Film | | | | | | 8 |

**Suggested Readings:**

* Langford, M., Smith, R. S., & Renn, P. (2010). Langford's basic photography: The guide for serious photographers. Oxford: Focal.
* Langford, M. (1987). The step-by-step guide to Photography. New York: Alfred A. Knopf ●London, B., & Upton, J. (1998). Photography. New York: Longman
* The Darkroom Cookbook; Anchell, Stephen G.
* Practical photography; Freeman, John

**Format for developing syllabus for a course/paper**

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | II | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Communication Skills** | | | |
| **Course Outcome**- Learners will be able to: 1. Gain Self-competency and Confidence 2. Practice Emotional Competency 3. Gain Intellectual Competency 4. Gain an Edge through Professional Competency 5. Aim for a High Sense of Social Competency 6. Be an Integral Human Being. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Techniques of Effective Listening • Listening and Comprehension • Probing Questions • Barriers to Listening, Pronunciation • Enunciation • Vocabulary • Fluency • Common Errors | | | | | | 05 |
| II | Techniques of Effective Reading • Gathering Ideas and Information from a Given Text i. Identify the Main Claim of the Text ii. Identify the Purpose of the Text iii. Identify the Context of the Text iv. Identify the Concepts Mentioned • Evaluating These Ideas and Information i. Identify the Arguments Employed in the Text ii. Identify the Theories Employed or Assumed in the Text • Interpret the Text i. Understand What a Text Says ii. Understand What a Text Does iii. Understand What a Text Means | | | | | | 05 |
| III | Clearly State the Claims • Avoid Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues • Provide Background Information • Effectively Argue the Claim • Provide Evidence for the Claims • Use Examples to Explain Concepts. Follow Convention • Be Properly Sequenced • Use Proper Signposting Techniques • Be Well Structured i. Well-knit Logical Sequence ii. Narrative Sequence iii. Category Groupings • Different Modes of Writing i. E-mails ii. Proposal Writing for Higher Studies iii. Recording the Proceedings of Meetings iv. Any Other Mode of Writing Relevant for Learners. | | | | | | 05 |
| IV | Basic Computer Skills i. Introduction to MS Office Suite. ii. Introduction to MS Excel. iii. Introduction to MS Word. iv. Introduction to MS PowerPoint. • Basic Virtual Platforms i. Zoom ii. Google Meet iii. Cisco Webex iv. MS Teams • Cyber Security i. Understanding and Introducing the Environment of Security. ii. Types of Attacks and Attackers. iii. Threats, Vulnerabilities of Cyber Attacks. iv. The Art of Protecting Secrets. • Awareness about Trending Technologies. i. Introduction to Machine Learning. ii. Introduction to Artificial Intelligence. iii Introduction to IoT. • Digital Marketing i. Introduction to Digital Marketing ii. Traditional Marketing versus Digital Marketing iii. Digital Marketing Tools iv. Social Media for Digital Marketing v. Digital Marketing Analytics. | | | | | | 05 |
| V | Digital Ethics i. Digital Literacy Skills ii. Digital Etiquette iii. Digital Life Skills • Cyber Security i. Understanding and Introducing the Environment of Security a. Threats, Vulnerabilities, and Consequences b. Persistent Threats c. State of Security in Current World d. Importance of Security ii. Types of Attacks and Attackers a. Different Types of Cyber Attacks (Phishing, Social Engineering, Piggyback, etc.): b. Types of Cyber Attackers and Objectives c. White Hat, Black Hat, and Grey Hat Attacker iii. The Art of Protecting Secrets a. Understanding Encryption and Decryption and Its Different Types b. Art of Data Masking c. Firewall and Its Proper Use in Cyber Protection. | | | | | | 05 |
| VI | Meaning of Nonverbal Communication (NVC) • Advantages of Using Nonverbal Communication • Introduction to Modes of Nonverbal Communication i. Open and Closed Body Language ii. Eye Contact and Facial Expression iii. Hand Gestures • Do’s and Don’ts in NVC • Learning from Experts • Activities-based Learning. | | | | | | 05 |

**Suggested Reading:**

* Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
* Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association.

**Semester III**

**Paper 1**

**Theory**

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| **Program/Class: Diploma** | | **Year: Second year** | | **Semester: III** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090301T | | | Course Title: **Abnormal Psychology** | | |
| **Course Outcome**: The students will be able to understand criteria of abnormality and one’s own behavior and behavior of others. By applying the knowledge of assessment, diagnosis, classification system and DSM categories, the learners’ will develop the sensitivity towards individual diversity and various approaches to the diagnosis and treatment of psychological disorders. Summarize clinical features of symptoms, etiology and valid and reliable treatment of diagnostic categories of mental health disorders. | | | | | |
| Credits: 3+2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-1 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | An Introduction of Abnormal Psychology: Concept and Criteria of Abnormality, Classification of Abnormality (DSM V). | | | | 10 |
| **II** | Anxiety Disorders: Clinical Picture and Etiology:. Generalized Anxiety Disorder (GAD), Phobia, Panic Disorder and Obsessive-Compulsive Disorder (OCD) ,Somatic and Dissociative Disorders , | | | | 15 |
| **III** | Depressive and Bipolar Disorders: Types, Clinical Picture and Etiology. Schizophrenia: Types, Clinical Picture and Etiology. | | | | 15 |
| **IV** | Learning Disabilities: Reading, Written expression and Mathematics disorders, Substance Related Disorder: Substance Abuse and Dependence; Alcohol, Nicotine, Marijuana, Sedatives and Stimulants: Etiology. | | | | 20 |
| **V** | Clinical Picture and Etiology of Neurodevelopmental Disorders: Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorders, Intellectual Disability | | | | 10 |
| **Suggested Readings:**   1. Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). *Abnormal Psychology*. New Delhi: Cengage Learning. 2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press. 3. Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers 4. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson. 5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning 6. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>   <http://www.apa.org>  [www.nimh.nih.gov](http://www.nimh.nih.gov) | | | | | |

**Semester -III**

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| **Program** | | **Year: Second** | | | **Semester: III** | |
| **Subject: Psychology** | | | | | | |
| **Course Code: A090302T** | | | **Course Title: Developmental Psychology** | | | |
| **Course Outcome:** To Equip the learner with an understanding of the concept and process of human development across the life span.  •To understand the socio-cultural context of development with specific reference to the Indian context | | | | | | |
| **Credits:3+2** | | | | **Core Compulsory** | | |
| **Unit** | **Topic** | | | | | **No. of Lecture** |
| **I** | Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development. | | | | | **10** |
| **II** | Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social cognitive learning theory). | | | | | **15** |
| **III** | Cognitive (Piaget, information processing approaches). Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner). Research methods: Longitudinal, cross sectional and sequential; ethics in research. | | | | | **15** |
| **IV** | Domains of Development across life span:  Physical development , Cognitive development , Language development ,Socio-emotional development and Moral development Challenges of adulthood; Aging  Childhood Disorders: Autistic spectrum disorders, ADHD, Emotional disorders, MR & SLD | | | | | **25** |
| **V** | Socio Cultural Context and Human Development :  Family ,Peer , Media ,Schooling , Issues of social relevance (gender, disability and poverty) , Developmental issues in children and adolescents | | | | | **10** |
| Text Reference Books  • Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.  • Feldman, R.S.& Babu. N. (2011). Discovering the Lifespan. Pearson.  • Hurlock, E.B. (2007). Growth and Development. (3rd Ed.) Kessinger Publishing, LLC.  • Santrock, J.W. (2008). (11th Ed.) Child Development. Tata McGraw- Hill. | | | | | | |

