UNIVERSITY OF CALCUTTA

Notification No. CSR/12/18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Subject</th>
<th>SL. No.</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anthropology (Honours / General)</td>
<td>29</td>
<td>Mathematics (Honours / General)</td>
</tr>
<tr>
<td>2</td>
<td>Arabic (Honours / General)</td>
<td>30</td>
<td>Microbiology (Honours / General)</td>
</tr>
<tr>
<td>3</td>
<td>Persian (Honours / General)</td>
<td>31</td>
<td>Molecular Biology (General)</td>
</tr>
<tr>
<td>4</td>
<td>Bengali (Honours / General / LCC2/AECC1)</td>
<td>32</td>
<td>Philosophy (Honours / General)</td>
</tr>
<tr>
<td>5</td>
<td>Bio-Chemistry (Honours / General)</td>
<td>33</td>
<td>Physical Education (General)</td>
</tr>
<tr>
<td>6</td>
<td>Botany (Honours / General)</td>
<td>34</td>
<td>Physics (Honours / General)</td>
</tr>
<tr>
<td>7</td>
<td>Chemistry (Honours / General)</td>
<td>35</td>
<td>Physiology (Honours / General)</td>
</tr>
<tr>
<td>8</td>
<td>Computer Science (Honours / General)</td>
<td>36</td>
<td>Political Science (Honours / General)</td>
</tr>
<tr>
<td>9</td>
<td>Defence Studies (General)</td>
<td>37</td>
<td>Psychology (Honours / General)</td>
</tr>
<tr>
<td>10</td>
<td>Economics (Honours / General)</td>
<td>38</td>
<td>Sanskrit (Honours / General)</td>
</tr>
<tr>
<td>11</td>
<td>Education (Honours / General)</td>
<td>39</td>
<td>Social Science (General)</td>
</tr>
<tr>
<td>12</td>
<td>Electronics (Honours / General)</td>
<td>40</td>
<td>Sociology (Honours / General)</td>
</tr>
<tr>
<td>13</td>
<td>English (Honours / General / LCC1/LCC2/AECC1)</td>
<td>41</td>
<td>Statistics (Honours / General)</td>
</tr>
<tr>
<td>14</td>
<td>Environmental Science (Honours / General)</td>
<td>42</td>
<td>Urdu (Honours / General / LCC2/AECC1)</td>
</tr>
<tr>
<td>15</td>
<td>Environmental Studies (AECC2)</td>
<td>43</td>
<td>Women Studies (General)</td>
</tr>
<tr>
<td>16</td>
<td>Film Studies (General)</td>
<td>44</td>
<td>Zoology (Honours / General)</td>
</tr>
<tr>
<td>17</td>
<td>Food Nutrition (Honours / General)</td>
<td>45</td>
<td>Industrial Fish and Fisheries – IFFV (Major)</td>
</tr>
<tr>
<td>18</td>
<td>French (General)</td>
<td>46</td>
<td>Sericulture – SRTV (Major)</td>
</tr>
<tr>
<td>19</td>
<td>Geography (Honours / General)</td>
<td>47</td>
<td>Computer Applications – CMAV (Major)</td>
</tr>
<tr>
<td>20</td>
<td>Geology (Honours / General)</td>
<td>48</td>
<td>Tourism and Travel Management – TTMV (Major)</td>
</tr>
<tr>
<td>21</td>
<td>Hindi (Honours / General / LCC2/AECC1)</td>
<td>49</td>
<td>Advertising Sales Promotion and Sales Management – ASPV (Major)</td>
</tr>
<tr>
<td>22</td>
<td>History (Honours / General)</td>
<td>50</td>
<td>Communicative English – CMEV (Major)</td>
</tr>
<tr>
<td>23</td>
<td>Islamic History Culture (Honours / General)</td>
<td>51</td>
<td>Clinical Nutrition and Dietetics CNDV (Major)</td>
</tr>
<tr>
<td>24</td>
<td>Home Science Extension Education (General)</td>
<td>52</td>
<td>Bachelor of Business Administration (BBA) (Honours)</td>
</tr>
<tr>
<td>25</td>
<td>House Hold Art (General)</td>
<td>53</td>
<td>Bachelor of Fashion and Apparel Design – B.F.A.D. (Honours)</td>
</tr>
<tr>
<td>26</td>
<td>Human Development (Honours / General)</td>
<td>54</td>
<td>Bachelor of Fine Art (B.F.A.) (Honours)</td>
</tr>
<tr>
<td>27</td>
<td>Human Rights (General)</td>
<td>55</td>
<td>Bachelor of Fine Art (B.F.A.) (Honours)</td>
</tr>
<tr>
<td>28</td>
<td>Journalism and Mass Communication (Honours / General)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018

(Dr. Santanu Paul)
Deputy Registrar
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
<th>Semester 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE COURSES (CC)</td>
<td>2TH + 2P/TU</td>
<td>2TH+2P/TU</td>
<td>3TH+3P/TU</td>
<td>3TH+3P/TU</td>
<td>2TH+2P/TU</td>
</tr>
<tr>
<td>(Practicals on Memory, Forgetting and Perception)</td>
<td>(Practicals on Arousal and Reaction Time)</td>
<td>(Practicals on Word Association Test and Gender Role Identity)</td>
<td>(Practicals on Anxiety and Introversion-Extraversion)</td>
<td>(Practicals on Psychiatric Morbidity and Aggression)</td>
<td>(Practicals on Emotional Intelligence and Intrinsic Extrinsic Motivation)</td>
</tr>
<tr>
<td>(Practicals on Graphical Representations, Central Tendency, Variability, Normal Probability Curve and Correlation)</td>
<td>(Practicals on Intelligence and Personality)</td>
<td>(Practicals on Coping and Sentence Completion)</td>
<td>(Practicals on t test and chi square test)</td>
<td>(Practicals on Parent Child Relationship and Aptitude)</td>
<td>(Practicals on Interest and Dysfunctional Attitude)</td>
</tr>
<tr>
<td>Pages 5-8*</td>
<td>Pages 9-11*</td>
<td>Pages 11-16*</td>
<td>Pages 16-21*</td>
<td>Pages 21-23*</td>
<td>Pages 24-26*</td>
</tr>
<tr>
<td>ELECTIVE COURSES</td>
<td>DISCIPLINE SPECIFIC ELECTIVES (DSE)</td>
<td>2TH+2P/TU DSE-A (1,2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------</td>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DSE-01: POSITIVE PSYCHOLOGY (Practicals on Well being and Resilience)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pages 26-27*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DSE-05: CULTURAL AND INDIGENOUS PSYCHOLOGY (Practicals on Semi structured interview on gender role attitude and Bogardus Social Distance Scale on Ethnic Issues)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pages 31-33*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2TH+2P/TU DSE-A (3,4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DSE-02: HUMAN RESOURCE MANAGEMENT (Practicals on Career Maturity and Entrepreneurship)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pages 27-29*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DSE-05: CULTURAL AND INDIGENOUS PSYCHOLOGY (Practicals on Semi structured interview on gender role attitude and Bogardus Social Distance Scale on Ethnic Issues)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pages 31-33*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Practical Details</td>
<td>Pages</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>--------------</td>
<td>------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>B (1,2)</td>
<td>DSE-03</td>
<td>HEALTH PSYCHOLOGY</td>
<td>(Practicals on Hope and Health Behaviour)</td>
<td>29*</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>DSE-06</td>
<td>PSYCHOLOGICAL PERSPECTIVES IN EDUCATION</td>
<td>(Practicals on Intelligence and Temperament/Adjustment)</td>
<td>33-34*</td>
<td></td>
</tr>
<tr>
<td>B (3,4)</td>
<td>DSE-04</td>
<td>COMMUNITY PSYCHOLOGY</td>
<td>(Practicals on Family Environment and Women Empowerment)</td>
<td>30-31*</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>DSE-06</td>
<td>PSYCHOLOGICAL PERSPECTIVES IN EDUCATION</td>
<td>(Practicals on Intelligence and Temperament/Adjustment)</td>
<td>33-34*</td>
<td></td>
</tr>
<tr>
<td>SKILL ENHANCEMENT COURSE (SEC)</td>
<td>1TH+0P/TU</td>
<td>1TH+0P/TU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEC-A-01 BEHAVIOUR MODIFICATION (No Practical)</td>
<td></td>
<td>SEC-B-02: EMOTIONAL INTELLIGENCE (No Practical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEC-A-01 COMMUNICATION (No Practical)</td>
<td></td>
<td>SEC-B-02: STRESS MANAGEMENT (No practical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 35, 36*</td>
<td></td>
<td>Pages 36, 37*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL CREDITS | 20 | 20 | 26 | 26 | 24 | 24 |

