CURRICULUM & SYLLABUS

CHOICE BASED CREDIT SYSTEM (CBCS)

FOR

BACHELOR OF ARTS (B.A.) HONORS

(3 Year Undergraduate Honors Degree Program)

IN

PSYCHOLOGY

[w. e. f. 2020-21]

FACULTY OF SCIENCE AND HUMANITIES
SRM UNIVERSITY DELHI-NCR, SONEPAT
**Plot No.39, Rajiv Gandhi Education City, P.S. Rai, Sonepat
Haryana-131029**

SRM UNIVERSITY DELHI-NCR, SONEPAT (HARYANA)

VISION

SRM University Delhi-NCR, Sonepat, Haryana aims to emerge as a leading world-class university that creates and disseminates knowledge upholding the highest standards of instruction in Medicine & Health Sciences, Engineering & Technology, Management, Law, Science & Humanities. Along with academic excellence and skills, our curriculum imparts integrity and social sensitivity to mould our graduates who may be best suited to serve the nation and the world.

MISSION

- To create a diverse community campus that inspires freedom and innovation.
- Promote excellence in educational & skill development processes.
- Continue to build productive international alliances.
- Explore optimal development opportunities available to students and faculty.
- Cultivate an exciting and rigorous research environment.

DEPARTMENT OF PSYCHOLOGY

VISION

The Undergraduate Honors Degree Program in Psychology is committed to impart quality education and to enhance knowledge of the students in different fields of Psychology. It also aims to contribute to society and environment by producing quality psychologists who will not only provide services to the needy, but will also work in enhancing mental well-being.

MISSION

- To provide high quality education for promoting human development, mental health and well-being.
- To enhance the knowledge of the students in different fields of psychology including General Psychology, Biopsychology, Social Psychology, Clinical Psychology, Industrial Psychology, Developmental Psychology and many more.
- To develop the skills of a psychologist in students like empathy, unconditional positive regards, non-judgemental and confidentiality.
- To train the students in field of research through scientific studies of human behaviour, emotions and thoughts.
- To nurture the quality of critical thinking and problem solving through practical exposure in the various fields of psychology.
- To offer scientific and professional training to the students in all the core areas of psychology.
- To inculcate human values and ethics to make the students an asset for the society in all possible ways.

PROGRAM REQUIREMENT

General Education Requirements: Humanities

Basic Science and Engineering Requirements: Nil

Disciplinary Requirements comprising of:

Department of Psychology	Core courses (through regular/online mode)
Department Psychology	Electives (through regular/online mode)
Department Psychology	Open Electives (through regular/online mode)

Practical and Research component:

1. Regular Practical and Research
2. Summer Internships

SEMESTER-I

Code	Category	Course	L	T	P	C
Theory						
20 BPSY 101	Core Course	Introduction to Psychology of Individual Differences	4	0	0	4
20 BPSY 102	Core Course	Statistical Methods for Psychological Research-I	5	1	0	6
20BEN103	Ability Enhancement Compulsory Course	English Communication	4	0	0	4
20 BPSY GE1	Generic Elective	General Psychology	5	1	0	6
Practical						
20 BPSY 101P	Core Course	Introduction to Psychology of Individual Differences – Practicum	0	0	4	2
Total			18	2	4	22
Total Contact Hours			206			

SEMESTER-II

Code	Category	Course	L	T	P	C
Theory						
20 BPSY 201	Core Course	Biopsychology	5	1	0	6
20 BPSY 202	Core Course	Cognitive Psychology	4	0	0	4
20 BPSY 203	Ability Enhancement Compulsory Course	Environmental Studies	4	0	0	4
20 BPSY GE2	Generic Elective (GE)	Youth, Gender and Identity	5	1	0	6
Practical						

20 BPSY 202P	Core Course	Cognitive Psychology Practical	0	0	4	2
Total			**18**	**2**	**4**	**22**
Total Contact Hours			**184**			

SEMESTER-III

Code	Category	Course	L	T	P	C
Theory						
20 BPSY 301	Core Course	Development of Psychological Thought	5	1	0	6
20 BPSY 302	Core Course	Psychological Research	4	0	0	4
20 BPSY 303	Core Course	Social Psychology	5	1	0	6
20 BPSY SE1	Skill Enhancement Course (Skill Based)	AEEC course-I (any one to be selected by students)	5	1	0	6
20 BPSY GE3	Generic Elective (GE)	Psychology for Health and Well-Being	5	1	0	6
Practical						
20 BPSY 302P	Core Course	Psychological Research-Practical	0	0	4	2
Total			**24**	**4**	**4**	**30**
Total Contact Hours			**252**			

SEMESTER-IV

Code	Category	Course	L	T	P	C
Theory						
20 BPSY 401	Core Course	Understanding Psychological Disorders	5	1	0	6
20 BPSY 402	Core Course	Statistical Methods for Psychological Research-II	5	1	0	6
20 BPSY 403	Core Course	Applied Social Psychology	4	0	0	4

20 BPSY SE2	Skill Enhancement Course(Skill Based)	AEEC Course-II (any one to be selected by students)	5	1	0	6
20 BPSY GE4	Generic Elective (GE)	Psychology at Work	5	1	0	6
Practical						
20 BPSY 403P	Core Course	Applied Social Psychology – Practicum	0	0	4	2
Total			**24**	**4**	**4**	**30**
Total Contact Hours			**252**			