**Practical**

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| **Program/Class: BA** | | **Year: Second** | | **Semester: III** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090303P | | | Course Title**: Assessment/Testing** | | |
| **Course Outcome**: At the end of the course, the students will be imparted a variety of proficiency to conduct the screening and assessment of psychological tools for examining developmental issues and disorders. The practicum of case study will let the students learn and execute an in-depth investigation of a single person, group, event or community. | | | | | |
| Credits: 2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Administration, Scoring and Interpretation of any anxiety test | | | | 4 |
| **II** | Administration, Scoring and Interpretation of any test of Depression | | | | 4 |
| **III** | Administration, Scoring and Interpretation of any test of Intelligence to screen any cognitive or learning impairment | | | | 4 |
| **IV** | Administration, Scoring and Interpretation of any test of any Neuropsychological test/Cognitive function test | | | | 4 |
| **Suggested Readings:**  Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>  <http://www.apa.org> | | | | | |

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| **Programme / Class** | | B.A. (Hons) | **Year** | II | **Semester** | III | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | | A280303T | **Course Title** | **ORGANIZATION BEHAVIOR** | | | |
| **Course Description:** Human aspects are critical in each functional aspects of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks:** 33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 4-1-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction to Organizational Behaviour (OB)**: Concept of Organizational Behaviour, manager and organization, Henry Fayol’s management functions, contemporary management functions, Henry Mintzberg’s managerial roles, management skills, evidence based management, challenges and opportunities for OB. | | | | | | 10 |
| II | **Work Motivation:**Concept of motivation, early theories of motivation: Maslow theory on hierarchy of needs, McGregor’s theory X and theory Y, Herzberg's two-factor theory, McClelland’s theory of needs, Contemporary theories of motivation: self-determination theory, goal setting theory, self –efficacy theory, reinforcement theory, equity theory, expectancy theory. | | | | | | 12 |
| III | **Leadership and decision Making: Decision Making:** Perception and decision making, attribution theory, rational decision-making model, decision making in organizations, creativity in decision making, individual differences and organizational constraints, cultural differences in decision making, ethics in decision making.  **Leadership:** Leadership and its types, charismatic leadership, transformational leadership, visionary leadership, theories of leadership, trait theories, behavioral theories, contingency theories, contemporary leadership roles, finding and creating effective leaders. | | | | | | 12 |
| IV | **Power and Politics in organizations:** Definition of power and politics, bases of power, power tactics, unequal power in the workplace, political behaviour and types, factors contributing to political behaviour, responding to organizational politics, defensive behaviours, impression management, ethics and global implications. | | | | | | 10 |
| V | **Organizational Culture:** Concept and definition of organizational culture and organizational climate, essence of organizational culture, functions of culture, dysfunctional aspects of culture, ethical organizational culture. | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| S Suggested Readings:  1. Hellriegel D. (2011), ‘Organizational Behavior’ (Thirteenth ed.), South Western Educational Publishing: USA 2. Pareek U. (2012), ‘Understanding Organizational Behavior’ (Third ed.), Oxford University Press, USA 3. Robbins S.P. (2010), ‘Essentials of Organizational Behavior’ (Tenth ed.), Pearson: Delhi 4. Schermerhorn J.R. (2010), ‘Organizational Behavior’ (Eleventh ed.), John Wiley & Sons, Inc.: USA |

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| Programme / Class | |  | Year | BA I | Semester | III | |
| Subject | | Psychology | | | | | |
| Course Code | | A060303T | Course Title | **Human Rights and Laws** | | | |
| Course Outcome- This paper intends to arm the student with basic understanding Human Rights and national and international laws in the context of relationship between human rights and laws, and protection and promotion of human rights in Indian context. | | | | | | | |
| Credits – 3 | | Marks: 100 | | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) – 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | No. of Lectures  (2 hrs. each) |
| I | **Concepts:** Human Rights Law, Human Rights and International Law, International Humanitarian Law (IHL), War and Law, International Committee of the Red Cross (ICRC), Refugee law, International Human Rights Law. | | | | | | 5 |
| II | **UDHR**: Universal Declaration of Human Rights,  International Covenants on ICCPR and  ICECR  ICERD  CEDAW  UNCRC | | | | | | 5 |
| III | **Indian Constitution:** Equality Before Law and Equality of Opportunity, Freedom of belief, Expression and Solidarity rights, Dissent, Cyber Crime, State& Cyber security. Fundamental Rights and Directive Principles of State Policy, Fundamental Duties. | | | | | | 5 |
| IV | **Act**: Civil Rights Act, 1955  Child Rights Act 2005  Human Rights Act,1993  Anti-Terrorism Act, 1967 etc. | | | | | | 5 |
| V | **Implementation:** Human Rights and Role of NGOs  Tribal Laws in India and Tribal Conventions on Rights of Indigenous People Worldwide Human Rights and the Rule of Law in India.  **Corruption:** Human Rights Dimension | | | | | | 5 |
| VI | **Commission and Committee:** Role of Commissions and Committees for the protection and Promotion of Human Rights through NHRC, NCM, NCW National Commission for SCs and STs. | | | | | | 5 |

**Suggested Readings:**

* Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New delhi: OUP
* [ttps://www.india.gov.in/topics/law-justic](http://www.india.gov.in/topics/law-justice)e
* Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV
* D. D Basu Indian Costitution
* AK. Ray, Human Rights UN