- CC/GE/DSE: Each Theory and Practical Course have 4 and 2 Credits respectively/ Each Theory and Tutorial Course have 5 and 1 Credit (s) respectively
- GE: Covering two subjects with two courses each; any subject in any semester; CC of a different subject in General course is to be treated as GE for Honours Course
- DSE/SEC: Group (A&B) for specified semesters
- AECC/SEC: Each course has 2 Credits
- AECC-1: Communicative English/MIL ; AECC-2: Environmental Studies
- Page numbers in the syllabus
- TH= Theory; P=Practical; TU=Tutorial
## SEMESTER WISE COURSES FOR B.SC (GENERAL)

<table>
<thead>
<tr>
<th></th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
<th>SEMESTER 5</th>
<th>SEMESTER 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COURSE (CC)</strong></td>
<td><strong>CC-1:</strong> Foundations of</td>
<td><strong>CC-2:</strong> Introduction To</td>
<td><strong>CC-3:</strong> Psychological</td>
<td><strong>CC-4:</strong> Statistical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>Psychology</td>
<td>Disorders</td>
<td>Methods and Psychological</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory + Practical</td>
<td>Theory + Practical</td>
<td>Theory + Practical</td>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Practical on Memory and</td>
<td>(Practical on Group</td>
<td>(Practical on Anxiety</td>
<td>Theory + Practical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intelligence)</td>
<td>Cohesiveness by Sociometric</td>
<td>and Stress)</td>
<td>(Practical on Personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Method and Influence of Group</td>
<td></td>
<td>and Computation of Central</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tendency, Variability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Measures, Rank</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Difference</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Correlation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pages 1-2*</td>
<td>Pages 3-4*</td>
<td>Pages 4-5*</td>
<td>Pages 5-7*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVE COURSES</strong></td>
<td><strong>DSE-1A</strong> Life Span</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DISCIPLINE SPECIFIC ELECTIVE</strong></td>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(DSE)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DSE-1B Industrial</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/Organizational Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Practical on Intrinsic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extrinsic Motivation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Page 8-9*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SKILL ENHANCEMENT ELECTIVE (SEC)</td>
<td>SEC-1A Managing Stress</td>
<td>SEC-1B Managing Human Resources</td>
<td>SEC-1A Managing Stress</td>
<td>SEC-1B Managing Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------</td>
<td>--------------------------------</td>
<td>------------------------</td>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>SEC-1A Applications of Social Psychology</td>
<td>OR</td>
<td>SEC-1B Developing Emotional Competence</td>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 12-13*</td>
<td>Page 14-15*</td>
<td>Page 12-13*</td>
<td>Page 14-15*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS 20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SEASON WISE COURSES FOR B.SC (GENERAL)

- CC/ DSE: Each Theory and Practical Course have 4 and 2 Credits respectively/ Each Theory and Tutorial Course have 5 and 1 Credit(s) respectively
- CC: 4 courses each from 3 subjects (one course from each subject under each semester)
- DSE: 2 courses each from 3 subjects (one course from each subject under each semester)
- AECC/SEC: Each Course has 2 credits
- AECC-1: Communicative English/MIL; AECC-2: Environmental Studies
- SEC: 4 courses; two courses each from two subjects
- DSE/SEC: Group (A&B) for specified semesters

*Page Numbers in the syllabus
TH=Theory; P=Practical; TU=Tutorial
# SEMESTER WISE COURSE FOR B.A. (GENERAL)

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
<th>SEMESTER 5</th>
<th>SEMESTER 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COURSE (CC)</strong></td>
<td><strong>CORE COURSE (CC)</strong></td>
<td><strong>CORE COURSE (CC)</strong></td>
<td><strong>CORE COURSE (CC)</strong></td>
<td><strong>CORE COURSE (CC)</strong></td>
<td><strong>CORE COURSE (CC)</strong></td>
</tr>
<tr>
<td>Pages 1-2*</td>
<td>Pages 3-4*</td>
<td>Pages 4-5*</td>
<td>Pages 5-7*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVE COURSES</strong></td>
<td><strong>ELECTIVE COURSES</strong></td>
<td><strong>ELECTIVE COURSES</strong></td>
<td><strong>ELECTIVE COURSES</strong></td>
<td><strong>ELECTIVE COURSES</strong></td>
<td><strong>ELECTIVE COURSES</strong></td>
</tr>
<tr>
<td><strong>DISCIPLINE SPECIFIC ELECTIVE (DSE)</strong></td>
<td><strong>DISCIPLINE SPECIFIC ELECTIVE (DSE)</strong></td>
<td><strong>DISCIPLINE SPECIFIC ELECTIVE (DSE)</strong></td>
<td><strong>DISCIPLINE SPECIFIC ELECTIVE (DSE)</strong></td>
<td><strong>DISCIPLINE SPECIFIC ELECTIVE (DSE)</strong></td>
<td><strong>DISCIPLINE SPECIFIC ELECTIVE (DSE)</strong></td>
</tr>
<tr>
<td>DSE-1A Life Span Development (Practical on Attachment Style)</td>
<td>DSE-1B Industrial/Organizational Psychology (Practical on Intrinsic Extrinsic Motivation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SKILL ENHANCEMENT ELECTIVE (SEC)</td>
<td></td>
<td></td>
<td>OR</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEC- 1A Managing Stress</td>
<td>SEC-1B Managing Human Resources</td>
<td>OR</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEC- 1A Applications of Social Psychology</td>
<td>SEC-1B Developing Emotional Competence</td>
<td>SEC- 1A Applications of Social Psychology</td>
<td>SEC- 1B Developing Emotional Competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Page 12-13*</td>
<td>Page 14-15*</td>
<td>Page 12-13*</td>
<td>Page 14-15*</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
SEMESTER WISE COURSE FOR B.A. (GENERAL)