SEMESTER-V

Code	Category	Course	L	T	P	C
Theory						
20 BPSY 501	Core Course	Understanding and Dealing with Psychological Disorders	4	0	0	4
20 BPSY 502	Core Course	Developmental Psychology	4	0	0	4
20 BPSY DSE1	Discipline Specific Elective (DSE)	Course –I (any one to be selected by students)	4	0	0	4
20 BPSY DSE2	Discipline Specific Elective (DSE)	Course –II (any one to be selected by students)	4	0	0	4
Practical						
20 BPSY 501P	Core Course	Understanding and Dealing with Psychological Disorders-Practicum	0	0	4	2
20 BPSY 502P	Core Course	Developmental Psychology-Practicum	0	0	4	2
20 BPSY DSE1P	Discipline Specific Elective (DSE)	Course-I Practicum	0	0	4	2
20 BPSY DSE2P	Discipline Specific Elective (DSE)	Course-II Practicum	0	0	4	2
Total			**16**	**0**	**16**	**24**

	Total Contact Hours				240	

SEMESTER-VI

Code	Category	Course	L	T	P	C
Theory						
20 BPSY 601	Core Course	Organizational Behavior	4	0	0	4
20 BPSY 602	Core Course	Counseling Psychology	4	0	0	4
20 BPSY DSE3	Discipline Specific Elective (DSE)	Course –III (any one to be selected by students)	4	0	0	4
20 BPSY DSE4	Discipline Specific Elective (DSE)	Course –IV (any one to be selected by students)	4	0	0	4
Practical						
20 BPSY 601P	Core Course	Organizational Behavior-Practicum	0	0	4	2
20 BPSY 602P	Core Course	Counseling Psychology-Practicum	0	0	4	2
20 BPSY DSE3P	Discipline Specific Elective (DSE)	Course-III- Practicum	0	0	4	2
20 BPSY DSE4P	Discipline Specific Elective (DSE)	Course-IV- Practicum	0	0	4	2
Total			**16**	**0**	**16**	**24**
Total Contact Hours			**240**			

SUMMARY OF CREDITS

Category	I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	Total	%
Core Course	12	12	18	18	12	12	84	55.26
Generic Elective (GE)	6	6	6	6	-	-	24	15.78
Ability Enhancement Compulsory Course	4	4	-	-	-	-	08	5.26
Ability Enhancement Elective Course (Skill Based)	-	-	6	6	-	-	12	7.89
Discipline Specific Elective	-	-	-	-	12	12	24	15.78
Total	22	22	30	30	24	24	152	

EVALUATION SCHEME

INTERNAL EVALUATION (THEORY)

Assessment	Internal Assessment-I	Internal Assessment-II	Faculty Specific Assessment	Assignment/Presentation/ Class participation	Total
Marks	10	10	10	20	50

INTERNAL EVALUATION (PRACTICAL)

Assessment	Daily Assessment/Observation	Maintenance of Practical File	Conduction of Psychology Practical in Internal Examinations	ViVa- Voce	Total
Marks	10	20	10	10	50

EXTERNAL EVALUATION (THEORY)

Assessment	End Semester Examination	Total
Marks	100	Will be scaled in 50

EXTERNAL EVALUATION (PRACTICAL)

Assessment	Record File	Testing performed during External Practical Examinations	Written Work	Viva- Voce	Total
Marks	20	10	10	10	50

PROGRAM OBJECTIVE

The undergraduate psychology program has the following objectives:

- Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.

- Imparting knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.

- Help shaping cognitive, affective and behavioural abilities of students for building responsible psychology professionals and researchers.

- Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counseling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).

- Promoting self-understanding, reflexivity and personal growth. Helping students understand the complexities of self and human relationships and how the two make each other up.

- Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

- Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.

- Developing respect for social diversity and increasing social and cultural relevance of learning.

PROGRAM OUTCOME

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The learners who complete three years of full time undergraduate honors degree program in psychology would earn a Bachelor's degree. The learning outcomes that a student should be able to demonstrate on completion of a honors degree level program may involve academic, behavioural and social competencies as described below.

Academic Competence

- Disciplinary knowledge and methods including data analysis and computer literacy.
- Basic professional skills pertaining to psychological testing, assessment and counseling.

- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counseling, health, educational, social, community).

- Ability to relate and connect concepts with personal experiences and using critical thinking.

- Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.

- Ability to use various e-resources and social media and negotiating with technological challenges.

- Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.

- Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

Personal & Behavioural Competence

- Self-development, health and hygiene, self-regulation skills.

- Developing positive attributes such as empathy, compassion, social participation, and accountability.

- Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.

- Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.

- Appreciating and tolerating different perspectives.

- Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

Social Competence

- Collaboration, cooperation and realizing the power of groups and community.

- Analysing social problems and understanding social dynamics.

- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.

- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).

- Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.

- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

LIST OF OPEN ELECTIVES

Code	Category	Course	L	T	P	C
OPEN ELECTIVES						
20 BPSY GE1	Generic Elective	General Psychology	5	1	0	6
20 BPSY GE2	Generic Elective	Youth, Gender and Identity	5	1	0	6
20 BPSY GE3	Generic Elective	Psychology for Health and Well-Being	5	1	0	6
20 BPSY GE4	Generic Elective	Psychology at Work	5	1	0	6

LIST OF MODULE ELECTIVES

Code	Category	Course	L	T	P	C
Departmental Elective-I						
20BEN103	Ability Enhancement Compulsory Course	English Communication	4	0	0	4
20 BPSY 203	Ability Enhancement Compulsory Course	Environmental Studies	4	0	0	4
Departmental Elective-II						
20 BPSY SE1	Ability Enhancement Elective Course	Emotional Intelligence	5	1	0	6
20 BPSY SE2	Ability Enhancement Elective Course	Stress Management	5	1	0	6
20 BPSY SE3	Ability Enhancement Elective Course	Effective Decision Making	5	1	0	6
20 BPSY SE4	Ability Enhancement Elective Course	Educational Psychology	5	1	0	6
20 BPSY SE5	Ability Enhancement Elective Course	Selection and Training	5	1	0	6
20 BPSY SE6	Ability Enhancement Elective Course	Personal Growth and Development	5	1	0	6
20 BPSY SE7	Ability Enhancement Elective Course	Psychological Skills in organization	5	1	0	6

		Departmental Elective-III				
20 BPSY DSE1	Discipline Specific Elective	Positive Psychology	4	0	4	6
20 BPSY DSE2	Discipline Specific Elective	Human Resource Management	4	0	4	6
20 BPSY DSE3	Discipline Specific Elective	Health Psychology	4	0	4	6
20 BPSY DSE4	Discipline Specific Elective	Community Psychology	4	0	4	6
20 BPSY DSE5	Discipline Specific Elective	Cultural and Indigenous Psychology	4	0	4	6
20 BPSY DSE6	Discipline Specific Elective	Psychological Perspective in Education	4	0	4	6
20 BPSY DSE7	Discipline Specific Elective	Psychology of Disability	4	0	4	6
20 BPSY DSE8	Discipline Specific Elective	Psychology of Peace	4	0	4	6
20 BPSY DSE9	Discipline Specific Elective	Project/Dissertation	4	0	4	6

ELECTIVE: GENERIC (GE)

Generic Elective Papers Courses Offered by Department of Economics

S.No.	Name of Paper	Semester	Code	Credits
1	Introductory Microeconomics	I	20 BAE GE1	6
2	Introductory Macroeconomics	II	20 BAE GE2	6
3	Environmental Economics	III	20 BAE GE3	6
4	Indian Economy	IV	20 BAE GE4	6

Generic Elective Papers Courses Offered by Department of Political Science

S.No.	Name of Paper	Semester	Code	Credits
1	Governance: Issues and Challenges	I	20 BPS GE1	6
2	Development Process and Social Movements in Contemporary India	II	20 BPS GE2	6
3	Human Rights in a Comparative Perspective	III	20 BPS GE3	6
4	Gandhi and the Contemporary World	IV	20 BPS GE4	6

Generic Elective Papers Courses Offered by Department of Psychology

S.No.	Name of Paper	Semester	Code	Credits
1	General Psychology	I	20 BPSY GE1	6
2	Youth, Gender and Identity	II	20 BPSY GE2	6
3	Psychology for Health and Well-being	III	20 BPSY GE3	6
4	Psychology at Work	IV	20 BPSY GE4	6

Generic Elective Papers Courses Offered by Department of English

S.No.	Name of Paper	Semester	Code	Credits
1	Literatures in English Translation	I	20BEN104	6
2	Critical Reading and Writing	II	20BEN206	6
3	Post-colonial Literature	III	20BEN304	6
4	Greek and Roman Mythologies	IV	20BEN407	6

Note: Generic Elective courses, being interdisciplinary in nature, will be offered to the students of other departments: Economics, Political Science and English. The students of Psychology department will be choosing their paper from the above mentioned 3 disciplines.

CORE COURSE

SEMESTER I

		L	T	P	C
20 BPSY 101	**Introduction to Psychology of Individual Differences**	4	0	4	6
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

To introduce students to the basic concepts of the field of psychology with an emphasis on individual differences.

UNIT	Course contents	Contact Hours
Unit-I	**Introduction** Nature of psychology, Goals of Psychology, History of Psychology, Perspectives on behaviour; Methods of psychology- interview, questionnaires, observational method, psychological tests, case study, survey, correlation, experimental method; Subfields of psychology; Psychology in modern India: History and current status.	10
Unit-II	**Personality** Nature of personality; Biological foundations of personality; Role of Environment in formation of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic and social cognitive, Assessment of personality.	10
Unit-III	**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; Assessment of Intelligence.	10
Unit-IV	**Motivation and Emotions** Definition and types of motivation- Intrinsic and Extrinsic;	10

	Biological Motives; Sexual Motivation; Approaches- Instinct, Drive-Reduction, Arousal, Maslow's Hierarchy of Need; Frustration and Conflict Definition and types of emotions, Nature of Emotions, Theories of Emotions: James-Lange, Cannon-Bard, Schachter-Singer Theories of emotions, Culture and Emotional Expression, Managing Negative Emotions, Enhancing Positive Emotions.	
Practical- 20 BPSY 101P	Any 3 practicum pertaining to 20 BPSY 201 based on Psychological Testing	20

LEARNING OUTCOME:

After this, the students should be able to:

- Describe the basic concepts in the field of psychology and methods of psychological research
- Understand what psychology is all about
- Explain different sub-fields and scope of psychology
- Develop familiarity with individual level phenomenon such as intelligence, personality, motivation and emotions.
- Foster an applied perspective by engaging students in a discussion about the applications of various theories of personality and intelligence