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | III | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | |  | **Course Title** | **Basic Content Writing Skills** | | | |
| 1. The course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.  2. Students will be able to: Define the process, uses, principles and advantages of digital photography.  3. Develop the concept of the basics of digital imaging, , Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction to content writing**   1. Importance and purpose of content writing 2. Categories of documents 3. Content Writing Process and Guidelines | | | | | | 2 |
| II | **Essential of good Writing**   1. Content Writing Essentials – ABCD of content writing 2. Basic Principles of AP Style (Associated Press Style Book) 3. Basic English Usage & Vocabulary building 4. Overcoming grammar problems | | | | | | 3 |
| III | Writing for News Paper   1. Technique of writing for newspapers 2. Article & interviews 3. Editorials and letter to editor 4. Features and backgrounder | | | | | | 5 |
| IV | Reviewing   1. Principles of reviewing and criticism 2. Writing book review 3. Film review 4. Drama, music and art review | | | | | | 5 |
| V | Writing for Digital Media   1. Writing for digital media vs. print media 2. Contents of news sites 3. Writing Blogs (Health, Fitness, Travel, Political, Social Events etc.) 4. Qualities, roles and responsibilities of web journalist and content writers | | | | | | 5 |
| VI | Plagiarism laws in Content Writing  1. What is plagiarism, rules on plagiarism  2. How to write plagiarism-free copies  Social Media  Understanding the basics of social media  Understanding social media content writing  Understanding PR | | | | | | 5 |
| VII | Visual Content  Info graphics- Importance and relevance  Images, Screenshots  Videos, Memes, GIFs, 30 degree videos  Product Demonstrations | | | | | | 3 |
| VIII | Non-fiction (Essays, Reports),  Advertising, Newspapers  Writing blogs, case studies, white papers  Corporate Communications | | | | | | 2 |

**Suggested Readings:**

* Web Resources: https://www.entrepreneur.com/article/247908 https://www.locationrebel.com/b2b-writing/
* https://wordpress.com/support/prevent-content-theft/ <https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-itimportant-for-blog-writing/>
* https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/ https://www.clearvoice.com/blog/10-types-content-writers-us

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | III | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Professional Skills** | | | |
| **Course Outcome**- The objectives are to help learners: 1. Acquire career skills and to partake in and fully pursue a successful career path 2. Prepare a good résumé, prepare for interviews and group discussions. 3. Explore the desired career opportunities in the employment market in consideration of personal strengths, weakness, opportunities, and threats (SWOT). | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Résumé Skills : Preparation and Presentation • Introduction of résumé and its importance • Difference between a CV, résumé and biodata • Essential components of a good résumé | | | | | | 05 |
| II | Résumé Skills : Common Errors • Common errors while preparing a résumé • Prepare a good résumé considering all essential components | | | | | | 05 |
| III | Interview Skills : Preparation and Presentation • Meaning and types of interviews (F2F, telephonic, video, etc.) • Dress code, background research, do’s and don’ts. • Situation, task, action, and response (STAR concept) for facing an interview. • Interview procedure (opening, listening skills, and closure). • Important questions generally asked at a job interview (open- and close-ended questions). | | | | | | 05 |
| IV | Interview Skills : Simulation • Observation of exemplary interviews. • Comment critically on simulated interviews. Interview Skills : Common Errors • Discuss the common errors that candidates generally make at an interview • Demonstrate an ideal interview | | | | | | 05 |
| V | Meaning and Methods of Group Discussion • Procedure of Group Discussion • Group Discussion — Simulation • Group Discussion — Common Errors | | | | | | 05 |
| VI | Knowing yourself — Personal characteristics. • Knowledge about the world of work, requirements of jobs, including self-employment. • Sources of career information. • Preparing for a career based on potential and availability of opportunities. | | | | | | 05 |

**Suggested Reading:**

* Foundation Skills in IT (FSIT) — Refer to the websites like https://www.sscnasscom. com/ssc-projects/capacity-building-and-development/training/fsit/
* Global Business Foundation Skills (GBFS) – Refer websites like https://www. sscnasscom.com/ssc-projects/capacity-building-and-development/training/gbfs/

**Semester IV**

**Paper 1**

**Theory**

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| **Program/Class: Diploma** | | **Year: Second** | | **Semester: IV** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090401T | | | Course Title: **Psychology of Social Behavior** | | |
| **Course Outcome**: By the end of the course, students will be able to summarize general information, through in-class discussion and assignments, pertaining to social psychological theories and an opportunity to apply social psychological theories to their lives. Critically evaluate research to understand and explain distressing human social behavior and relate social psychological concepts and theories to the context of historic and current world, national, and local events. | | | | | |
| Credits: 3+2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-01 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Social Psychology: Nature, and Scope; Methods of Studying Social Behavior. Person Perception: Concept, Determinants of Impression Formation. | | | | 15 |
| **II** | Social Cognition: Schema, Schematic Processing. Attribution of Causality: Harold Kelly and Bernard Weiner. | | | | 5 |
| **III** | Attitude: Nature, Formation and Measurement. Interpersonal Attraction: Concept and Determinants. Aggression: Concept, Theories: Biological (Instinctive and Ethological), Frustration-Aggression Hypothesis, Social Learning Theory of Aggression. | | | | 20 |
| **IV** | Pro-social Behavior: Motives to help; Bystander Effect; Determinants: Personal, Situational and Socio-cultural | | | | 5 |
| **V** | Social Influence Processes: Conformity and Compliance.  Intergroup Relations: Prejudice and Discrimination. Groups: Norms, Roles, Status & Cohesiveness.  Group Influence Processes: Social Facilitation; Social Loafing and De-individuation. | | | | 20 |
| **Suggested Readings:**   1. Baron, R.A. & Branscombe, N.R. (2012). *Social Psychology* (13th ed.) New Delhi: Pearson. 2. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12thed). New Delhi: Pearson. 3. Baumeister, R.F. & Bushman, B.J.(2013). *Social Psychology and Human Nature*. (3rd ed.). Wadsworth Pub. Co. 4. सिंह, अरुण कुमार (2001). सामाजिक मनोविज्ञानI वाराणसी: मोतीलाल बनारसीदास I 5. Taylor, S.E., Paplau, L.A., & Sears, D.O. (2006). *Social Psychology* (12thed). New Delhi: Pearson Publications. 6. त्रिपाठी, एल०बी० एवं सहयोगी (2001). आधुनिक सामाजिक मनोविज्ञान I आगरा: हरप्रसाद भार्गवI 7. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>   <http://www.apa.org>  <http://www.yale.edu> | | | | | |

