

## B. A. Programme (Psychology)

### CONTENTS

S. No.	Course Code	Title	Credit	Page No.
<b>Semester I</b>				<b>2-3</b>
1.	PSY CC111	Foundations of Psychology	4	2
2.	PSY CC112	Practical	2	3
<b>Semester II</b>				<b>4-5</b>
3.	PSY CC211	Introduction to Social Psychology	4	4
4.	PSY CC212	Practical	2	5
<b>Semester III</b>				<b>6-8</b>
5.	PSY CC311	Understanding Psychological Distress & Well-being	4	6
6.	PSY CC312	Practical	2	7
7.	PSY SE313	Applications of Social Psychology	2	8
<b>Semester IV</b>				<b>9-11</b>
8.	PSY CC411	Statistical Methods & Psychological Research	4	9
9.	PSY CC412	Practical	2	10
10.	PSY SE413	Managing Stress	2	11
<b>Semester V</b>				<b>12-16</b>
11.	PSY EC511	Life Span Development	4	12
12.	PSY EC512	Practical	2	13
13.	PSY GE513	Psychology of Gender	4	14
14.	PSY GE514	Field Survey and Report Writing	2	15
15.	PSY SE515	Managing Human Resources	2	16
<b>Semester VI</b>				<b>17-21</b>
16.	PSY EC611	Counselling Psychology	4	17
17.	PSY EC612	Practical	2	18
18.	PSY GE613	Self and Personal Growth	4	19
19.	PSY GE614	Scale Development	2	20
20.	PSY SE615	Developing Emotional Competence	2	21
<b>GRAND TOTAL</b>	<b>Discipline Specific Core Courses (CC)</b>	<b>Theory</b>	<b>16</b>	<b>24</b>
		<b>Practical</b>	<b>08</b>	
	<b>Discipline Specific Elective Courses (EC)</b>	<b>Theory</b>	<b>08</b>	<b>12</b>
		<b>Practical</b>	<b>04</b>	
	<b>Generic Elective Courses (GE)</b>	<b>Theory</b>	<b>08</b>	<b>12</b>
		<b>Practical</b>	<b>04</b>	
	<b>Skill Enhancement Courses (SE)</b>		<b>08</b>	<b>56</b>

## B. A. First Semester

### FOUNDATIONS OF PSYCHOLOGY

Course Code: PSY CC111

Credit: 04

#### Objectives

This course has been designed to provide an opportunity to the students to develop an understanding of basic psychological processes and their applications in the day to day life.

<b>Unit I</b>	<b>Nature of Psychology</b>	<b>10 Hours</b>
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1. Definition, Psychology as Discipline, Science, Social Sciences and Psychology, Mind, Experience and Behavior as Components of Psychology, major Schools of Psychology, Development of Psychology in India, Scope of Psychology.
2. Methods of Psychology: Experimental and Non Experimental Methods; observation, Experimental Method, correlational research, survey research, Interview, Case Study.

<b>Unit II</b>	<b>Biological basis of behaviors</b>	<b>10 Hours</b>
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1. Basic units of Nervous System: Structure and functions of neurons
2. Structure and functions of central and Peripheral Nervous System
3. Endocrine Glands and human behaviour
4. Visual and auditory sensations

<b>Unit III</b>	<b>Perceptual Processes, Learning and memory</b>	<b>10 Hours</b>
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1. Attention: Nature, Types and span of attention,
2. Perception: Nature, Laws of Perceptual Organization, Determinants of perception, Space, Depth and Distance Perception,
3. Learning: Classical and Operant Conditioning. Theories of learning
4. Memory: Stages of Memory, Types of Memory, Theories of Forgetting

<b>Unit IV</b>	<b>Motivation and Emotion</b>	<b>10 Hours</b>
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1. Nature, Biogenic and Sociogenic Motives;
2. Emotion: Bodily changes in Emotion, Theories of emotion: James-Lange, Cannon-Bard and Schachter-Singer, Understanding emotion across culture.