- CC/LCC/GE/DSE: Each Theory and Practical Course have 4 and 2 credits respectively / Each Theory and Tutorial Course have 5 and 1 Credit (s) respectively
- CC: 4 courses each from 2 subjects (one course from each subject under each semester)
- LCC: LCC1- English courses; LCC2- MIL courses
- GE: Two courses from one subject different from core subjects including LCC
- DSE: 2 courses each from 2 subjects
- AECC/SEC: Each course has 2 Credits
- AECC-1: Communicative English/ MIL; AECC-2: Environmental Studies
- SEC: 4 courses; 2 courses each from two subjects
- DSE/SEC: Group (A&B) for specified semesters

*Page Numbers in the syllabus

TH=Theory; P=Practical; TU=Tutorial
SYLLABUS FOR B.A./ B.Sc (HONS.) PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (CBCS)

THREE-YEAR FULL-TIME PROGRAMME
This course aims at developing an understanding of the growing discipline of psychology and promoting skill based education. An important goal is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. 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 competencies in the students to understand and respond to the same efficiently and effectively.

**Pedagogy for teaching the B.A. (Hons) Course in Psychology**

The teaching-learning of the programme would be organized through lectures, tutorials, experiential exercises, projects, presentations, workshops, seminars 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 most of the papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, 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.

**Evaluation**

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 75:25 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

**NOTES:**

- For Core papers- 4 Theory classes+ 4 Practical Classes per week/ per group
- DSE Theory- 4 Theory classes+ 4 Practical Classes per week/ per group
- For GE papers- 4 Theory classes + 4 Practical Classes per week/ per group

[a). Psychology honours students will have other subjects as pass papers which is synonymous to Generic Elective
b). The core papers for Psychology General Course will serve as Generic Elective for the students of other honours who will opt for Psychology as a pass paper]

- For SEC courses- 2 Theory classes
- Evaluation through tests
- Hands on training will be provided through skill based learning.
## Proposed Scheme for Choice Based Credit System in B.A./B.Sc (Hons.) in Psychology

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Course (14)</th>
<th>Ability Enhancement Compulsory Course (AECC) (2)</th>
<th>Ability Enhancement Elective Course (SEC) (2) (Skill Based)</th>
<th>Elective Discipline Specific DSE (4)</th>
<th>Elective Generic (GE) (4)</th>
</tr>
</thead>
</table>
| I        | CC-1  
Introduction to Psychology  
(Theory+ Practical) | | | | |
|          | CC-2  
Statistical Methods for  
Psychological Research-I  
(Theory+ Practical) | | | | |
| II       | CC-3  
Biopsychology  
(Theory+ Practical) | | | | |
|          | CC-4  
Psychology of Individual  
Differences (Theory+  
Practical) | | | | |
| III      | CC-5  
Development of  
Psychological  
Thought (Theory+ Practical) | | SEC-A (1) | | |
|          | CC-6  
Psychological Research  
(Theory+ Practical) | | | | |
|          | CC-7  
Social Psychology  
(Theory+ Practical) | | | | |
| IV       | CC-8  
Understanding Psychological  
Disorders (Theory+ Practical) | | SEC-B (2) | | |
|          | CC-9  
Statistical Methods for  
Psychological Research-II  
(Theory+ Practical) | | | | |
|          | CC-10  
Applied Social Psychology  
(Theory+ Practical) | | | | |
| V        | CC-11  
Understanding and Dealing  
With Psychological Disorders  
(Theory+ Practical) | | | DSE-A (1,2) | |
|          | CC-12  
Developmental Psychology  
(Theory+ Practical) | | | DSE-B (1,2) | |
| VI       | CC-13  
Organizational Behavior  
(Theory+ Practical) | | | DSE-A (3,4) | |
|          | CC-14  
Counseling Psychology  
(Theory+ Practical) | | | DSE-B (3,4) | |
ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 4) [Two IN SEMESTER- V (One from A and One from B) AND Two IN SEMESTER-VI (One from A and One from B)]:

Sem 5
DSE-A -01: Positive Psychology (Theory+ Practical)  
          OR  
DSE-A-05: Cultural and Indigenous Psychology (Theory+ Practical)

Sem 6
DSE-A -02: Human Resource Management (Theory+ Practical)  
          OR  
DSE-A-05: Cultural and Indigenous Psychology (Theory+ Practical)

Sem 5
DSE-B -03: Health Psychology (Theory+ Practical)  
          OR  
DSE-B -06: Psychological Perspectives in Education (Theory+ Practical)

Sem 6
DSE-B -04: Community Psychology (Theory+ Practical)  
          OR  
DSE-B -06: Psychological Perspectives in Education (Theory+ Practical)

SKILL ENHANCEMENT COURSE (SEC) (SKILL BASED) (ANY 2) (one IN SEMESTER III AND one IN SEMESTER IV):

Sem 3
SEC-A -01: Behaviour Modification (Theory)  
          OR  
SEC-A-01: Communication (Theory)

Sem 4
SEC-B -02: Emotional Intelligence (Theory)  
          OR  
SEC-B -02: Stress Management (Theory)
CORE COURSES

SEMESTER-I

CC-1: INTRODUCTION TO PSYCHOLOGY

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

Unit 1: Introduction: What is psychology? Perspectives on behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India. (8 hours)

Unit 2: Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions. (14 hours)

Unit 3: Learning and Motivation: Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts. (16 hours)

Unit 4: Memory: Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory. (12 hours)

Practicum:
Any 2 practicum pertaining to CC-1- (4 hours, per week per batch: 15-25 students)

1. Memory- a) Effect of spaced and unspaced method of learning on memorization capacity of the subject
   b) Effect of retroactive inhibition on the memorization capacity of the subject
2. Perception- To determine the rate of perceptual reversibility of the subject by using Human Profile/Flower Vase Card

Readings:


Further Readings
ISBN-10: 0470002328


CC-2: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

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

Unit 1: (10 hours)

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

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

Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs (Skewness and Kurtosis).
Unit 2: (14 hours)

Measures of Central Tendency: The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions; Effects of Linear Transformations on Measures of Central Tendency.

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

Unit 3: (14 hours)

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

The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).

Unit 4: (12 hours)

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

Random Sampling and Sampling Distributions: Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: An Introduction; Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values; Random Sampling With and Without Replacement.