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| **Program/Class:** | | **Year: Second** | | **Semester: IV** | |
| Subject: Psychology | | | | | |
| Course Code:A090402T | | | Course Title: **Biopsychology** | | |
| **Course Outcome**: To introduce the biological bases of psychological processes and behavior. The knowledge of basic brain functions and their role in human behavior with the elaboration on brain dysfunction and its impact on human behaviors. | | | | | |
| Credits: 3+2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Introduction to Biopsychology  Concept of biopsychology, Methods, Reductionism, ethical issues  The Neurons: Structure, Impulse conduction, Synapse, Role of Neurotransmitters. The nervous system: Basic subdivisions- Peripheral and Central. | | | | 15 |
| **II** | Hemisphere function  Cortical Lobes (Frontal, Parietal & Temporal) and their functions, Corpus Callosum and the split–brain studies, Hemispheric specialization across two lobes. | | | | 15 |
| **III** | Learning and Memory  Neuro-biological basis of Learning and memory  Neuropathology--Anterograde and Retrograde Amnesia  Dementia & Alzheimer‘s disease ,Korsakoff‘s Syndrome | | | | 15 |
| **IV** | Emotion , Hunger & Motivation  Psychophysiology of Emotions-Peripheral & Central route  Physiological mechanism of Stress and Anxiety, Physiological basis of Hunger & Thirst motivation ,Homeostasis: Obesity , Anorexia Nervosa & Bulimia Nervosa. | | | | 15 |
| **V** | Sleep, Arousal and Biological Rhythms  Concept of arousal; Physiological measures of arousal (EEG Brain waves)  Reticular Formation and Central arousal  Sleep—REM and Non-REM sleep, Functions of sleep  Other Biological rhythms & Role of Endocrine glands | | | | 15 |
| **Suggested Readings:**  Leukel, F. (). Introduction to Physiological Psychology  • Morgan, C. T., & King, R. (1993). Introduction to psychology. New Delhi, India: Tata McGraw Hill Publishing Company Limited.  • Ciccarelli, S.K., & Meyer, G.E. (2007). Psychology. (South Asian Edition). India: Pearson Education Inc.  • Feldman, R.S., (2009). Essentials of Understanding Psychology. New Delhi: Tata McGraw-Hill.  • Green, S. (1995). Principles of biopsychology. UK: Lawrence Erlbaum Associates Ltd.  • Annett, M. (1984). Left, right, hand and brain: The right shift theory. London: Lawrence Erlbaum Associates Ltd.  • Pinel, J. P. J. (2004). Biopsychology. Boston, MA: Allyn & Bacon.  • Sperry, R.W. (1982). Some effects of disconnecting the cerebral hemispheres. Science, 217, 1223-1226.  • Rosenzweig, M. R., Leiman, A. L., & Breedlove, S. M. (1996). Biological psychology. Sunderland, Mass: Sinauer Associates.  • Carlson, N. R. (2012). Foundations of physiological psychology. (Sixth Edition). Delhi: Pearson Education. | | | | | |

**Practical**

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| **Program/Class: BA** | | **Year: Second** | | Semester: Third | |
| Subject: **Psychology** | | | | | |
| Course Code: A090403P | | | Course Title: **Lab Work and Measurement of Social Behavior** | | |
| **Course Outcome**: Students will be exposed to the mixture of skills such as how to conduct a psychological experiment for understanding social behavior as well as psychological measurements and scientific reporting of the data. | | | | | |
| Credits: 2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Measurement of Attitude/ Interpersonal Attraction | | | | 4 |
| **II** | Measurement of Helping Behavior/ Prejudice | | | | 4 |
| **III** | Conduct an experiment on Attribution/Aggression/Impression Formation | | | | 4 |
| **IV** | Conduct an experiment on Social Facilitation/ Conformity/ Compliance | | | | 4 |
| **Suggested Readings:**   1. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>   [www.psytoolkit.org](http://www.psytoolkit.org) | | | | | |

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | IV | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | |  | **Course Title** | **Writing for Media Print (SJMC)** | | | |
| 1. The course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.  2. Students will be able to: Define the process, uses, principles and advantages of digital photography.  3. Develop the concept of the basics of digital imaging, , Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction**  Writing for Newspaper, Hard News , Soft News, Feature Writing, Article Writing, Editorial Writing Headline Writing, Writing Intros, Writing for Magazines, Style Sheet. | | | | | | 2 |
| II | **Introduction to News Resource**  Major newspaper and magazine organizations: An analysis of major publications   1. Sources of News: Traditional Sources, Media Sources, Cross Media Sources including Radio, TV and internet, ethical issues regarding sources, Gate-keeping and validation of news sources. | | | | | | 3 |
| III | Introduction to news writing  Structure of a news report: Types of leads: inverted pyramid style, hour glass style and nut graph, News Nibs and Analysis.  Covering beats, press conferences, speech reports seminars, press releases   1. Reporting for a news agency, specialized reporting like investigative journalism, etc. | | | | | | 5 |
| IV | **Introduction to feature writing**  Definition, structure, characteristics, types  Process: Ideas and research, tools and techniques  Kinds of features: Profiles; middles, columns, human interest stories, travel writing, opinion pieces and editorials; book reviews, movie reviews, music reviews, narrative writing  Magazine reporting: Current trends, style and future | | | | | | 5 |

**Suggested Readings:**

* Langford, M., Smith, R. S., & Renn, P. (2010). Langford's basic photography: The guide for serious photographers. Oxford: Focal.
* Langford, M. (1987). The step-by-step guide to Photography. New York: Alfred A. Knopf London, B., & Upton, J. (1998). Photography. New York: Longman
* The Darkroom Cookbook; Anchell, Stephen G.
* Practical photography; Freeman, John

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | IV | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Leadership and Managerial Skills** | | | |
| **Course Outcome**- The learners will be able to: 1. Examine various leadership models and understand and/or assess their skills, strengths and abilities that affect their personal leadership style and can create a leadership vision. 2. Learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, and team leadership. 3. Understand the basics of entrepreneurship and develop business plans. 4. Apply the design thinking approach for leadership. 5. Appreciate the importance of ethics and moral values for developing a balanced personality. 6. Allocate available funds judiciously, maintain an account of current expenses, and plan for savings and investments. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Understanding Leadership and its Importance • What is leadership? • Why is leadership required? • Whom do you consider as an ideal leader? b. Traits and Models of Leadership • Are leaders born or made? • Key characteristics of an effective leader • Leadership styles • Perspectives of different leaders c. Basic Leadership Skills • Motivation • Teamwork • Negotiation • Networking. | | | | | | 05 |
| II | Basic Managerial Skills • Planning for effective management • How to organize teams? • Recruiting and retaining talent • Delegation of tasks • Learn to coordinate • Conflict management b. Self-management Skills • Understanding self-concept • Developing self-awareness • Self-examination • Self-reflection and Introspection • Self-regulation. | | | | | | 05 |
| III | Basics of Entrepreneurship • Meaning of entrepreneurship • Classification and types of entrepreneurships • Traits and competencies of entrepreneur b. Creating Business Plan • Problem identification and idea generation • Idea validation • Pitch making. | | | | | | 05 |
| IV | Innovative Leadership • Concept of emotional and social intelligence • Synthesis of human and artificial intelligence • Why does culture matter for today’s global leaders? b. Design Thinking • What is design thinking? • Key elements of design thinking: - Discovery - Interpretation - Ideation - Experimentation - Evolution. • How to transform challenges into opportunities? • How to develop human-centric solutions for creating social good? | | | | | | 05 |
| V | Learning through Biographies • What makes an individual great? • Understanding the persona of a leader for deriving holistic inspiration • Drawing insights for leadership • How leaders sail through difficult situations? b. Ethics and Conduct • Importance of ethics • Ethical decision making • Personal and professional moral codes of conduct • Creating a harmonious life. | | | | | | 05 |
| VI | Budgeting • Setting personal goals • Estimate likely expenses • Monitor spending to obtain the most value for the available funds. b. Saving and Investing • Advantages of saving money • Concept of present and future value of money. | | | | | | 05 |

**Suggested Reading:**

* Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
* Brown, T. 2012. Change by Design. New York: Harper Business.
* Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education.
* Dawkins, E.R. 2016. 52 Weeks of Self Reflection — Your Guided Journal of Self Reflection. Chicago: A B Johnson Publishing.
* Elkington, J., and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press.
* Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.