Learning Resources	
Text Book, Reference Book and other materials	1) Passer, M.W. & Smith, R.E. (2010).*Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill. 2) Ciccarelli, S. K., & Meyer, G. E. (2010).*Psychology: South Asian Edition*. New Delhi: Pearson Education. 3) Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson. 4) Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning. 5) Feist, J., Feist, G.J. & Herman, T.A.R.W. (2018). Theories of Personality. Tata Mc Graw Hill 6) Reeve, J. (2017). Understanding Motivation and Emotion. (7th edition). USA: Wiley 7) Ashton, M.C. (2017). Individual Differences and Personality (3rd Edition). Academic Press.

		L	T	P	C
20 BPSY 102	**Statistical Methods for Psychological Research-I**	**5**	**1**	**0**	**6**
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Introduction to Statistics** **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.	12
Unit-II	**Measures of Central Tendency and Variability** **Measures of Central Tendency:** The Mode; The Median; The Mean: Their Calculation from Raw Scores and Grouped Scores; Properties and Comparison; Central Tendency Measures in Normal and Skewed Distributions. **Measures of Variability:** Range; Semi-Interquartile Range; Variance; Standard Deviation; Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Properties and Comparison	12
Unit-III	**Normal Distribution and Standard Scores** **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	12

	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). **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.	
Unit-IV	**<u>Random Sampling and Correlation</u>** **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. **Random Sampling and Sampling Distributions:** Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: An Introduction and Characteristics; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values; Random Sampling With and Without Replacement.	12

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the nature of measurement and its various levels
- Develop skills to use quantitative techniques such as measure of central tendency, variability and correlation.
- Use statistical methods in psychological research
- Make use of the techniques of the normal probability curve as a model in scientific theory
- Grasp concepts related to hypothesis testing and develop related computational skills
- Become familiar with Ms Excel as a statistical software

Learning Resources	
Text Book, Reference Book and other materials	1) King, B.M. &Minium, E.W, (2007).*Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons 2) Howell, J.C. (2012). *Statistical Methods for Psychology* (8th Ed.). Wadsworth, USA: Cengage Learning. 3) Howell, J.C. (2017). *Fundamental Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning. 4) Gravetter, F.J. &Wallnau, L.B. (2009).*Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning. **5)** Mangal, S.K. (2012).*Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.

SEMESTER II

		L	T	P	C
20 BPSY 201	**Biopsychology**	5	1	0	6
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

To explore the biological basis of experience and behavior and to develop the understanding of behavior and cognition on bodily system.

UNIT	Course contents	Contact Hours
Unit-I	**Introduction to Biopsychology** Nature and scope; History of biopsychology, Methods and ethics in biopsychology; Divisions of biopsychology, Research methods- Lesion Production, Histological Methods, Brain Stimulation and EEG, Transcranial Magnetic Stimulation, Single Cell Recording Method, Study of living brains- MRI, fMRI, CT Scans and PET Scan	14
Unit-II	**The Nervous System** Structure and functions of neurons; Neural conduction: Action and Resting Potential, synaptic transmission, Central Nervous System and Peripheral Nervous System: Structure and Function	12
Unit-III	**Neurotransmitters and Brain Restructuring** Neurotransmitters and their types, Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization); all supported by Case Studies	10
Unit-IV	**Neuro-endocrine system** Endocrine and exocrine glands, Hormones and their functions, methods of studying hormones, Structure, functions and abnormalities of major glands: Pituitary, Pineal, Thyroid, Thymus, Adrenal, Pancreas and Gonads.	12

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the biological basis of human behavior including neural, biochemical, evolutionary and genetic mechanism
- Develop critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issue accompanying them
- Have a basic knowledge about the structures of human brain, their functions and impact on human behavior.
- Develop an understanding of the influence of behavior, cognitions and environment on bodily system
- Develop an appreciation of the neurobiological basis of psychological function and dysfunction supported by famous case studies

Learning Resources	
Text Book, Reference Book and other materials	1) Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi. 2) Levinthal, C.R. (1991). Introduction to physiological psychology. New Jersey: Prentice Hall. 3) Kalat, J.W. (2018). Biological Psychology (13thedition). USA: Cengage Learning 4) Pinel, J.P.J. & Barnes, S. (2017). Biopsychology (10th edition). USA: Pearson.

		L	T	P	C
20 BPSY 202	**Cognitive Psychology**	**4**	**0**	**4**	**6**
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- To make the students aware about different types of cognitions and theories related to it.
- To enhance their knowledge with practical work related to cognitions

UNIT	Course contents	Contact Hours
Unit-I	**Sensation, Attention and Perception** **Sensation:** Definition, Sensory channels, Sensory Processes: Vision, Hearing, Smell, Taste and Skin Senses, Sensory Threshold, Sensory adaptation-advantages and disadvantages, Integration of senses. **Attention:** Attentional Processes, Types of Attention, factors affecting attention, Inattentional Blindness, Theories of selective attention, **Perception:** Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.	10
Unit-II	**Learning and Thinking** Definition of Learning, Principles and applications of-Classical conditioning, Operant conditioning and Observational learning; Cognitive influences on learning; Behavior Modification; Thinking Process and Language, Problem Solving and Decision Making, Creative Thinking	10
Unit-III	**Memory** Memory and its process-Encoding, Storage and Retrieval, Models of memory: Information processing, Working Memory, Levels of processing, Parallel distributed processing; Reconstructive nature of memory; Types of Memory, Flashbulb Memory, Eyewitness Testimony, Forgetting; Improving memory.	10