Practicum: Any 2 practicum pertaining to CC-2 (4 hours, per week per batch: 15-25 students)

1. On Graphical representations (Frequency Polygon, Histogram, Pie Chart, Smoothed Curve, Ogive)
2. On computation of Central Tendency and Variability measures
3. On Skewness, Kurtosis, Normal Probability Curve- Areas and Z scores
4. On Correlation- Pearson Product Moment Correlation Coefficient

Reading List:


**Further Readings**


CC-3: BioPsychoLOGY

Objectives:
- To explore the biological basis of experience and behaviour.
- To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology. (8 hours)

Unit 2: The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission. (14 hours)

Unit 3: Organization of Nervous system: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. (14 hours)

Unit 4: Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary. (14 hours)

Practicum: Any 2 practicum pertaining to CC-3 (4 hours, per week per batch: 15-25 students)

1. On Arousal- Determination of the effect of variation of different levels of attentive task on arousal (Pneumograph).
2. On Reaction Time – Simple, Choice and Discriminative Reaction Time (Emphasis on Physiological Explanation)

Readings:


Further Readings


CC-4: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Objective: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Unit 1: Personality: Nature of personality; Biopsychosocial foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic (Freud), humanistic (Maslow) and social (Bandura). (10 hours)

Unit 2: Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner’s multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence. (14 hours)

Unit 3: Indian approach: Self and Identity from Indian Perspective: Nyaya, Vedanta and Buddhist views of Self. Components of Identity: Concept of Triguna from Sankhya perspective. (10 hours)

Unit 4: Enhancing individual’s potential: Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity. (16 hours)

Practicum: Any 2 practicum pertaining to CC-4
Two psychological tests (one based on Intelligence and one based on personality). (4 hours, per week per batch: 15-25 students)

1. Intelligence:
   a.) WASI II: Wechsler Abbreviated Scale of Intelligence, Second Edition, India (WASI-II INDIA)
      David Wechsler, 2016, Psychological Corporation; PsychCorp.
      OR

2. Personality:

Online ISBN : 978-1-4615-1185-4
Readings:


Further Readings

Aleem, S. (2012). Theories of Personality. Published by Dorling Kindersley (India) Pvt. Ltd.


SEMESTER- III

CC-5: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

Objectives:

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

Unit 1: Understanding Psyche: A universal quest for understanding Consciousness. Indian Perspective: Yoga and Vedant: Western Perspective. Emergence of modern psychology: Questions from Western view; Debates : Free Will and Determinism, Empiricism and Rationality. (14 hours)

Unit 2: Positivist Orientation:Developments in Behaviourism (Watson), Neo-behaviouristic traditions (Skinner), Cognitive revolution- A Paradigm Shift) (12 hours)

Unit 3: Analytic Debates: Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural; Developments of Third Force: Humanistic and Existential (12 hours)

Unit 4: Contemporary Developments: Psychology of Gender (12 hours)
Practicum: Any 2 practicum pertaining to CC-5 (4 hours, per week per batch: 15-25 students)

1. Word Association Test-
   
   Word Association Test- by Dr. Girindra Sekhar Bose

2. Indian Gender Role Identity Scale-
   

Readings:


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


Research Traditions: Quantitative & Qualitative orientations towards research & their steps, Comparing Qualitative & Quantitative Research Traditions, Formulating a problem & developing a testable research question / research hypothesis. (12 hours)

Unit 2: Sampling: Probability & Non probability sampling methods (14 hours)

Unit 3: Methods of Data Collection: Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data (12 Hours)

Unit 4: Psychological testing: Characteristics of a test – standardization, reliability, validity, norms, applications & issues (12 Hours)

Practicum: Any 2 practicum pertaining to CC-6 (4 hours, per week per batch: 15-25 students)

Semi Projective Techniques-

2. Sentence Completion Test:

Reading List:


**Further Readings**


**CC-7: SOCIAL PSYCHOLOGY**

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

**Unit 1: Introduction:** Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology. (12 hours)

**Unit 2: Understanding and evaluating the social world:** Social cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change (12 hours)

**Unit 3: Social interaction and Influence:** Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence (12 hours)

**Unit 4: Group Dynamics and Inter-group relations:** Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, inter-group conflict, intervention techniques) (14 hours)

**Practicum:** Any 2 practicum pertaining to CC-7 (4 hours, per week per batch: 15-25 students)
   1. On Group Cohesiveness by Sociogram Method
   2. On Social Facilitation by Problem Solving-Individual and Group Situations
Readings:

Further Readings

**SEMESTER- IV**

**CC-8: Understanding Psychological Disorders**

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

**Unit 1: Understanding Abnormality**: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment
**(10 hours)**
Unit 2: Clinical Picture and etiology of Disorders I: Anxiety disorders (any 2 disorders); Generalized Anxiety Disorder and Obsessive Compulsive Disorder
Somatoform disorders – Hypochondriasis and Conversion disorders (12 hours)

Unit 3: a) Clinical Picture and etiology- Mood disorders
   b) Clinical Picture- Eating disorders (12 hours)

Unit 4: a). Clinical Picture and etiology: Schizophrenia
   b). Clinical Picture- Personality Disorder: Anti Social Personality Disorder
   c). Clinical Picture- Disorders of Development : Mental Retardation, ADHD (16 hours)

Practicum: Any 2 practicum pertaining to CC-8 (4 hours, per week per batch: 15-25 students)

1. Anxiety

2. Personality:
   Kundu Introversion Extraversion Inventory (1976, Copyright) by Dr. Ramanath Kundu, Department of Psychology, University College of Science & Technology, 92 Acharya Prafulla Chandra Road. Calcutta-700009

Readings:


Further Readings


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

Unit 1: (14 hours)
**Introduction to Inferential Statistics and Hypothesis Testing about the Difference between Two Independent Means:** The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Choice of $H_A$: One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The $t$ Distribution; Characteristics of Student’s Distribution of $t$; Computing $t$ Using Definitional Formula only; Assumptions Associated with Inference about the Difference between Two Independent Means; The Statistical Decision regarding Retention and Rejection of Null Hypothesis.