**Semester V**

**Paper 1**

**Theory**

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| **Program/Class: Degree** | | **Year: Third** | | **Semester: Fifth** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090501T | | | Course Title: **Life Span Human Development** | | |
| **Course Outcome**: At the end of the course, the student will able to develop an ability to identify the milestones in diverse domains of human developments across the child, adolescent and adulthood stages, understand the contributions of socio-cultural context toward shaping human development and acquire an ability to decipher key developmental challenges and issues. | | | | | |
| Credits: 5+5 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Human Development: Introduction; Principles of Development; Methods of Studying Human Development. Prenatal Development: Stages and Hazards: Neonatal Developmental: Sensory and Motor Capacity. | | | | 20 |
| **II** | Infancy: Physical, Social and Language Development.  Childhood Development: Cognitive, Emotional and Moral Development. | | | | 15 |
| **III** | Adolescence: Physical Changes (Puberty and Growth spurts); Development of Identity, Cognitive, Social, Emotional and Moral Development. | | | | 10 |
| **IV** | Early Adulthood: Sex - Role Adjustment, Diversity of Adult Lifestyles, Career Development.  Middle Adulthood: Changes in Mental Abilities, Adapting To Physical Changes in Midlife, Relationship at Midlife, Vocational Life. | | | | 20 |
| **V** | Late Adulthood: Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure | | | | 10 |
| **Suggested Readings:**   1. Berk, L. E. (2010). *Child Development* (9th ed.). New Delhi: Prentice Hall. 2. Berk, L.E. (2017). *Development through the Life span* (7th ed.). Allyn & Bacon: Pearson. 3. Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan.* New Delhi: Pearson. 4. Misra, G. (2011). *Handbook of Psychology in India* (Section IV), New Delhi: Oxford University Press. 5. Santrock, J. W. (2011)*. Child Development* (13th ed.). New Delhi: McGraw-Hill. 6. Santrock, J.W. (2012). *Life Span Development* (13th ed.). New Delhi: McGraw-Hill. 7. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT. 8. त्रिपाठी, एल० बी० एवं पाण्डेय, एस० (2009). *मानव विकास का मनोविज्ञान* I नई दिल्ली: कांसेप्ट पब्लिशिंग कंपनी I 9. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>   <http://www.apa.org> | | | | | |

**Paper -2**

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| **Program/Class:** | | **Year: Third** | | **Semester: V** | |
| Subject: Psychology | | | | | |
| Course Code: A090502T | | | Course Title: **Organizational Psychology** | | |
| **Course Outcome**: | | | | | |
| Credits: 3+2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Employees Motivation and Employees Job Attitudes: Nature of Work motivation, five key concepts (Behavior, performance, ability, situation and motivation), The role of self-esteem, intrinsic motivation and need for achievement in the development of motivation. Theories of Work motivation: Content theory (Maslow, Herzberg), Vrooms Expectancy Theory, Equity Theory, Goal Setting theory and Self-Regulation theory. Integration of theories. | | | | 10 |
| **II** | Perception and Attitude: Understanding perception. Brief Introduction to Organizational Commitment, Organizational Citizenship Behavior, Employee engagements and Organizational justice. Psychological Contract: Development and Breach.  Indian Scenario: Nishkaam Karm, Giving Theory of motivation, Work Values (Sinha, 1990), Content and process theory of work motivation from Islamic perspective. | | | | 20 |
| **III** | Leadership and the Influence process Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness. Theoretical Approaches: Trait approach, Behavioral approach, Power and influence approach, Leader-Member Exchange theory. Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norm‘s formation and group cohesiveness. | | | | 20 |
| **IV** | The Situational Approach: Fiedler Hersen, Blanchard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership. The Implicit leadership theory. | | | | 15 |
| **V** | Indigenous Theories: Performance-Maintenance theory, Nurturant Task participative (NT-P) Model of Leadership, Consultative Style of Management, Pioneering-Innovative Theory of Leadership. Team Work: Genesis, teams and groups, cultural influences on team work: Teams in the Indian context and Building teams in the Indian organization. | | | | 15 |
| **Suggested Readings:**   * Pareek, U. (2007). Understanding Organizational Behaviour: New Delhi: Oxford University Press. * Sinha, J. B. P. (2008). Culture and organizational behaviours. New Delhi, India: Sage Publication. * Pareek, U., & Gupta, R. K. (2010). Organizational Psychology: New Delhi: Tata McGraw Hill. * Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston: Cengage Learning. | | | | | |

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| **Program/Class: Degree** | | **Year: Third** | | **Semester: Fifth** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090503T | | | **Course Title: Counselling Psychology** | | |
| **Course Learning Outcome**: To develop an understanding of basic concepts, processes, and techniques of Counseling.  • Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.  • Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).  • Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.  • Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community. | | | | | |
| Credits: 5 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Introduction: Nature and Goals; Counselling as a profession: Professional Ethics (Latest Version Of American Counselling Association – ACA); The Effective Counsellor: Personality Characteristics; Status of Counselling Psychology in India. | | | | 20 |
| **II** | Herapeutic Process: Building Therapeutic Relationships; Working in a Theraputic Relationship; Termination | | | | 10 |
| **III** | Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques | | | | 15 |
| **IV** | Indian Techniques: Yoga and Meditation | | | | 5 |
| **V** | Applications: Child Counselling; Family Therapy; Career Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse. | | | | 15 |
| **Suggeste Readings**  Corey, G. (2009). Counselling and Psychotherapy: Theory and Practice (7th Ed.) New Delhi: Cengage Learning.  Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy.  In E.M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology.  New York: Oxford University Press. Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi.  Pearson. Hansen, J.C. (2012). Contemporary Counselling Psychology.  In E. M. Altmaier and J.C. Hansen (Eds). The Oxford Handbook of Counselling Psychology.  New York: Oxford University Press. Kapur, M. (2011). Counselling Children with Psychological Problems.  New Delhi, Pearson. Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology.  New Delhi. ICSSR/ Pearson. Seligman, L. & Reichenberg , L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills (3rd Ed).  New Delhi: Pearson. Sharf, R. S. (2012). Theories of Psychotherapy & Counselling: Concepts and Cases (5th Ed).  Boston: Brooks/ Cole Cengage Learning. Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas. Ziomek-Daigle,J.(2018). Counseling children and adolescents: Working in school and Mental Health Settings, New Delhi: Routledge | | | | | |