Unit-IV	**The Cognitive Self** Introduction to Self and identity, Eastern notion of self-Mimasa, Vedanta, Samkhya, Yoga, Sufi and Buddhist notions; Western notion of self- Hume, Locke and Descartes, Self-Concept, Self- Schemas, Self-Discrepancy and Self-Affirmation, Vygotsky's theory of Contstructivism, Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity.	10
Practical- 20 BPSY 202P	Any four practicum pertaining to 20 BPSY 202 based on experimental method or psychological testing.	20

LEARNING OUTCOME:

After this, the students should be able to:

- Develop familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, sensation, attention and thinking.
- Understand self through Eastern perspectives such as Mimasa, Vedanta, Samkhya, Yoga, Buddhist and Sufi Traditions with contradictions to the theories of David Hume, Rene Descarte and John Locke
- Understand the cognitive perspective of self concept and self schemas
- Foster an applied perspective by engaging students in a discussion about the applications of various theories of attention, perception, memory and learning.

Learning Resources	
Text Book	1) Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill. 2) Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education. 3) Berk, L. E. (2013).*Child Development* (9th Ed.). Pearson Education, New Delhi: Prentice Hall.
Reference Book and other materials	1) Eysenck, M.W. & Keane, M.T. (2015). Cognitive Psychology: A Student's Handbook (7th Edition). UK: Psychology Press. 2) Goldstein, E. B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th edition). USA: Cengage. 3) Groome, D. & Eysenck, M. (2016): An Introduction to Applied Cognitive Psychology 2nd Edition. UK: Psychology Press.

		L	T	P	C
20 BPSY 301	**Development of Psychological Thought**	5	1	0	6
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Understanding Psyche** A universal quest for understanding Consciousness Indian Perspective: Yoga and Vedanta: Western Perspective /issues of content and methodology with reference to classical schools. Emergence of modern psychology: Questions from Western view; Debates: Free Will and Determinism, Empiricism and Rationality, Mind-Body Relationship	12
Unit-II	**Positivist Orientation** Developments in Behaviourism (Watson), Neo-behavouristic traditions (Skinner), Cognitive revolution- A Paradigm Shift	10
Unit-III	**Analytic Debates** Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural; Object-relations, Developments of Third Force: Humanistic and Existential; Critical Perspectives, Feminism and Social Constrictionism.	14
Unit-IV	**Indigenous Indian Thought and Traditions** Vedic, post-vedic and non-vedic philosophies; Buddhist psychology- basic constructs, theory of unconscious mind, contemporary application in mindfulness based therapies; spiritual and transpersonal perspectives in psychology- Sri Auribindo's Integral Yoga perspectives.	12

LEARNING OUTCOME:

After this, the students should be able to:

- Explain the development of the discipline both from the Indian as well as western perspective that have influenced the development of the discipline.
- Develop an appreciation of the need to have alternative perspectives in psychology and to contextualize the relevance and potentials of psychological thought
- Understand the notion of knowledge and ability to discriminate the various forms of knowledge in the tradition of experiential learning
- Build critical perspective, issues and debates pertaining to different schools

Learning Resources	
Text Books, Reference Book and other materials	1) Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. Feminism and Psychology, Vol.11(2):147-151. 2) Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. Social Analysis, Volume 50, Number 2, Summer 2006,pp.25-44. 3) Paranjpe, A. C. (2011). Theoretical psychology: The meeting of East and West. New York: Plenum Press. 4) St. Clair, Michael. (2003). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company. (4th Edition) 5) Thomas, Teo. (2005). The Critique of Psychology: From Kant to Post Colonial Theory. Springer. 6) Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson. 7) Hergenhahn B.R. (2019), Introduction to the history of psychology (8th edition), USA: Cengage. 8) Schultz, D.P. & Schultz, S.E. (2016).A history of modern psychology.(11th edition).Cengage Learning.

		L	T	P	C
20 BPSY 302	**Psychological Research**	**4**	**0**	**4**	**6**
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Research and Research Traditions** **Basics of Research in Psychology**: What is Psychological Research? Purpose of psychological research; The Goals of Psychological Research, Paradigms of Research- distinguishing positivist and non positivist traditions of research; Principles of Good Research, Ethics in Psychological Research. **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
Unit-II	**Sampling** Probability Sampling: Simple random, stratified and cluster; Non probability sampling methods- accidental, quota, purposive; Notion of sampling in qualitative research, Sampling size and Sampling error	10
Unit-III	**Methods of Data Collection** Qualitative methods- Case study, Observation, Ethnography, Thematic Analysis, Interview & Focus group discussion, Survey, Use of Secondary Data; Writing different kinds of reports: reviews, experimental reports, correlational studies; Ethical and moral consideration during research, analysis and reporting.	10
Unit-IV	**Psychological testing** Characteristics of a test – standardization, reliability, validity, norms, applications & issues	8

Practicum-20 BPSY 302P	Any 4 practicum based on 20 BPSY 302 using any of the following: • Interview • Focus Group Discussion (FGD) • Survey • Observation • Case Study • Semi Projective Techniques	20

LEARNING OUTCOME:

After this, the students should be able to:

- Explain the processes and methods of qualitative and qualitative psychological research traditions.
- Know how to carry out qualitative research including data collection, qualitative data analysis and a basic knowledge of the various approaches to qualitative inquiry
- Develop a basic knowledge of how to carry out quantitative research with an emphasis on survey research, correlational and experimental
- Describe and practice different types of sampling methods appropriately where required
- Understand the important components of different types of research report and observing the precautions to maintain ethical and moral integrity of the researcher.