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

Unit 2: (16 hours)
**Hypothesis Testing About the Difference between Two Dependent (Correlated) Means**
The Null and Alternative Hypotheses; Determining a Formula for $t$; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

**Confidence Intervals**
Confidence Intervals for $\mu_x - \mu_y$; The Relation between Confidence Intervals and Hypothesis Testing; The Advantages of Confidence Intervals.
Unit 3: (8 hours)
Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA). Concept of ANOVA. Concept of $t$ and $F$ test and their relationship. (No computation of ANOVA)

Unit 4: (12 hours)
Hypothesis Testing for Categorical Variables and Inference about Frequencies
The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

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

Theoretical Introduction to SPSS Statistical Package

Practicum: Any 2 practicum pertaining to CC-9 (4 hours, per week per batch: 15-25 students)
1. On Computation of $t$ test
2. On Computation of Chi Square

Reading List:

Further Readings
CC-10: APPLIED SOCIAL PSYCHOLOGY

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

Unit 1: Introduction: Nature of applied Social Psychology, Social influences on behaviour, Methodological approaches – Participatory Action and Learning research techniques. (10 hours)

Unit 2: Applying Social Psychology-I: Environment, diversity. (Practicals below) (14 hours)

Unit 3: Applying Social Psychology-II: work, health, legal system. (14 hours)

Unit 4: Intervention and Evaluation: Process of intervention; need for evaluation for effective programmes. Case studies in Indian context. (12 hours)

Practicum: Any 2 practicums pertaining to CC-10: (4 hours, per week per batch: 15-25 students)

1. Likert Scale Construction on Environment
2. Diversity to be measured in terms of Ethnic Prejudice by Bogardus’s Social Distance Scale (Revision of Goode and Hatt)
Readings:


SEMESTER- V

CC-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Objective:

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

Unit 1: Biological etiology-explanations and interventions for Mood disorders and Schizophrenia: Application in case of mood disorders and schizophrenia (12 hours)

Unit 2: Insight oriented explanations and interventions: Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of crises intervention (12 hours)

Unit 3: Behavioural and Cognitive explanations: Application in case of: phobias, depression. (12 hours)

Unit 4: Perspectives of Counselling: Concept, Steps, Types- Directive, Nondirective and Eclectic (14 hours)

Practicum: Any 2 practicum pertaining to CC-11 (4 hours, per week per batch: 15-25 students)

1. Psychiatric Morbidity: General Health Questionnaire 28:
   


2. Aggression: State Trait Anger Expression Inventory-
   

Readings:


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


Further Readings


CC-12: DEVELOPMENTAL PSYCHOLOGY

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

Unit 1: Introduction: Concept of Human Development; themes (Cephalocaudal and Proximodistal) and research designs (8 hours)

Unit 2: Stages of Life Span Development: Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood (12 hours)
Unit 3: Domains of Human Development: Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development (15 hours)

Unit 4: Socio-Cultural Contexts for Human Development: Family; Peers, Media & Schooling; Human Development in the Indian context (15 hours)

Practicum: Any 2 practicum pertaining to CC-12 (4 hours, per week per batch: 15-25 students)

1. Parent Child Relationship:

3. Aptitude:

Reading List:

Further Readings
CC-13: ORGANIZATIONAL BEHAVIOUR

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

Unit 1: Introduction: Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting (12 hours)

Unit 2: Individual level processes: Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation; Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign (14 hours)

Unit 3: Dynamics of Organizational Behavior: Organizational culture; Power and Politics; Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism. (12 hours)

Unit 4: Leadership: Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership (12 hours)

Practicum: Any 2 practicum pertaining to CC-13 (4 hours, per week per batch: 15-25 students)

1. Emotional Intelligence:

2. Intrinsic Extrinsic Motivation:

Readings:


**Further Readings**

Blum, N.L. & Naylor, J.C.: Industrial Psychology- Its Theoretical and Social Foundation


**CC-14: COUNSELLING PSYCHOLOGY**

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

**Unit 1: Introduction:** Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counsellor: personality characteristics; Counselling status of counselling psychology in India *(12 hours)*

**Unit 2: Counselling Process:** Building counselling relationships; Working in a counselling relationship; Closing counselling relationships *(12 hours)*

**Unit 3: Techniques of Counselling:** Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation *(12 hours)*

**Unit 4: Counselling Applications:** Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse *(14 hours)*

**Practicum:** Any 2 practicum pertaining to CC-14 *(4 hours, per week per batch: 15-25 students)*

1. Interest-

2. Dysfunctional Attitude-
Power, M.J. (1994, Copyright). Dysfunctional Attitude Scale. Reprinted by permission in Cognitive Therapy for Chronic Pain by Beverly E. Thorn. Copyright 2004 by The Guilford Press. Permission to photocopy this appendix is granted to purchasers of this book for personal use only (see copyright page for details).

Readings:


**ELECTIVE: DISCIPLINE SPECIFIC DSE**

[2 in Semester V (One from A & one from B) and 2 in Semester VI (One from A & one from B)]:

**DSE-A -01: POSITIVE PSYCHOLOGY**

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

**Unit 1: Introduction: Positive Psychology:** An Introduction, Perspectives on Positive
Unit 2: Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience (14 hours)

Unit 3: Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness. (12 hours)

Unit 4: Applications: Work, education, ageing, health (12 hours)

Practicum: Students would be required to complete 2 practicum from any of the topics discussed in DSE-01 (4 hours, per week per batch: 15-25 students)

1. Well being:

2. Resilience- To construct a Semi structured Interview and compare with Annalakshmi’s Scale

Reading List:


DSE-A -02: HUMAN RESOURCE MANAGEMENT

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

Unit 1: Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM (10 hours)

Unit 2: Human Resource Practices Job analysis; Recruitment and selection; Training; Performance evaluation (14 hours)
**Unit 3**: International human resource management (IHRM) The context of Globalization, Role of culture in IHRM, Dimensions of Cultural difference (Hofsteade), Policies and practices in the multinational enterprise. **(16 hours)**

**Unit 4: Organizational change and development**: Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group). **(10 hours)**

**Practicum**: Students would be required to complete 2 practicum from any of the topics discussed in DSE-02 **(4 hours, per week per batch: 15-25 students)**

1. Career Maturity:

2. Entrepreneurship- Semi-structured Interview and compared with Entrepreneurship Scale

**Reading List:**


DSE-B -03: HEALTH PSYCHOLOGY

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

Unit 1: Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psycho-social model of health (14 hours)

Unit 2: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications. (12 hours)

Unit 3: Health Enhancing Behaviours: Exercise, nutrition, safety, pain, stress management (12 hours)

Unit 4: Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope (12 hours)

Practicum: Students would be required to complete 2 practicum from any of the topics discussed in DSE-03 (4 hours, per week per batch: 15-25 students)

1. Hope:
   

2. Health Behaviour- To construct a Semi Structured Interview and compared with Cornell Medical Index

Readings:


DSE-B -04: COMMUNITY PSYCHOLOGY

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

Unit 1: Introduction: Definition of community psychology; types of communities; models. (12 hours)

Unit 2: Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation. (14 hours)

Unit 3: Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context. (12 hours)

Unit 4: Interventions: community development and empowerment; case studies in Indian context. (12 hours)

Practicum: Students would be required to complete 2 practicum from any of the topics discussed in DSE-04 (4 hours, per week per batch: 15-25 students)

1. Family Environment:

2. Women Empowerment- To construct a Semi Structured Interview.
Readings:


Further Readings

APA Handbook of Community Psychology by Meg A. Bond, PhD, Irma Serrano-García, PhD, and Christopher B. Keys, PhD and Marybeth Shinn, PhD (Associate Editor). Part of the APA Handbooks in Psychology Series and APA Reference Books Collection