<b>Unit V</b>	<b>Intelligence and Personality</b>	<b>10 Hours</b>
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1. Intelligence: Nature of Intelligence, Culture and intelligence, Theories of intelligence: Spearman, Thurstone, Guilford, and Sternberg; Types of intelligence tests: Verbal, Non-verbal and Performance Tests,
2. Personality: Nature and determinants. Personality Theories: Eysenck, Allport, Freud, Jung and Maslow

#### Readings

##### Essential Readings:

1. Chadha, N. K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology (South Asian Edition). New Delhi: Pearson

##### Suggested Readings:

1. Feldman, S. R. (2009). Essentials of understanding Psychology (7<sup>th</sup> Ed.) New Delhi: Tata Mc Graw Hill.
2. Glassman, W. E. (2000). Approaches to Psychology (3<sup>rd</sup> Ed.) Buckingham: Open University Press.

## B. A. First Semester

### PRACTICAL

Course Code: PSY CC112

Credit: 02

#### Objectives

60 Hours

This basic objective of this course is to enable the undergraduate students to carry out simple experiments and instill the basic skill of measurement and observation of human behaviours. The students will be required to plan, devise and conduct TWO experiments and administer psychological tests from the course on **Foundations of Psychology**. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture and demonstration to help students to carry out the experiments.

डी.ए. मनोविज्ञान कार्यक्रम (2016-19), मनोविज्ञान विभाग, मानविकी एवं सामाजिक विज्ञान अध्ययनशाळा, डॉ. एच.एस.गौर विश्वविद्यालय, सागर, म.प्र.

## B. A. Second Semester

### INTRODUCTION TO SOCIAL PSYCHOLOGY

**Course Code:** PSY CC211

**Credit:** 04

#### Objectives

To understand the basics of Social Psychology and to understand the individual in the social world.

<b>Unit I</b>	<b>Introduction</b>	<b>10 Hours</b>
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1. Nature and Brief History of Social Psychology,
2. Scope of Social Psychology,
3. levels of social behavior,
4. Approaches towards understanding social behavior

<b>Unit II</b>	<b>Individual Level Processes</b>	<b>10 Hours</b>
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1. Social Cognition: Nature and Characteristics, Cognitive Strategies
2. Attribution: theories, biases and errors,
3. Impression Formation : Process, accuracy in person perception, self-perception and shared cognition
4. Attitude: formation, change and resistance to change

<b>Unit III</b>	<b>Interpersonal Processes</b>	<b>10 Hours</b>
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1. Interpersonal attraction: Bases or Sources of Interpersonal attraction- Internal, External and social interactional sources.
2. Pro-social behavior: motives for pro-social behavior, help in emergency (Bystander effect ), and factors of increasing and decreasing tendency to help.
3. Aggression: nature of aggression, theories of aggression- biological theories, drive theories, social learning theories and general aggression model, Causes of human aggression- Social, Cultural, Personal and Situational.

<b>Unit IV</b>	<b>Group Processes I</b>	<b>10 Hours</b>
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1. Nature and functions of group
2. Types of group
3. Group cohesiveness
4. Cooperation and conflict

<b>Unit V</b>	<b>Group Processes II</b>	<b>10 Hours</b>
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1. Decision making in group
2. Stereotypes
3. Prejudice and Discrimination

#### Readings

##### Essential Readings:

1. Baron, R. A., Byrne, D., & Bhardwaj. G. (2010). Social Psychology (12th Ed). New Delhi: Pearson.
2. त्रिपाठी, लालबचन (2010). आधुनिक सामाजिक मनोविज्ञान, आगरा, हर प्रसाद भार्गव

##### Suggested Readings:

1. Chadha, N. K. (2012). Social Psychology. MacMillan.
2. Myers, D. G. (2008). Social Psychology. New Delhi: Tata McGraw-Hill.
3. मिश्र, गिरिश्वर एवं जैन, उदय (1994). सामाजिक मनोविज्ञान के मूल आधार, मध्य प्रदेश हिंदी ग्रन्थ अकादमी, भोपाल

## B. A. Second Semester

### PRACTICAL

Course Code: PSY CC212

Credit: 02

#### Objectives

60 Hours

This basic objective of this course is to enable the undergraduate students to carry out simple experiments and administer tests and questionnaires to carry out the act of measurement. It also aims to instill the basic skill of measurement of human behaviours in social and interpersonal settings. The students will be required to plan, devise and conduct TWO experiments from the course on **Introduction to Social Psychology**. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the experiments.