Learning Resources	
Text Book Reference Book and other materials	1) Bryman, A.(2004). Quantity and Quality in Social Research.Routledge. 2) Anastasi, A. & Urbina , S.(2004). *Psychological testing*. New Delhi: Pearson Education. 3) Dyer, C. (2012) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2ndEd.)* Oxford: Blackwell Publishers 4) Gregory, R. J. (2017).Psychological Testing (7th Edition). USA: Pearson Education. 5) Murphy, K.R. &Davidshofer, C. O. (2005). *Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall. 6) Neuman, W.L. (2011). *Social Research Methods: Qualitative and Quantitative Approaches (7th Ed.)* Boston: Pearson Education. 7) Smith, Jonathan, A. (2015). *Qualitative psychology: A practical guide to research methods*. London: Sage Publications. (3rd Edition)

		L	T	P	C
20 BPSY 303	**Social Psychology**	**5**	**1**	**0**	**6**
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- 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	Course contents	Contact Hours
Unit-I	**Introduction** Definition, Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology; Applications of social psychology: environment, intergroup conflicts, health and gender issues, influence of social media.	12
Unit-II	**Understanding and evaluating the social world** Social cognition: Schemas, stereotypes and cognitive strategies; Social perception: self-concept, self-esteem, impression formation and management; Attitudes: Nature and management, Attitude-behaviour link; Strategies for attitude change	12
Unit-III	**Social interaction and Influence** Interpersonal attraction, Pro-Social Behaviour, Aggression and social violence, Social Influence: concepts of guilt, shame, envy, gratitude, forgiveness and compassion.	12
Unit-IV	**Group Dynamics and Inter-group relations** Nature and function of groups, Group formation; Groups and tasks performance, Group Cohesiveness and Norms; Consequences of belonging (performance, decision making, cooperation and conflict), Social Loafing, social facilitation and social conformity, Nature of intergroup relations (prejudice, inter- group conflict, intervention techniques)	12

LEARNING OUTCOME:

After this, the students should be able to:

- Describe basic social psychological concepts and familiarize with relevant methods.

- Explain the realm of social influence, as to how individuals think, feel and behave in social situations.
- Develop skills pertaining to mapping of social reality and understand how people evaluate social situations
- Understand social influences particularly the influence of others on individual behavior and performance.

Learning Resources	
Text Book Reference Book and other materials	1) Baron, R.A., Byrne, D. &Bhardwaj, G. (2010).*Social Psychology* (12th Ed.). New Delhi: Pearson. 2) Branscombe, N.R., & Baron, R.A. (2017).Social Psychology (14thedition). USA: Pearson 3) Singh, A.K. (2015). Social Psychology. India: Prentice Hall of India. 4) Kassin, S., Fein, S., & Markus, H.R. (2016).Social Psychology.(10th edition). USA: Cengage 5) Misra, G. (2009).*Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research).*New Delhi: Pearson **6)** Husain, A. (2012). *Social psychology*. New Delhi, India: Pearson.

		L	T	P	C
20 BPSY 401	**Understanding Psychological Disorders**	**5**	**1**	**0**	**6**
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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	Course contents	Contact Hours
Unit-I	**Understanding Abnormality** Issues in defining Normality and Abnormality; Historical development, Issues in diagnosis and classification; Nature of Clinical Assessment- DSM V and ICD 11, Causes of Psychological Disorders- Biological, Psychological, Diathesis-Stress Model	12
Unit-II	**Clinical Picture and etiology of Disorders I: Clinical Picture and Etiology including the following disorders** Anxiety disorders- Generalized Anxiety Disorder, Panic Disorder, OCD and Phobias; Post-Traumatic Stress Disorder, Somatoform disorders – Hypochondriasis and Conversion disorders, Dissociative Identity Disorders, Sleep related Disorders	12
Unit-III	**Clinical Picture of Disorders II: Clinical Picture and Etiology including the following disorders** Mood disorders- Bipolar-I, Biploar-II and Major Depressive Disorder; Eating disorders; Sexual disorders: Gender Identity Disorder, Schizophrenia	12
Unit-IV	**Clinical Picture of Disorders III: Clinical Picture and Etiology including the following disorders** Personality Disorder - Anti Social Personality Disorders; Dissociative Identity Disorder; Disorders of Development- Learning Disability, ADHD and Autism Spectrum Disorder, Intellectual Disability	12

LEARNING OUTCOME:

After this, the students should be able to:

- Develop a foundational knowledge of clinical psychology, its historical development and professional ethics.
- Describe the concept of abnormality and symptoms as well as etiology of various psychological disorders.
- Get sensitized to the information of psychopathology and dispel myths regarding it.
- Develop competency for assessing the psychological functioning and abnormality of individuals through psychological assessment, observation and interviewing.
- Understand the essence of a reflective practitioner by engaging in reflective processes that make him or her aware of his or her strengths and vulnerabilities.