DSE-A- 05: CULTURAL AND INDIGENOUS PSYCHOLOGY

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

Unit 1: Cultural Processes: Cultures; Multiculturism and Cultural Relativity; Cultures and psychology: Perspectives of cross cultural psychology. (12 Hours)

Unit 2: Culture, Self and Others: Who am I and Who are They? Representation: Person, Other People, Self and of Groups, Acculturation & Enculturation: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways. (14 Hours)

Unit 3: Intercultural Contacts: Nature, psychological benefits and costs, Migration, globalization and cultural diversity. (12 Hours)

Unit 4: Indigenous Psychology: Indian Psychology – Implications and applications; indigenization of psychology in India. Integration of modern psychology with Indian thought. (12 Hours)

Practicum: Students would be required to complete 2 practicum from any of the topics discussed in DSE-05 (4 hours, per week per batch: 15-25 students)

1. Semi structured interview of people from different ethnic background on gender role attitude.

2. Bogardus Social Distance Scale on Ethnic Issues
Readings


Further Readings:


DSE-B-06: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

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

Unit 1: Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; ‘Child-centred’ and ‘progressive’ education. (12 Hours)

Unit 2: Debates and Issues in Educational Psychology: Role of Play in Education; Role of a teacher. (12 Hours)

Unit 3: Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy. (14 Hours)

Unit 4: Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Disability (14 Hours)
**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-06 (4 hours, per week per batch: 15-25 students)

1. **Standard Progressive Matrices / WASI II India**
2. **Temperament Scale / Bell Adjustment Scale**

**Readings:**


SKILL ENHANCEMENT ELECTIVE (SEC) (SKILL BASED) (1 IN SEM III AND 1 IN SEM IV):

SEC-A-01: BEHAVIOUR MODIFICATION

Objective: To understand the concept of behaviour modification and its applications.

Unit 1: Introduction- What is behaviour. What is behaviour modification. What is behaviour assessment. (8 hours)

Unit 2: Classical conditioning theory, basic principles, cognitive perspective and applications. Operant conditioning theory, basic principles, punishment, negative reinforcement, schedules of reinforcement, cognitive perspective and applications. (14 hours)

Unit 3: Techniques- Token Economy, Contingencies, Shaping, Premack Principle. (14 hours)

Unit 4: Applications- School, Family, Work. Behavioural principles and procedures-a) Getting a behaviour to occur more often with positive reinforcement, b.) Developing and maintaining behaviour with conditioned reinforcement, c.) Decreasing a behaviour with extinction. Planning, applying and evaluating. (14 hours)

Readings:


Further Readings

OR

SEC-A-01: COMMUNICATION

Objective: To understand communication and its different facets in different contexts.


Unit 2: Nonverbal Communication and Interpersonal behaviour. Gender and Cultural issues with respect to Non Verbal Communication. Functions of Non Verbal communication. Interaction of verbal and Non Verbal behaviour in conversation. Pro-social, anti-social behaviour, prejudice, conflict, intergroup behaviour. (16 hours)
**Unit 3:** Organizational Communication, Choice of Communication Channel, Persuasive Communications, Barriers to Effective Communication. *(16 hours)*

**Unit 4: Applications:** Family and Work. *(8 hours)*

**Readings:**


**SEC-B-02: EMOTIONAL INTELLIGENCE**

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

**Unit 1: Introduction:** Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence *(14 hours)*

**Unit 2: Knowing One’s And Others’ Emotions:** Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others *(14 hours)*

**Unit 3: Managing Emotions:** The relationship between emotions, thought and behaviour; Techniques to manage emotions *(14 hours)*

**Unit 4: Applications:** Workplace; Relationships; Conflict Management; Effective Leadership *(8 hours)*

**Readings:**


SEC-B -02: STRESS MANAGEMENT

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

Unit 1: Stress: Introduction, Nature of stress, symptoms of stress (12 hours)

Unit 2: Various sources of stress: environmental, social, physiological and psychological (14 hours)

Unit 3: Stress and health: effects of stress on health, eustress (14 hours)

Unit 4: Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches. (10 hours)

Readings:


Further Readings


Bengali Books

1) আয়েবাঁদুরিন, মেঘ মনোবিজ্ঞান (ফিলিয়া সুল্তান), এমসি প্রিন্ট, ২০০৭।

2) আইয়াল, এলিউল, মেঘ মনোবিজ্ঞান পরিচিতি (ফিলিয়া সুল্তান), ছাত্র পদার্থবিদ্যা, ২০১১।

3) হিন্দিকি, অলুদ্দিন : মানুষ ও যাত্রা পরিসমাবেশের মনোবিজ্ঞান (এযোগেশ সংগ্রহালয়), এই কোট, ১৯৯৪।

4) সরকার নীহারিকা : মনোবিজ্ঞান ও জীবন (হেমন্ত সংগ্রহালয়), মানুষ প্রকাশনী, ২০২২।

5) গৌরীনাথ, কর্মী : মনোবিজ্ঞানের জীবন ও কার্য পরিসমাবেশের মনোবিজ্ঞান (ফ সংগ্রহালয়), এই কোট, ২০০৭।

6) মির মিজাজ, শ্রীনাথ রায় : মনোবিজ্ঞানের প্রথম কথা, বিদ্যা, সাহিত্য প্রকাশনী, ২০১৪।

7) মেহরুফ, মেহরুফ : মনোবিজ্ঞানের ইতিহাস। প্রকাশনা বাংলা একাডেমি, ২০০১।
BA/ BSC

Part – I

Paper – II (Module 1.3)

1) ব্যবহারিক শাস্ত্রীয় বিজ্ঞান
 ভাগ দেবনাথ মোদলান
 শ্রীবর প্রকাশনী কৃতীয় সংস্করণ ২০০৮

2) শাস্ত্রীয় বিজ্ঞান (বিভাগীয় ভাগ)
 ভাগ দেবনাথ মোদলান
 শ্রীবর প্রকাশনী
 পুনর্প্রকাশ ১মা অধ্যায় ২০১০

3) মনোবিজ্ঞান ও জীবন
 অধ্যায় সকাল নীহারিকার সংক্ষেপ
 অধ্যায় সংক্ষেপ
 পুনর্প্রকাশ - ডিসেম্বর/১২
 অনন্য প্রকাশনী

4) হাত্রিক - সাধারণ মনোবিজ্ঞান
 ভাগ আবারু উদ্দিন মোল্লান
 বিভাগীয় মূল জুলাই ২০১১
 অনন্য প্রকাশনী
1) পরীক্ষার মানবিজ্ঞান
একথার আহামের যথা ও একথার মুখ্যনী মুক্তার।
আলোচনা বুক নিবন্ধ, স্থানীয় প্রকাশনা প্রতিষ্ঠান বিষয়ের সংকলন।