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## B. A. Third Semester

### UNDERSTANDING PSYCHOLOGICAL DISTRESS & WELL-BEING

**Course Code:** PSY CC311

**Credit:** 04

#### Objectives

To introduce the concepts of psychological distress and abnormality and to understand how to achieve well-being.

<b>Unit I</b>	<b>Basic Concepts</b>	<b>10 Hours</b>
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1. Abnormal Behaviour: Meaning and classification
2. Abnormality: Approaches, symptoms and etiology
3. Psychological Well-Being: Happiness, Life Satisfaction: Antecedents and Correlates

<b>Unit II</b>	<b>Theoretical Perspectives</b>	<b>10 Hours</b>
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1. Biological: Basic components, neurotransmitter and hormonal imbalance, brain damage and genetic vulnerabilities
2. Socio-cultural: Early deprivation, parenting style and Maladaptive peer relations
3. Psychological Perspectives: Behaviorism: Basic paradigm, classical conditioning and operant conditioning; Cognitive and psychodynamic Perspectives

<b>Unit III</b>	<b>Anxiety Disorders</b>	<b>10 Hours</b>
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1. Generalized Anxiety disorder: Types, Symptoms, causes and treatment
2. Obsessive compulsive disorder: Symptoms, causes and treatment
3. Phobias: Specific and social phobias, causes and treatment

<b>Unit IV</b>	<b>Mood and Schizophrenic Disorders</b>	<b>10 Hours</b>
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1. Mood disorders: Unipolar and Bipolar disorders, Symptoms, Causes and treatment
2. Schizophrenia: Paranoid, disorganized, catatonic, positive and negative Symptoms and etiology of schizophrenia

<b>Unit V</b>	<b>Positive Emotional States and Processes</b>	<b>10 Hours</b>
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1. The Principles of please: Understanding positive affect, positive emotions, Happiness and well-being
2. Making the most of Emotional Experiences: Emotion-focused Coping, Emotional Intelligence and Socioemotional Selectivity, Emotional Storytelling

#### Readings

##### Essential Readings:

1. Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2008). Abnormal Psychology. New Delhi: Pearson.
2. Snyder, C. R. & Lopez, S. J. (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publications India Pvt. Ltd., New Delhi.

##### Suggested Readings:

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
2. Frude, N. (1998). Understanding Abnormal Psychology. Oxford: Blackwell Publishers.

## B. A. Third Semester

### PRACTICAL

Course Code: PSY CC312

Credit: 02

#### Objectives

60 Hours

This basic objective of this course is to enable the undergraduate students to carry out understand the processes and skills involved in the measurement and evaluation of clinical and non-clinical aspects of human behaviours and develop the understanding of the dynamics of abnormal behaviours. The students are also expected to develop the skills the administering the tests and questionnaires to measure the abnormal behaviours. With help of scales and questionnaires, they will learn the skill of measuring abnormal behaviours. The students will be introduced with the TWO types of mental disorders prescribed in the course on **Understanding Psychological Distress and Well-being**. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

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## B. A. Third Semester

### APPLICATIONS OF SOCIAL PSYCHOLOGY

Course Code: PSY SE313

Credit: 02

#### Objectives

To apply the Principles of Social Psychology to understand and deal with social issues.

<b>Unit I</b>	<b>Introduction to Applied Social Psychology</b>	<b>5 Hours</b>
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1. Meaning and goals of applied social Psychology
2. Importance of application of Social Psychology
3. Major areas of applications of Social Psychology
4. Developing Interventions

<b>Unit II</b>	<b>Analyzing Change in Society</b>	<b>5 Hours</b>
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1. Impact Analysis
2. Case studies based applications

<b>Unit III</b>	<b>Health and Social Psychology</b>	<b>5 Hours</b>
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1. Application of Social Psychology and Diversity
2. Application of Social Psychology in physical health
3. Application of Social Psychology in mental health

<b>Unit IV</b>	<b>Law, Environment and Social Psychology</b>	<b>5 Hours</b>
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1. Application of Social Psychology in environmental context: Issues and studies
2. Application of Social Psychology in population: planning and control
3. Application of Social Psychology in legal issues: Eyewitness testimony, Lie Detection and Norco test

<b>Unit V</b>	<b>Organization, Education and Social Psychology</b>	<b>5 Hours</b>
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1. Application of Social Psychology in Organizational Context in work settings
2. Application of Social Psychology in Educational settings