Learning Resources	
Text Book Reference Book and other materials	1) Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson. (17th Edition)
	2) Americal Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5. USA: American Psychiatric Association Publishing
	3) Levy, K.N., Kelly, K.M., & Ray, W.J. (2018).Case Studies in Abnormal Psychology. USA: Sage USA: Pearson
	4) World Health Organization (2019).International Classification of Diseases 11th revision. USA: World Health Organization.
	5) David Barlow H. & Durand V. Mark, 7thEdition, e-book (2013) Abnormal Psychology:Cengage Learning India Edition
	6) Nevid, J.S., Rathus, S.A., & Greene, B. (2017).Abnormal Psychology in a Changing World (10th Edition)

		L	T	P	C
20 BPSY 402	**Statistical Methods for Psychological Research-II**	**5**	**1**	**0**	**6**
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Hypothesis Testing of Two Independent Means** Introduction, Null and the Alternative Hypotheses, Hypothesis Testing about the difference between Two Independent means, H_A: One-Tailed and Two-Tailed Tests, The t Distribution-characteristics and calculation, Assumptions about the Difference between Two Independent Means and 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.	12
Unit-II	**Hypothesis Testing of Two Dependent Means** Determining a Formula for t; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis fortwo Dependent Means using standard errors and correlation only; Confidence Intervals for μx - μy; Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals.	12
Unit-III	**Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA)** Basic introduction; Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio;ANOVA Summary Table; Raw- Score Formulae for Analysis of Variance only; Comparison of t and F.	12

Unit-IV	**Hypothesis Testing for Categorical Variables** 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.	12
Note:	Students will learn and practice all statistical techniques on datasets using a statistical package as per the availability. (SPSS, R, Python or Ms Excel)	

LEARNING OUTCOME:

After this, the students should be able to:

- Explain the techniques of inferential statistics
- Form hypothesis and do hypothesis testing in a research
- Develop skills about the concepts related to hypothesis testing and developing related computational skills
- Develop the skill of using different methods for statistical calculations like t-test, ANOVA and Chi-Square

Learning Resources	
Text Book Reference Book and other materials	1) Aron, A., Aron, E.N., & Coups, E.J. (2007).*Statistics for Psychology (*4th Ed). India: Prentice Hall . 2) Field, A. (2009). *Discovering Statistics using SPSS (*3rd Ed)*. New Delhi :Sage. 3) King, B.M. &Minium, E.W. (2007).*Statistical Reasoning in the Behavioral Sciences* (5th Ed).USA: John Willey. 4) Mangal, S.K. (2012).*Statistics in Psychology & Education.*(2nd Ed). New Delhi: PHI learning Pvt. Ltd. 5) Mohanty, B. &Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: SAGE Publications. 6) Agresti, A. (2017). Statistical methods for the Social Sciences (5th ed.). USA: Pearson. **7)** Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th ed.). USA: Cengage

		L	T	P	C
20 BPSY 403	**Applied Social Psychology**	4	0	4	6
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

To help student understand social problems and gain knowledge about intervention strategies

UNIT	Course contents	Contact Hours
Unit-I	**Introduction** Nature of applied Social Psychology, Social influences on behaviour, Levels of analysis, Methodological approaches – Participatory Action and Learning research techniques.	8
Unit-II	**Applying Social Psychology-I** Environment, diversity, Group: Nature and Function, Groups and tasks performance, Group Cohesiveness and Norms, Social construction of gender: Perspectives on gender- psychoanalytic, social learning theory, gender schema theory, sociobiology and evolutionary theory, social role theory and feminist theory.	10
Unit-III	**Applying Social Psychology-II** Work, legal system, Leadership, Functions and approaches of leadership, Media and its effect: media violence and aggression, para social and online social relationships; Health effects of media- obesity, tobacco, alcohol and drugs	10
Unit-IV	**Intervention and Evaluation** Process of intervention; need for evaluation for effective programs. Interventions related to poverty and deprivation; participatory rural appraisal, integrating technology with interventions, Case studies in Indian context: Rural cultures and folk wisdom	12
Practicum: 20 BPSY 403P	The students will conduct 4 practicum based on topics in 20 BPSY 403.	20

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the key issues and theoretical concepts related to psychology gender especially with respect to Indian context.
- Learn to apply family systems theories and assumptions to one's own family so that it can lead to an increased awareness of one's own family processes and consequently improved family well-being.
- Explain the social problems faced by people in society
- Describe the intervention strategies used to deal with the social problems.
- Develop insights into issues related to poverty and deprivation in rural India,interventions for reducing poverty, and motivational concerns related to agricultureand farmers, education and rural development

Learning Resources	
Text Book Reference Book and other materials	1) Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. 2) Dalal, A.K. &Misra, G. (2002). Social psychology in India: Evolution and emerging trends. In A. K. Dalal& G. Misra (Eds.) *New Directions in Indian Psychology* (vol. 1: Social Psychology). New Delhi: Sage 3) Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications. 4) Smith, P.B., Bond, M.H., &Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication. 5) Calvert, S. L., & Wilson, B. J. (Eds.). (2008). *The Handbook of Children, Media, and Development. Handbooks in Communication and Media*. Boston: Wiley Blackwell 6) Chandra B. P. Singh (2001). Rural psychology in India: Issues and approaches. *Indian Journal of Industrial Relations,* 37(3), 404-419. 7) Sinha, D. Misra, G, &Dalal, A. K. (2015). *Psychology for India*, New Delhi: Sage Publications.