2) মানবিজ্ঞানিক পরিষেবা ও পরিবর্ধন
সরকারী সীমিতক্ষণ
আনুকোষ্প প্রতিষ্ঠান, বাংলাদেশ, ঢাকা বিভাগীয় সংকলন।

3) পরীক্ষার মানবিজ্ঞান ও পরিকল্পনা প্রাপ্তী
জ্ঞানকোষীয় কাজ ও জ্ঞান আহামের দুটি নিয়ম।
আনুকোষ্প প্রকাশনা, বাংলাদেশ, ঢাকা, প্রথম সংকলন।

BA/ BSc
Part - II

Paper –IVA (Module 2.3)

1) বানু, সুবাদা : বিকাশ মানবিজ্ঞান (১ষ্ঠ ও ২য় খণ্ড), চর্চিতক, ২০১৩।

2) রায়, সুবিন্দু : মানুষের মানবিজ্ঞান, এস১মা প্রকাশন, ২০১৫।

3) ময়না, জাহানিয়া: প্রতিষ্ঠানী ও প্রতিষ্ঠান প্রতিষ্ঠার। বিশেষ প্রকাশন। এস০২া বুক এস০১১।
BA/ BSC
Part - III
Paper – V (Module 3.1 & 3.2)

মণ্ডল, জনানিদ্রা: মানবিক শাস্ত্রের প্রচলন, দোমা বুক এক্সিল, ১৯৯৯
মণ্ডল, জনানিদ্রা: 'মনের কথা', প্রকাশনী ২০১৫
মণ্ডল, জনানিদ্রা ও ইসলামী ধর্মীয় প্রশ্ন: মানুষের আত্মার মধ্যে শারীরিক প্রক্রিয়া ও প্রাণের অংশ - দোমা বুক এক্সিল, ২০১৭

BA/ BSC
Part - III
Paper – VII (Module 3.4 & 3.5)

১) শিশু মানবিজান - ৬৪ গল্পের আবলু, চাক বিশ্ববিদ্যালয়

২) সংগঠনিক আকর্ষণ বিষয়ক বোঝাল করিম

তথ্য নেয়া করা: আমিরা আজমী

অধ্যিয়ন প্রকাশনী

৩) সংগঠনিক আকর্ষণ - অনুপাতিক তথ্য মন্ত্র

হেমন্ত আকাশ

অলাম মোহিব সাদে

পার্জিন শাইলা

সম্প্রচার করা: জহিরেল ইসলাম পার্জিন শাইলা;

এছাদু হুমিদ ।
B. A. /B.Sc with PSYCHOLOGY

Evaluation

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 75: 25 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

NOTES:

Core papers (Gen) / Generic Elective (Hons):
Theory: 4 classes
With Practicals: 2 practicum to be done in a practical paper - 4 practical classes per week/per group (15-25 students in each group)

DSE papers:
Theory: 4 classes
Practicals: 1 practicum to be done in a practical paper - 4 practical classes per week/per group. Each practical group will consist of 15-25 students

SEC papers:
Theory: 2 classes per week

- Evaluation through tests
# PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Sc with PSYCHOLOGY

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>CORE COURSE (12)</th>
<th>ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)</th>
<th>ABILITY ENHANCEMENT ELECTIVE COURSE (SEC) (2)</th>
<th>DISCIPLINE SPECIFIC ELECTIVE DSE (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>CC- 1: Foundations of Psychology (Theory + Practical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CC-2: Introduction To Social Psychology (Theory + Practical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>CC-3: Psychological Disorders (Theory + Practical)</td>
<td></td>
<td></td>
<td>SEC-A (Or in Sem V also)</td>
</tr>
<tr>
<td>IV</td>
<td>CC-4: Statistical Methods and Psychological Research (Theory + Practical)</td>
<td></td>
<td></td>
<td>SEC-B (Or in Sem VI also)</td>
</tr>
</tbody>
</table>
ELECTIVE: DISCIPLINE SPECIFIC DSE (one in sem V from Group A and one in Sem VI from Group B):

DSE-1A: Life span development (Theory+ Practical)
   OR
DSE-1A: Health and Well Being (Theory+ Practical)

DSE-1B: Industrial/ Organizational Psychology (Theory+ Practical)
   OR
DSE-1B: Counseling Psychology (Theory+ Practical)

SKILL ENHANCEMENT ELECTIVE COURSE (SEC) (SKILL BASED) (one in Sem III/Sem V from Group A and one in Sem IV/ Sem VI from Group B):

SEC 1A: Managing Stress (Theory)
   OR
SEC 1A: Applications of Social Psychology (Theory)

SEC 1B: Managing human resources (Theory)
   OR
SEC 1B: Developing Emotional Competence (Theory)
CORE COURSES

SEMESTER I

CC-1: FOUNDATIONS OF PSYCHOLOGY

Objectives: To understand the basic psychological processes and their applications in everyday life.

Unit 1: Introduction:
Psychology: a science and a perspective, origin and development of psychology, Indian Psychology, methods. (12 hours)

Unit 2: Cognitive processes:
Perception, nature of perception, laws of perceptual organization, learning-conditioning, observational learning; memory-processes, information processing model, techniques for improving memory. (14 hours)

Unit 3: Motivation and Emotion:
Motives: biogenic and sociogenic
Emotions: aspects of emotions, key emotions (12 hours)

Unit 4: Personality and Intelligence:
Personality: nature, theories (Freud, Allport)
Intelligence: nature, theories (Spearman, Gardner) (12 hours)

Practicum: One experiment and one test to be done on any two topics from the syllabus 4 practical classes per week/per group (15-25 students in each group)

1. Memory- Whole Vs Part Learning Method
2. Intelligence- Suitable Culture Fair Test (Raven’s Progressive Matrices Test)
Readings:


Further Readings


Theories of Personality Paperback – 16 Jan 2013 by Jess Feist (Author), Gregory J Feist (Author), Tomi-Ann Roberts (Author)

Introduction to Psychology Paperback – 1 Jul 2017 by Clifford Morgan (Author), Richard King (Author), John Weisz (Author),
SEMESTER II

CC-2: INTRODUCTION TO SOCIAL PSYCHOLOGY

Objective: To understand the basics of social psychology and to understand the individual in the social world.