#### Readings

##### Essential Readings:

1. Kools, B., Hill, j., Thomas, E., Wandersman, Elias, M.J., & Dalton, J.H.(2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.
2. Schneider, F.W., Gruman, A., Coult, L.M. (Eds.). (2012). Applied Social Psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

##### Suggested Readings:

1. Chadha, N. K. (2012). Social Psychology. MacMillan.
2. त्रिपाठी, लालबचन (2010). आधुनिक सामाजिक मनोविज्ञान, आगरा, हर प्रसाद भार्गव
3. मिश्र, गिरिश्वर एवं जैन, उदय (1994). सामाजिक मनोविज्ञान के मूल आधार, मध्य प्रदेश हिंदी ग्रन्थ अकादमी, भोपाल



## B. A. Fourth Semester

### STATISTICAL METHODS & PSYCHOLOGICAL RESEARCH

Course Code: PSY CC411

Credit: 04

#### Objectives

This course is designed to understand framing research questions and hypotheses, choosing appropriate research design, decision to inclusion of participants, procedure of data collection and the plan for analyzing the data.

<b>Unit I</b>	<b>Psychological Research</b>	<b>10 Hours</b>
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1. Meaning, nature and types: Experimental and non-experimental research
2. Steps involved in experimentation
3. Problem, hypothesis and Variables
4. Types and control of variables

<b>Unit II</b>	<b>Experimental Design</b>	<b>10 Hours</b>
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1. Meaning and purpose
2. Single group design-Pre and post measurements.
3. Between subjects designs - Randomized, matched groups and factorial designs.

<b>Unit III</b>	<b>Statistical Methods</b>	<b>10 Hours</b>
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1. Frequency distributions and graphical representation of data
2. Descriptive statistics - mean, median, mode, range,
3. Quartile deviation and standard deviation

<b>Unit IV</b>	<b>Hypothesis Testing</b>	<b>10 Hours</b>
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1. Significance of difference between two means
2. Standard deviations
3. One-way ANOVA

<b>Unit V</b>	<b>Normal Probability Curve</b>	<b>10 Hours</b>
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1. Properties and applications,
2. correlations: Product - moment and rank difference;
3. Regression and prediction

#### Readings

##### Essential Readings:

1. Garret, h. E. & Woodworth, R. S. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feffer & Simons Pvt. Ltd.
2. McGuigan, F. J. (1990). Experimental psychology (5th edition). New Delhi: Prentice Hall.
3. Singh, A. K. (2004). Monovigyan, samajshastra tatha shiksha mein shodh vidhiyan. Varanasi: Motilal Banarasi Das.

##### Suggested Readings:

1. Breakwell, G. M., Hammon, S, Fife-Shaw, C., & Smith, J. (2006). Research methods in psychology (3rd edition). London: Sage.
2. Haslam, S. A., & McGarty, C. (2003). Research methods and statistics in psychology. London: Sage.

## B. A. Fourth Semester

### PRACTICAL

Course Code: PSY CC412

Credit: 02

#### Objectives

60 Hours

This basic objective of this course is to enable the undergraduate students to carry out understand the empirically the genesis and development of stress in day to day life. The students are also expected to empirically validate the basic statistical procedures and theories. With help of scales and questionnaires, they will learn the skill of measuring stress. The students will be introduced with the TWO types of practical studies prescribed in the course on **Statistical Methods & Psychological Research and managing stress**. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

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## B. A. Fourth Semester

### MANAGING STRESS

Course Code: PSY SE413

Credit: 02

#### Objectives

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

<b>Unit I</b>	<b>Introduction</b>	<b>5 Hours</b>
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1. Nature and types of stress and Expression of stress
2. Sources of stress: Environmental, Social, Organizational, Physiological, Psychological and significant events sources
3. Symptoms of stress: Physiological and Psychological

<b>Unit II</b>	<b>Models of Stress</b>	<b>5 Hours</b>
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1. Selye Model: General Adaptation Syndrome
2. Stress and Cognitive Appraisal

<b>Unit III</b>	<b>Physiology of Stress</b>	<b>5 Hours</b>
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1. Physiology of stress
2. Stress and Autonomic Nervous System (ANS)
3. Stress and Diseases

<b>Unit IV</b>	<b>Impacts of Stress</b>	<b>5 Hours</b>
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1. Consequences of Stress: Health, Performance and productivity, Well-being, Relationship
2. Managing Stress: Emotion and Problems focused strategies

<b>Unit V</b>	<b>Managing Stress</b>	<b>5 Hours</b>
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1. Yoga and Meditation Techniques
2. Other Relaxation Techniques

#### Readings

##### Essential Readings:

1. DiMatteo, M.R. & Martin, L.R.(2002).Health Psychology. New Delhi: Pearson.
2. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning.