**Practical**

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| **Program/Class: Degree** | | **Year: Third** | | **Semester: V** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090504P | | | Course Title: **Lab Work/Survey/**  **Field Visit** | | |
| **Course Outcome**: After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of research, data analysis, interpretation and discussion of the findings. | | | | | |
| Credits: 2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Write a Reflection. For Example- a Gratitude or Forgiveness reflection or any other of your choice by recording your entries at least 2-3 times a week and report your Reflection like any thoughts and feelings that may arise as you become aware of that. What benefits could you gain from developing this habit of mind, short and long term? Be aware of any shifts from stress/anxiety to enhanced well-being and calm. | | | |  |
| **II** | Conduct a survey research. For Example; meaning of life/happiness index/positive and Negative Affect/life satisfaction/optimism/well being etc. (10- 12 students group can be formed) | | | | 4 |
| **III** | Conduct a field study on anyone topic of human development. Analyze the data and report (10-12 student groups can be formed) | | | | 4 |
| **Suggested Readings:**   1. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>   <http://www.apa.org> | | | | | |

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | V | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | |  | **Course Title** | **Research Methodology** | | | |
| **Course Outcome**- On completion of this course students will be able to understand the general principles and methods involved in doing social research. This course provides philosophical underpinnings of the social research and familiarizes the students with methodological tools and statistical techniques, explaining quantitative and qualitative methods, which will help them to undertake empirical research independently. | | | | | | | |
| **Credits –** 4 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 3-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Definition, Types and Importance Geographical Research  Problems of objectivity  Relationship Between Theory and Research | | | | | | 7 |
| II | Hypotheses: Meaning, Importance  Types and Formulation  Sampling: Meaning, Characteristics and Types  Research Design, Meaning and Types. | | | | | | 7 |
| III | Meaning and Methods of Data Collection  Primary Data**:** Observation, Questionnaire and Interview  Secondary Data | | | | | | 7 |
| IV | Measures of Central Tendency: Mean Median and Mode.  Research Reports – Structure and Components of Research Report.  Characteristics of Good Research Report. | | | | | | 7 |
| V | Qualitative and Quantitative Research: Qualitative research – Quantitative research  Concept of measurement, causality, generalization, replication.  Merging the two approaches. | | | | | | 7 |
| VI | Sampling: Concepts of Statistical Population, Sample, Sampling Frame, Sampling Error, Sample Size, Non-Response. Characteristics of a good sample. Probability Sample – Simple Random Sample, Systematic Sample, Stratified Random Sample & Multi-stage sampling. Determining size of the sample – Practical considerations in sampling and sample size. | | | | | | 10 |

**Suggested Readings:**

* Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
* Gupta, S.P. (2002). Statistical Methods, New Delhi: Sultan Chand and Sons Publication.
* Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
* Blalock, Hubert M. (1979), Social Statistics. New York:
* Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
* Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
* Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
* Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
* Heinmann. Seltiz, Claire et al (1959). Research Methods in Social Relation, New York:Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
* Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications Pvt. Ltd.
* Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

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| Programme / Class | | B.A. | Year | III | Semester | V | |
| Subject | | Co-curricular | | | | | |
| Course Code | |  | Course Title | Problem Solving and Decision Making | | | |
| Course Outcome:   1. Types of people-based problems 2. Profiling people elemental preference 3. Mindset and attitudes 4. Extending the circle of influence 5. Stages in dealing with people problems 6. To apply strategic thinking techniques in order to come up with new ideas and approaches in addressing problems and issues faced at work by senior managers   To encourage creativity and innovation, and apply ideas by providing practical problem-solving training by introducing creative thinking models and strategies to review existing perspective and considering alternative methods. | | | | | | | |
| Credits – 2 | | Max. Marks : 100 | | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| Unit | Topic | | | | | | No. of  Lectures |
| I | Introduction to Problem Solving at work   * Meaning of a “problem” * Categorizing problems * Problem solving   Reactive and proactive approach to problem solving | | | | | | 07 |
| II | Affinity diagrams for applying problem solving technique   * What is an affinity diagram? * When to use affinity diagrams * Creating affinity diagrams * Brainstorming   Using histograms | | | | | | 08 |
| III | Interrelationship diagrams to identify area for problem solving   * What is an interrelationship diagram * When to use interrelationship diagrams * Creating inter relationship diagrams * Cause and effect diagrams * Scatter diagrams | | | | | | 07 |
| IV | Prioritization matrix developed for problem solving   * What is a prioritization matrix * When to use prioritization matrix * How to use prioritization matrix * Criteria for prioritization chart   Pareto charts | | | | | | 08 |

**Suggested Reading:**

* Stop Guessing: The 9 Behaviors of Great Problem Solvers by Nat Greene

### *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills*by Michael Kallet

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| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | V | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | |  | **Course Title** | **Research Methodology** | | | |
| **Course Outcome**- On completion of this course students will be able to understand the general principles and methods involved in doing social research. This course provides philosophical underpinnings of the social research and familiarizes the students with methodological tools and statistical techniques, explaining quantitative and qualitative methods, which will help them to undertake empirical research independently. | | | | | | | |
| **Credits –** 4 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 3-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Definition, Types and Importance Geographical Research  Problems of objectivity  Relationship Between Theory and Research | | | | | | 7 |
| II | Hypotheses: Meaning, Importance  Types and Formulation  Sampling: Meaning, Characteristics and Types  Research Design, Meaning and Types. | | | | | | 7 |
| III | Meaning and Methods of Data Collection  Primary Data**:** Observation, Questionnaire and Interview  Secondary Data | | | | | | 7 |
| IV | Measures of Central Tendency: Mean Median and Mode.  Research Reports – Structure and Components of Research Report.  Characteristics of Good Research Report. | | | | | | 7 |
| V | Qualitative and Quantitative Research: Qualitative research – Quantitative research  Concept of measurement, causality, generalization, replication.  Merging the two approaches. | | | | | | 7 |
| VI | Sampling: Concepts of Statistical Population, Sample, Sampling Frame, Sampling Error, Sample Size, Non Response. Characteristics of a good sample. Probability Sample – Simple Random Sample, Systematic Sample, Stratified Random Sample & Multi-stage sampling. Determining size of the sample – Practical considerations in sampling and sample size. | | | | | | 10 |

**Suggested Readings:**

* Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
* Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
* Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
* Blalock, Hubert M. (1979), Social Statistics. New York:
* Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
* Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
* Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
* Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
* Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York:Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
* Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications Pvt. Ltd.
* Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