Unit 1: Introduction:
Brief history of social psychology (special emphasis on India), Scope of social psychology, levels of social behavior, approaches towards understanding social behaviour (12 hours)

Unit 2: Individual level processes:
Attitude: formation, change and resistance to change (12 hours)

Unit 3: Interpersonal processes:
Interpersonal attraction, prosocial behavior, aggression (14 hours)

Unit 4: Group dynamics:
Key aspects of groups (Structure, Function and Types of Groups), cooperation and conflict (12 hours)
Practicum: 4 practical classes per week/per group (15-25 students in each group)

1. To determine group cohesiveness of a small group (by Sociometric method)

2. Influence of group on individual behaviour

Readings:


SEMESTER-III

CC-3: PSYCHOLOGICAL DISORDERS

Objective: To develop an understanding of the various psychological disorders and their treatment.
**Unit 1: Basic Concepts:** Definition and criteria of abnormality, classification, Diathesis Stress Model. *(12 hours)*
Unit 2: Theoretical perspectives:
Biological, familial, cultural, behavioral, cognitive and psychodynamic. (14 hours)

Unit 3: Clinical features:
Generalized Anxiety Disorder, Obsessive compulsive disorder, Major Depression, Bipolar I disorder and Schizophrenia: According to Current Nomenclature (DSM) (14 hours)

Unit 4: Treatment of disorders:
Psychological treatment: Basic tenets of Psychoanalytic therapy, Behaviour therapy (10 hours)

Practicum: 4 practical classes per week/per group (15-25 students in each group)

1. On Anxiety: State Trait Anxiety Inventory

2. On Stress: Stress Life Event Scale (Holmes and Rahe, 1967)

Readings:


SEMESTER IV

CC-4: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH

Objective: To introduce basic statistical methods, psychological testing and qualitative methods and their uses.
Unit 1: Introduction: Scales of measurement, graphical representation of data (Frequency Polygon, Histogram, Bar Diagram and Pie Chart) (**10 hours**)

Unit 2: Data analysis: Measures of central tendency: Mean, median, mode (properties and computation). Standard deviation: properties and computation. Correlation: Pearson method. (**14 hours**)

Unit 3: Psychological Testing: Introduction to psychological testing, characteristics of test, Reliability, Validity, Norms, standardization, types of tests. (**16 hours**)

Unit 4: Qualitative methods - Difference between qualitative and quantitative methods. Application of Interview in Qualitative Methods (**10 hours**)

Practicum: 4 practical classes per week/per group (15-25 students in each group)
1. Personality:

Kundu Neurotic Personality Inventory (1987, Copyright) by Dr. Ramanath Kundu, Department of Psychology, University College of Science and Technology, 92, Acharya Prafulla Chandra Road. Calcutta-700009. India

2. Computation of Central Tendency and Variability Measures, Rank Difference Correlation (Practical on Quantitative Method)

Readings:


Further Readings


ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 2) (one in sem V from Group A and one in Sem VI from Group B):

DSE- 1A: LIFE SPAN DEVELOPMENT

Objectives: To understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.

Unit 1: Introduction to life-span perspective: Nature, issues and theoretical perspectives; Life-span development in the Indian context; methods. (12 hours)

Unit 2: Physical development: Patterns of growth from conception till late adulthood. (8 hours)

Unit 3: Cognitive development: Introduction, Piagetian. Cognitive changes in old age (14 hours)

Unit 4: Socio-emotional development: Emotional development; Moral development. (16 hours)

Practicum: Students have to carry out any 1 practicum based on the syllabus. 4 practical classes per week/per group (15-25 students in each group)

1. Attachment Style:

Readings:


Further readings


OR

DSE-1A: HEALTH AND WELL-BEING

Objective: To develop an understanding of health and how to maintain health and wellbeing.

Unit 1: Introduction to Health Psychology: components of health, relationship between health and psychology, mind and body relationship, goals of health psychology, Role of Positive Psychology. (10 hours)

Unit 2: Well-Being: components of well-being: life satisfaction, affect (10 hours)

Unit 3: Stress, illness and pain: causes, consequences and coping with stress, pain and illness. (14 hours)

Unit 4: Health enhancing behaviors: Implications for well-being: psychological factors: resilience, hope, optimism; exercise, safety, nutrition, Life Skills. (16 hours)

Practicum: Students are required to carry out any 1 practical based on the syllabus. 4 practical classes per week/per group (15-25 students in each group)


Reading List:


DSE-1B : INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

Objective: To introduce the basic concepts of I/O psychology and to understand the applications of psychology at the workplace.

Unit 1: Introduction: Industry and organization; Current status of I/O psychology, I/O psychology in the Indian context. (8 hours)

Unit 2: Work Related Attitudes: Job satisfaction; Organizational Commitment; Organizational Citizenship Behavior; Work Engagement. (14 hours)

Unit 3: Work Motivation: Theories and application; Indian perspective. (14 hours)

Unit 4: Leadership: Contemporary perspectives on leadership; Cross-cultural leadership issues; Indian perspective on leadership. (14 hours)

Practicum: Any one practicum based on the syllabus. 4 practical classes per week/per group (15-25 students in each group)


Reading List:


OR
DSE-1B: COUNSELLING PSYCHOLOGY

Objective: To develop an understanding of basic concepts, processes, techniques of Counselling.

Unit 1: Introduction: Meaning and goals; Counseling process and relationship; Counselor effectiveness, Counseling in the Indian context (10 hours)

Unit 2: Approaches: Overview of approaches to counseling: Psychodynamic, Behavioral, Person-centered and Cognitive-behavioral (18 hours)

Unit 3: Techniques: Play, Relaxation, Yoga, Meditation (8 hours)

Unit 4: Applications: Family Counseling; School and Career Counseling. (14 hours)

Practicum: Students are required to carry out any 1 practical based on the syllabus. 4 practical classes per week/per group (15-25 students in each group)

1. Empathy:

Readings:


Further Readings


**SKILL ENHANCEMENT ELECTIVE COURSE (SEC) (SKILL BASED) (one in Sem III/ V from Group A and one in Sem IV/VI from Group B):**

**SEC 1A: MANAGING STRESS**

**Objective:** To understand the main symptoms and sources of stress and learn ways of coping with stress.

**Unit 1: Stress:** Nature of stress, symptoms of stress, sources of stress, Stress and health (12 hours)

**Unit 2: Managing stress:** Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches (12 hours)

**Readings:**


OR

**SEC 1A: APPLICATIONS OF SOCIAL PSYCHOLOGY**

**Objective:** To apply the principles of social psychology to understand and deal with social issues.

**Unit 1: Introduction:** Importance of application of social psychological knowledge, developing interventions, impact analysis, case studies in the Indian context (10 hours)

**Unit 2:** Applications of social psychology: diversity, health, environment, population, law, work. (14 hours)

**Readings:**

**Further Readings**

SEC 1B: MANAGING HUMAN RESOURCES

Objective: To understand the main concepts related to human resource management and learn related techniques.


Unit 2: Human resource practices: Job analysis, Selection, training, performance evaluation. (12 hours)

Readings:


Further Readings


OR

SEC 1B: DEVELOPING EMOTIONAL COMPETENCE

Objective: To help the students learn how to understand and manage their emotions and develop emotional competencies.

Unit 1: Introduction: importance of recognizing and understanding emotions in oneself and others, importance of managing one’s emotions. (12 hours)
**Unit 2: EQ competencies:** self-awareness, self-regulation, motivation, empathy, and interpersonal skills *(12 hours)*

**Readings:**


**Further Readings:**

Emotional Intelligence 2.0 Hardcover – June 16, 2009 by Travis Bradberry (Author), Jean Greaves (Author), Patrick M. Lencioni (Foreword)