##### Suggested Reading:

1. Taylor, S.E.(2006). Health psychology, 6<sup>th</sup> Edition. New Delhi: Tata McGraw Hill.

## B. A. Fifth Semester LIFE SPAN DEVELOPMENT

**Course Code: PSY EC511**

**Credit: 04**

### 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 I Introduction to Life-Span Development 10 Hours

1. Meaning of life-span development,
2. Early approaches and developmental processes-change & stability.
3. Domains of development: Physical, cognitive and psychosocial domains.
4. Theoretical perspective: psychoanalytic, learning, cognitive, evolutionary and contextual perspective.
5. Developmental research designs: longitudinal, cross-cultural and sequential designs.

### Unit II Childhood (Early and Middle childhood) 10 Hours

1. **Physical development:**
  - a. **(Early childhood):** bodily growth and change, nutrition and oral health, bed-wetting, motor-skills, artistic development and handedness.
  - b. **(Middle childhood):** growth, nutrition, and motor development.
2. **Psychosocial development:**
  - a. **(Early childhood):** the developing self: the self-concept and cognitive development, understanding emotions, Erikson: Initiative versus Guilt, and self-esteem, play: types of play- functional play, constructive play and pretend play, and parenting: parenting styles- Baumrind's model.
3. **(Middle childhood):** the developing self: self esteem and emotional growth.

### Unit III Adolescence 10 Hours

1. Physical development: Puberty-how puberty begins, timing, sequence and signs of maturation.
2. Psychosocial development: the search for identity-Erikson: Identity versus Identity Confusion, Marcia: Identity Status-Crisis and Commitment, Gender differences in identity formation, and ethnic factors in identity formation.

### Unit IV Adulthood (Young, Middle and Late adulthood) 10 Hours

- i. **Physical development:**

**Young Adulthood-** health and physical condition: health status, genetic and behavioral influences on health.

**Middle Adulthood-** Physical change: sensory and psychomotor functioning.

**Late Adulthood-** Longevity and Aging: trends and factors in Life Expectancy, Physical changes: the aging brain.
- ii. **Psychosocial development:**

**Young Adulthood-** Personality development: Normative Stage Models, and Timing-of-Events Models.

**Middle Adulthood-** Change at midlife: Normative-Stage Models and Timing of Events: the Social Clock.

**Late Adulthood-** stability of personality traits, and normative issues and tasks.

### Unit V Cognitive, Moral and Language development 10 Hours

1. Meaning of cognitive development and Piaget's & Vygotsky's theory of cognitive development, Beyond Piaget: shift to post-formal thought, K.Warner Schaie- A Life Span, Model of cognitive development, Sternberg-insight and know how.
2. Meaning of moral development, moral development and the seventh stage, gender and moral development (Carol Gilligan's work) and Kohlberg's & Piaget's theory of moral development.
3. Meaning of language development and Chomsky's views on language.

### Readings

#### Essential Reading:

1. Papalia, D.E. (2004). Human Development (9<sup>th</sup> Ed.). New Delhi: Tata McGraw-Hill.

#### Suggested Reading:

1. Berk, L. E. (2014). Exploring lifespan development. 3<sup>rd</sup> Edition, New Delhi: Pearson.

## B. A. Fifth Semester

### PRACTICAL

Course Code: PSY EC512

Credit: 02

#### Objectives

60 Hours

This basic objective of this course is to enable the undergraduate students to carry out understand the various dimensions of human growth and develop. The students are also expected to develop the skills the administering the tests and questionnaires to measure the various dimensions of human development. The students will be introduced with the TWO types of psychological constructs prescribed in the course on **Life Span Development**. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

डी.ए. मनोविज्ञान कार्यक्रम (2016-19), मनोविज्ञान विभाग, मानविकी एवं सामाजिक विज्ञान अध्ययनशाळा, डी.एस.गौर विश्वविद्यालय, सागर, म.प्र., भारत

## B. A. Fifth Semester PSYCHOLOGY OF GENDER

**Course Code:** PSY GE513

**Credit:** 04

### Objectives

To familiarize the students with basic scientific facts related to the dynamics of gender and sensitize the students with gender issues.