**Semester -VI**

**Paper-1**

**Theory**

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| **Program/Class: Degree** | | **Year: Third** | | **Semester: Sixth** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090601T | | | Course Title: **Positive Psychology** | | |
| **Course Outcome**: By the end of the course, the students will be able to understand the basic principles of positive psychology, the major areas within positive psychology that have received a considerable amount of attention, the use of positive psychology tools and techniques in own and in other’s life. It will also ease the understanding of positive aspects of human behavior through the wisdom embedded in Indian scriptures like Vedas, Upnishad, Shrimad Bhagwad Gita, Buddhist literature and folk tales. | | | | | |
| Credits: 5 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Positive Psychology: Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology. | | | | 5 |
| **II** | Positive Emotional State: The Broaden and Build Theory of Positive Emotions; Concept and Mindfulness in Buddhism. Positive Cognitive States: Hope, Optimism, Self- efficacy, Resilience | | | | 20 |
| **III** | Gratitude, Forgiveness, Empathy and Compassion: Concept, and Measurement; Cultivation exercises in Positive Psychology  Self-Awareness: Concept, Techniques to enhance self- awareness. | | | | 15 |
| **IV** | Social Competence: The Value of Social Support and Relationships in a Fulfilling and Meaningful Life; Love and Belongingness. | | | | 15 |
| **V** | Happiness: Eudemonics and Hedonistic View; Authentic Happiness**,** Psychological and Subjective Wellbeing: Concept, and Components, Approaches | | | | 15 |
| **Suggested Readings**   1. Baumgardner, S.R. & Crothers, M.K. (2009). *Positive Psychology*. Pearson. 2. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength* U.K.: Routledge. 3. Gilman, R., Hubner, E. & Furlong, M.J. ( Eds.) (2009). *Handbook of Positive Psychology in Schools*. New York: Routledge. 4. Lyubomirsky, Sonja. (2008). *The How of Happiness: A Scientific Approach to Getting the Life You Want*. The Penguin Press. 5. Noddings, N (2003). *Happiness in Education*, New York, Cambridge Press. 6. Peterson, C. (2006). *A Primer in Positive Psychology.* New York: Oxford University Press. 7. Seligman, M. E. P. (2002). Authentic Happiness. New York: Free Press. 8. Synder, C.R. & Lopaz, S.J. (2011). *Positive Psychology: The Scientific and practical exploration of Human Strengths.* Thousand Oaks, CA: Sage. 9. Synder, C. R. & Shane, J.L. (2005). *Handbook of Positive Psychology*. Oxford University Press.   Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>  <http://www.apa.org> | | | | | |

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| **Program/Class: Degree** | | **Year: Third** | | **Semester: Sixth** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090602T | | | Course Title:  **Psychology of Disability** | | |
| **Course Outcome**: To understand and conceptualize disability from the psychological perspective.  • To learn to identify the social, cultural, historical and political phenomena associated with disability.  • To develop an understanding of various theories of disability. • To be able design interventions to deal with disabilities. | | | | | |
| Credits: 5 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Conceptualizing Disability: An Introduction Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique | | | | 10 |
| **II** | Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust Issues of language and its consequent labeling: How disability gets constructed: The power of language. | | | | 10 |
| **III** | Heroizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model | | | | 10 |
| **IV** | Making of a disabled Identity Documenting Disability: Problems of Certification Issues of Access: Built and Psychological, Issues of Education and Employment Family, Care & Support Structures Intimacy and Sexuality: Marriage, Companion relationships | | | | 10 |
| **V** | Designing Interventions: Psychotherapeutic approaches, Appreciating heterogeneity of different disabilities; Contemporary debates: euthanasia and prenatal selection | | | | 15 |
| **Suggested Readings:**  Chib, M. (2011). One Little Finger. New Delhi: Sage Publications Pvt. Ltd. Dalal, A. K. (2002). Disability Rehabilitation in a Tradition Indian Society.  M. Thomas and M. J. Thomas. (Eds), Selected Readings in Community Based Rehabilitation, Series Asia Pacific Disability Rehabilitation Journal, 1, 17-26.  Dalal, A. K., & Pande, N. (1999). Cultural Beliefs and Family Care of the Children with Disability. Psychology and Developing Societies, 11, 55–75.  Ghai, A. (2015). Rethinking Disability in India. New Delhi: Routledge. Goodley, D. & Lawthom, R. (2006). Disability and Psychology: Critical Introductions and Reflections. London: Palgrave Macmillan. | | | | | |

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| **Program/Class: Degree** | | | **Year: Third** | **Semester: Sixth** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090603T | | Course Title:  **Psychology of Disability** | | | |
| **Course Objectives**: To understand the concepts of peace and managing conflicts.  • To learn the various psychological perspectives of peace.  • To develop an integrated framework for building peace.  • To develop an insight into the process of peace in challenging situations. | | | | | |
| Credits: 5 | | Core Compulsory | | | |
| Max. Marks: 25+75 | | Min. Passing Marks: 10+25 | | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Introduction: Meaning of Peace, Psychology of Peace; Management to Transformation - Key Concepts: Peacekeeping, Peacemaking, Peace-Building, Reconciliation, Conflict Management, Conflict Resolution, Conflict Prevention, And Conflict Transformation. | | | | 20 |
| **II** | Psychological Understanding of Peace and Conflict: Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross; Exploring Indigenous Traditions (e.g. Satyagraha; Ahimsa, etc.) | | | | 10 |
| **III** | Building Peace: Structure, Process, Integrated framework for peace building, Peace Education | | | | 15 |
| **IV** | Peace Process and Transformation: Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- Inter-Community Diversity Network Model, South Africa – Truth And Reconciliation Model, And Israel – Cross Community Network Model, | | | | 20 |
| **V** | Stories of Peace and Challenge | | | | 5 |
| **Suggested Readings**  Christie, D. J., Hare, A. P., & Winter, D. D. (2001). Peace, Conflict and Violence: Peace Psychology for the 21stCentury. Englewood Cliffs, New Jersey: Prentice-Hall.  Fox, M. A. (2014). Understanding Peace: A Comprehensive Introduction. New York: Routledge. Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). Searching for Peace: The Road to Transcend. London: Pluto Press. Jeong, H, W. (2008). Understanding Conflict and Conflict Analysis. New Delhi: Sage. Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. Handbook of Conflict Analysis and Resolution (pp. 170-183).  London: Routledge. Ofstad, O. (2015). Conflict Management in International Missions (1st Edition). London: Routledge.  Vollhardt, J. K. & Bilali, R. (2008). Social Psychology Contribution to the Psychological Study of Peace. Social Psychology, 39(1), 12-25.  Webel, C., & Galtung, J. (2007). Handbook of Peace and Conflict Studies. New York: Routledge | | | | | |