<b>Unit I</b>	<b>Introduction</b>	<b>10 Hours</b>
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1. Definition and conceptualization of gender.
2. Cultural differences in the construal of gender.
3. Historical background of gender studies: the sex difference debate; social construction of gender;
4. Women's movement & men's movement.

<b>Unit II</b>	<b>Methods of Gender study</b>	<b>10 Hours</b>
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1. Methods to study gender: scientific method; correlational study; experimental study; field experiment; cross sectional versus longitudinal designs & meta analysis.
2. Gender role attitude: attitude toward men's and women's role; affective component: sexism. Cognitive component: gender role stereotyping. Behavioural component: sex discrimination.

<b>Unit III</b>	<b>Gender Comparisons and Development</b>	<b>10 Hours</b>
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1. Sex related comparisons: sex comparison in cognitive ability; mathematical ability; verbal ability.
2. Sex comparison in social domain: empathy; helping behaviour; aggression; sexuality & general personality attributes.
3. Sex comparison in moral development.
4. Theories of sex related comparisons: biological theory; social learning theory; social role theory & gender role socialization.

<b>Unit IV</b>	<b>Gender and Social Behaviours</b>	<b>10 Hours</b>
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1. Gender: Aggression, Achievement: individual difference factors & social factors.
2. Communication: interaction style in childhood; interaction style in adulthood; language; non verbal behaviour.
3. Nature of friendship: closeness of friendship; conflict in friendship; cross- sex friendship; cross- race friendship. Nature of romantic relationships: maintaining relationships & conflicts.

<b>Unit V</b>	<b>Gender and Health</b>	<b>10 Hours</b>
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1. Gender and Health: sex difference in health. Relationship and health: effect of social support in health & effect of marriage on health. Worker's role and health: paid worker role; discrimination & sexual harassment.
2. Mental Health: sex differences in depression; challenges of adolescence; adjustment to chronic illness; eating disorders & suicide.

### Readings

#### Essential Readings:

1. Helgeson, V.S. (2006). Psychology of Gender. Pearson education.
2. Magnussan, E, & Marecek, J. (2012). Gender and culture in Psychology; Theories and Practices. Cambridge University Press.

#### Suggested Reading:

1. Rogers, W. S. & Rogers R. S. (2001). The psychology of gender and sexuality: An introduction. Open University Press, Buckingham.

## B. A. Fifth Semester

### FIELD SURVEY AND REPORT WRITING

Course Code: PSY GE514

Credit: 02

#### Objectives

60 Hours

This basic objective of this course is to enable the undergraduate students to carry out understand the various dimensions of field survey of basic psychological data and prepare report according to standard norms of the discipline. The students are also expected to develop the skills the administering the tests and questionnaires on male and female participants. In addition, they are expected to develop the gender sensitivity especially of psychological challenges and opportunities before them. The topic of survey will be based on the **psychology of gender and contemporary social issues**. The teacher will introduce the concept of gender and discuss the psychological, biological, socio-cultural and political aspects of gender. The teachers are expected to use lecture, demonstration and case study method to help students to carry out field survey and report writing.

डी.ए. मनोविज्ञान कार्यक्रम (2016-19), मनोविज्ञान विभाग, मानविकी एवं सामाजिक विज्ञान, श्री २५ गुरुदास जी प्रसाद मेमोरियल विश्वविद्यालय, सागर, म.प्र.

## B. A. Fifth Semester

### MANAGING HUMAN RESOURCES

**Course Code:** PSY SE515

**Credit:** 02

#### Objectives

This course is designed to impart students with basic understanding of managing people within an organization. The responsibilities of a human resource manager fall into three major areas: staffing, employee compensation and benefits, and defining/designing work. Lecture methods, group discussion and organization visit shall be adopted as the method to comprehend this course.

<b>Unit I</b>	<b>Introduction</b>	<b>5 Hours</b>
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1. Concepts and nature of human resource management
2. Foundation and functions of human resource management.

<b>Unit II</b>	<b>Employees Selection</b>	<b>5 Hours</b>
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1. Selection process and methods
2. Job analysis, biographical information; interviews; references and letters of recommendation
3. Use of psychological tests

<b>Unit III</b>	<b>Training and Development</b>	<b>5 Hours</b>
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1. Scope and goals of training programmes
2. Training needs analysis
3. Training methods

<b>Unit IV</b>	<b>Performance Appraisal</b>	<b>5 Hours</b>
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1. Nature and methods
2. Performance appraisal for managers; biases in performance appraisal
3. Post-appraisal interview

<b>Unit V</b>	<b>Workplace Stress</b>	<b>5 Hours</b>
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1. Occupational health; work-family conflicts
2. Causes of stress at the workplace
3. Management of stress

#### Readings

##### Essential Readings:

1. Schultz & Schultz (2006). Psychology & Work Today, Pearson Education
2. Decenzo, D. A., & Robbins, S. P. (2003). Foundations of Human Resource Management
3. Beardwell, I. & Hadden, L. (1996). Human Resource Management: A contemporary perspective, New Delhi: Macmillan India Ltd.

##### Suggested Readings:

1. Glimer, B. V. H. (1991). Industrial and organizational psychology, Tokyo: McGraw Hill.
2. Kogakushra. Wexley, K. N., & Yukl, G. A. (1987). Organizational behaviour and personal psychology. Illinois: Richard Irvin.



## B. A. Sixth Semester

### COUNSELLING PSYCHOLOGY

**Course Code:** PSY EC611

**Credit:** 04

#### Objectives

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

<b>Unit I</b>	<b>Introduction</b>	<b>10 Hours</b>
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1. What is counselling?, The Parameters of counselling
2. Counselling conditions and their effects, Case illustration of possible counselling outcomes
3. Characteristics of effective helpers, The developmental nature of learning to counsel

<b>Unit II</b>	<b>Stages of Counselling I</b>	<b>10 Hours</b>
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1. Stages and skills of counselling-I
2. Stage-1 Rapport and relationship building
3. Stage-2 Assessing Client Problems

<b>Unit III</b>	<b>Stages of Counselling II</b>	<b>10 Hours</b>
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1. Stage-3 Developing counselling goals
2. Stage-4 Strategies and selecting intervention
3. Stage-5 Termination and follow up

<b>Unit IV</b>	<b>Theoretical Approaches to Counselling Intervention</b>	<b>10 Hours</b>
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1. Affective Intervention
2. Behavioural Intervention
3. Cognitive Intervention
4. Systemic Intervention
5. Applying Counselling Skills to Unique Situations: Crisis intervention, Consultation, Conflict management and resolution

<b>Unit V</b>	<b>Special Areas of Counselling for Specific Groups</b>	<b>10 Hours</b>
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1. Family counselling
2. Parental Counselling
3. Juvenile delinquents
4. Pre-marital counselling
5. Counselling for substance abusers

#### Readings

##### Essential Readings:

1. Patterson L.E. and Welfel E.R. (2000). The counselling Process. Wadsworth Books, USA
2. Rao, S.N. (1981) counselling Psychology. Tata McGraw Hills, Bombay

##### Suggested Reading:

1. Hackney H. L. and Cormier L. S. (2009). The Professional Counsellor. Pearson Publication.

## B. A. Fifth Semester

### PRACTICAL

Course Code: PSY EC612

Credit: 02

#### Objectives

60 Hours

This basic objective of this course is to enable the undergraduate students to develop sensitivity and understanding of basic issues suitable for psychological counselling along with assessment of human strength and weaknesses. The students are also expected to develop the skills in administering the tests and questionnaires to measure the human behaviours. The students will be introduced with the TWO types of psychological constructs prescribed in the course on **Counselling Psychology**. The teacher will introduce the concept and help the students to practice micro counselling with demonstrations and examples of everyday life problems. The teachers are expected to use lecture, demonstration, role playing and case study method to help students to carry out the act of measurement.

डी.ए. मनोविज्ञान कार्यक्रम (2016-19), मनोविज्ञान विभाग, मानविकी एवं सामाजिक विज्ञान अध्ययनशाखा, डॉ. पी.एस.जी. विश्वविद्यालय, सागर, म.प्र.