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| **Program/Class: Degree** | | **Year: Third** | | **Semester: Sixth** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090604T | | | Course Title: **Environmental** **Psychology** | | |
| **Course Learning Outcome**: Developing an understanding of the environmental consequences on our emotions, cognitions and behaviours.  • Understanding pro-environment behaviours and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti-environment behaviour.  • Learning about the influence of climate change on psycho-social health and wellbeing. • Developing an insight into the processes related to environmental sustainability.  • Forging interdisciplinary understanding and research possibilities | | | | | |
| Credits: 5 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Perceiving the Environment: Understanding the Environment and Need for Conservation; How Environment Influences Our Cognition, Emotions and Actions | | | | 20 |
| **II** | Pro-Environment Behaviors: Awareness of Natural Resources, Barriers to Engaging in Proenvironmental Behaviour; Change of Attitude and Behaviors for Conservation of Natural Resources and Reducing Pollution | | | | 20 |
| **III** | Psycho-Social Implications, Pro-Environment Action, Waste Management. | | | | 5 |
| **IV** | Climate Change: Cognitive, Motivational, Socio-Cultural Factors, Environmental Predictors of Climate Change and Its Implication on Health and Wellness | | | | 15 |
| **V** | Towards Sustainability: Cognitive and Behavioral Consequences of Resource Scarcity (Water, Energy, Food, Money Etc.); Developing Behavioural and Psychological Interventions To Resolve The Issues | | | | 10 |
| **Suggested Readings**  Bonnes, M. & Secchiaroli, G. (1995). Environment Psychology: A Psycho-social Introduction.  London: Sage Publications. Fisher, J.D., Bell, P.A., & Baum, A. (1984). Environmental Psychology.  NY: Holt, Rinchart & Winston. Jain, U. (1987). The Psychological Consequences of Crowding.  New Delhi: Sage. Steg, L., Berg, A. & Groot, J. (2019). Environmental Psychology: An Introduction. BPS Blackwell, UK: John Wiley. | | | | | |

**Research Project**

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| **Program/Class: Degree** | | **Year: Third** | | **Semester: Sixth** | |
| Subject: **Psychology** | | | | | |
| Course Code: A090605R | | | Course Title: **Research Project** | | |
| **Course Outcome**: It will help the learner to  critically reflect on, review the scientific basis for, and integrate what you have learned and accomplished as a psychology student and will prepare to explore the cultural, social, and ethical impact of psychological application on community and daily life. | | | | | |
| Credits: 2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: | | |
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| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Based on the field visit observations and experiences, the learner get in Semester V, plan to visit to identified unit, organization, community etc. to get an understanding of the same and do data collection either through questionnaire, or interview or with the help of audio-visual medium based on the identified research problems/issues. | | | | 4 |
| Analyze the data and submit a detailed report and a presentation.  The student will work in groups in completing the project, but will write the final paper individually.  Each student will be evaluated on diligence in writing the research project as per APA guidelines. | | | | 4 |
| **Suggested Readings:**   1. Suggestive digital platforms web links- <http://heecontent.upsdc.gov.in/Home.aspx>   <http://www.apa.org> | | | | | |

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | Sixth | |
| **Subject** | | Psychology | | | | | |
| **Course Code** | |  | **Course Title** | **Personality Development** | | | |
| **Course Outcome**- This course is especially helpful for those who are striving to learn more about who they are, which direction their life should take, and understanding others around them. This course is also good for those working in human resources and wants to learn more about personalities and how that may impact hiring new professionals. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction to Personality Development  The Developing Personality | | | | | | 5 |
| II | Stages of Development  Need a Little Personality? | | | | | | 5 |
| III | Basic Personality Traits  Moral Development | | | | | | 5 |
| IV | Personality Type  Hearing Jung Out | | | | | | 5 |
| V | Personality and Career Choice  Changing Your Personality  Personality Disorders | | | | | | 5 |
| VI | Do Opposites Really Attract?  Personal Growth  Working on Personality Changes  Putting it All Together | | | | | | 5 |

**Suggested Readings:**

* Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.
* Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
* Thomas A Harris, I am ok, You are ok , New York-Harper and Row, 1972
* Daniel Coleman, Emotional Intelligence, Bantam Book, 2006

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| Programme/Class: Compulsory | | | Year: Third | | Semester: Six | |
| Subject :Entrepreneurship Development and Startup Management | | | | | | |
| Course Code: A27060IT | | Course Title: Entrepreneurship Development and Startup Management | | | | |
| **Course objectives**:   1. To make people learn compliance with law. 2. To develop and fortify entrepreneurial quality, i.e., motivation or need for achievement. 3. To develop small and medium scale enterprises in order to generate employment and widen the scope of industrial ownership. 4. To industrialize rural and backward sections of the society. 5. To understand the merits and demerits of becoming an entrepreneur. | | | | | | |
| Credits: 4 | | | | Compulsory | | |
| Max. Marks: 100 | | | | Min. Passing Marks: 40 | | |
| Total No. of Lectures-Practical (in hours per week): L-T-P: 6-0-0 or 3-1-0 Etc. | | | | | | |
| **Unit** | **Topics** | | | | | **No. of**  **Lectures** |
| **I** | Business: Concept, Meaning, Features, Stages of development of  business and importance of business. Classification of Business  Activities. Meaning, Characteristics. | | | | | 7 |
| **II** | Importance and Objectives of Business Organization, Evolution of Business Organisation. Difference between Industry and Commerce and Business and Profession, Modern Business and their Characteristics. | | | | | 8 |
| **III** | Promotion of Business: Considerations in Establishing New Business.  Qualities of a Successful Businessman. Forms of Business Organisation: Sole Proprietorship | | | | | 7 |
| **IV** | Partnership, Joint Stock Companies & Co-operatives and their Characteristics, relative merits and demerits, Difference between Private and Public Company, Concept of One Person Company. | | | | | 8 |
| **V** | Plant Location: Concept, Meaning, Importance, Factors  Affecting Plant Location. Alfred Weber’s and Sargent Florence’s  Theories of Location. | | | | | 7 |
| **VI** | Plant Layout –: Meaning, Objectives, Importance, Types and Principles of Layout. Factors Affecting Layout. Size of Business Unit–: Criteria for Measuring the Size and Factors Affecting the Size. Optimum Size and factors determining the Optimum Size. | | | | | 8 |
| **VII** | Business Combination: Meaning, Characteristics, Objectives, Causes,  Forms and Kinds of Business | | | | | 7 |
| **VIII** | Combination. Rationalisation: Meaning, Characteristics, Objectives,  Principles, Merits and demerits, Difference between Rationalisation and Nationalisation. | | | | | 8 |
| **Suggested Readings:**  1. Gupta, C.B., “Business Organisation”, Mayur Publiction, (2014).  2. Singh, B.P., Chhabra, T.N., “An Introduction to Business Organisation& Management”, Kitab Mahal,  (2014).  3. Sherlekar, S.A. &Sherlekar, V.S, “Modern Business Organization & Management Systems Approach  Mumbai”, Himalaya Publishing House, (2000).  4. Bhusan Y. K., “Business Organization”, Sultan Chand & Sons.  5. Prakash, Jagdish, “Business Organistaton and Management”, Kitab Mahal Publishers (Hindi and  English)  Note: Latest edition of the text books should be used. | | | | | | |
| **Course Learning Outcome:**  After completing this course a student will have:   * Ability to understand the concept of Business Organisation along with the basic laws and norms of Business Organisation. * Ability to understand the terminologies associated with the field of Business Organisation along with their relevance. * Ability to identify the appropriate types and functioning of Business Organisation for solving different problems. * Ability to apply basic Business Organisation principles to solve business and industry related problems. * Ability to understand the concept of Sole Proprietorship, Partnership and Joint Stock Company etc. | | | | | | |