## B. A. Sixth Semester

### SELF AND PERSONAL GROWTH

Course Code: PSY GE613

Credit: 04

#### Objectives

To understand the basic processes of self and the intricacies of personality growth and development.

<b>Unit I</b>	<b>Introduction</b>	<b>10 Hours</b>
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1. Personality: Meaning, processes of development, Challenges and stages of personality development,
2. Perspectives of self and personal Growth
3. Self as an object and as a process. Bases of Self knowledge.

<b>Unit II</b>	<b>Self from a Developmental Perspective</b>	<b>10 Hours</b>
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1. William James: Material, Social and Spiritual self, Pure Ego; M. Lewis: Perspective Taking, Socialization and Emergence of Self Recognition,
2. Margret Mead: Self, me and I; Charles Cooley: Looking Glass Self- Development of Self and Identity
3. Robert Kegan: The Evolving self, Evolutionary Balance: incorporative, impulsive, imperial, interpersonal, institutional, and inter-individual.
4. Carl Rogers: Real self and Ideal self,

<b>Unit III</b>	<b>Self in the Indian Thought</b>	<b>10 Hours</b>
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1. Contributions of Indian thought to the understanding of self,
2. Vedic Concept of self: Swabhava Trigunas and Tridoshas

<b>Unit IV</b>	<b>Personal Growth Processes</b>	<b>10 Hours</b>
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1. Self and Personal growth,
2. Developing character strengths and virtues

<b>Unit V</b>	<b>Development of Identity and self-esteem</b>	<b>10 Hours</b>
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1. Adolescence: Basic developmental characteristics of adolescence, Physiological and psychological changes in adolescence,
2. Marcia's (1966) Four-Stage Model of Identity Status Development; Erikson: Psychosocial development
3. Self-esteem: Meaning, nature and theories, measurement of self-esteem

#### Readings

##### Essential Readings:

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
2. Chadha, N. K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

##### Suggested Reading:

1. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

## B. A. Fifth Semester

### SCALE DEVELOPEMNT

**Course Code:** PSY GE614

**Credit:** 02

#### **Objectives**

**60 Hours**

This basic objective of this course is to familiarize the undergraduate students with the basic features of psychological scales used in the process of psychological assessment and evaluation. They will be introduced with the concepts of reliability, validity and norms. They will also be given opportunity to learn the technicalities of item writing. The students will be expected to develop at least two scales on self, attitude, interest and personality. The students are also expected to develop the skills the administering the questionnaires to measure the human behaviours. The teachers are expected to use lecture, demonstration and case study method to help students to develop the scales.

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## B. A. Sixth Semester

### DEVELOPING EMOTIONAL COMPETENCE

Course Code: PSY SE615

Credit: 02

#### Objectives

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

<b>Unit I</b>	<b>Introduction</b>	<b>5 Hours</b>
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1. Emotional Competence: Meaning, nature and importance
2. Importance of recognizing and understanding emotions in oneself and others,
3. Importance of managing one's emotions.

<b>Unit II</b>	<b>Emotional Competencies</b>	<b>5 Hours</b>
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1. Self-awareness: Meaning, nature and development of self-awareness
2. self-regulation, motivation and empathy,
3. Interpersonal skills: Nature and importance, Factors affecting interpersonal skills

<b>Unit III</b>	<b>Emotional Capital</b>	<b>5 Hours</b>
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1. Emotional Capital: Meaning, nature and importance
2. Agencies of emotional capital
3. Fostering Emotional capital

<b>Unit IV</b>	<b>Assertiveness</b>	<b>5 Hours</b>
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1. Assertiveness: Meaning, nature and importance
2. Components of assertiveness
3. Methods of Assertiveness Training
4. Health, productivity and Assertiveness

<b>Unit V</b>	<b>Theories of Emotional Intelligence</b>	<b>5 Hours</b>
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1. Ability Model of Emotional Intelligence
2. Trait Model of Emotional Intelligence
3. Mixed of Emotional Intelligence

#### Readings

##### Essential Readings:

1. Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
2. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

##### Suggested Reading:

1. Singh, D. (2003). *Emotional intelligence at work (2nd ed.)* New Delhi: Response Books.