		L	T	P	C
BPSY501	**Understanding and Dealing with Psychological Disorders**	**4**	**0**	**4**	**6**
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE 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	Course contents	Contact Hours
Unit-I	Biological etiology-explanations and interventions for Mood disorders and Schizophrenia: Application in case of mood disorders and schizophrenia	10
Unit-II	**Insight oriented explanations and interventions:** Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective–Application in case of crises intervention	10
Unit-III	**Behavioural and Cognitive explanations and interventions:** Application in case of any two from phobias/panic disorder, depression/eating disorders	10
Unit-IV	**Going beyond the Individual and Singular Approaches:** Family therapy and group therapies, Efforts towards integration of approaches.	10
Practicum: 20 BPSY 501P	Any one practicum based on topics in 20 BPSY 501	20

LEARNING OUTCOME:

After this, the students should be able to:

- Describe the etiological understanding and therapeutic interventions for various psychological disorders.
- Know how to deal with moderate to severe psychopathology.

Learning Resources	
Text Book, Reference Book and other materials	1) Bennett, P. (2011) Abnormal and Clinical Psychology: An introductory Textbook, McGraw Hill. 2) Carson,R.C., Butcher,J.N., Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: 3) Pearson. Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons. 4) Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill **5)** Butcher, J.N., Hooly, J. M, Mineka, S. &Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

		L	T	P	C
20 BPSY 502	**Developmental Psychology**	4	0	4	6
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- 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	Course contents	Contact Hours
Unit-I	**Introduction:** Concept of Human Development; Theories, themes and research designs	10
Unit-II	**Stages of Life Span Development:** Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood	9
Unit-III	**Domains of Human Development:** Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development	11
Unit-IV	**Socio-Cultural Contexts for Human Development:** Family; Peers, Media & Schooling; Human Development in the Indian context: Issues of social relevance (gender, disability and poverty); Challenges of adulthood and aging	10
Practicum: 20 BPSY 502P	Any one practicum based on topics in 20 BPSY 502	20

LEARNING OUTCOME:

After this, the students should be able to:

- Understand and distinguish major theoretical perspectives and methodological approaches in human development
- Develop an ability to identify the milestones in diverse domains of human development across life stages.

- Understand the contributions of socio-cultural context toward shaping human development.
- Acquire an ability to decipher key developmental challenges and issues faced in the Indian societal context.

Learning Resources	
Text Book Reference Book and other materials	1) Berk, L. E. (2010).*Child Development* (9th Ed.). New Delhi: Prentice Hall. 2) Feldman, R.S.&Babu.N. (2011).Discovering the Lifespan.Pearson . 3) Georgas, J., John W. Berry., van de Vijver,F.J.R, Kagitçibasi, Çigdem,Poortinga, Y. P. (2006). Family across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press. 4) Mitchell, P. and Ziegler, F. (2007).*Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press. 5) Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
	1) Santrock, J.W. (2012).*Life Span Development* (13 ed.) New Delhi: McGraw Hill. 2) Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications. 3) Srivastava, A.K. (1997). *Child Development: An Indian Perspective.* New Delhi. 4) Shaffer, D. R., &Kipp, K. (2007). *Developmental psychology: Childhood and adolescence.* Indian reprint: Thomson Wadsworth. 5) Sharma, N., &Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.), *Psychology in India, Vol 1: Basic psychological processes and human development.* India: Pearson

SEMESTER- VI

		L	T	P	C
20 BPSY 601	**Organizational Behavior**	4	0	4	6
Core Course	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Introduction:** Nature and facets of organizational psychology; Historical antecedents of Organizational Behaviour: Scientific management, The Early Years, Classical School: Taylor, Fayol& Weber and Human Relations Movement**;** Contemporary Trends and Challenges**;** Organizational Behavior: Challenges in the Indian Setting: Replication, disenchantment and integration	10
Unit-II	**Individual level processes:** Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour**;** Work Motivation- five key concept, Early theories: Maslow, McClelland, Herzberg, Two factor, Self-regulation theory; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign	10
Unit-III	**Dynamics of Organizational Behavior:** Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Cooperation and competition, conflict and management, Positive Organizational Behaviour: Optimism, Emotional Intelligence	10
Unit-IV	**Leadership:** Leaders vs Managers, themes in leadership: positional power, leader emergence vs leader effectiveness, Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Situational Theory of leadership (Fielder Contingency Model), transformational and charismatic leadership; Indigenous theories, Challenges to the leadership construct; Indian perspective on leadership	10
Practicum- 20 BPSY 601P	Any one practicum based on topics in 20 BPSY 601	20

LEARNING OUTCOME:

After this, the students should be able to:

- Get aware of the concepts related to organizational behavior
- Develop connectivity between concepts and practices of organizations
- Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understand leadership processes from different theoretical perspectives.
- Understand group dynamics, working through conflicts and working in teams.

Learning Resources	
Text Book Reference Book and other materials	1) Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi. 2) Greenberg, J. & Baron, R.A. (2007).*Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley. 3) Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi: Biztantra publishers. 4) Landy, F.J. &Conte,J.M. (2007).*Work in the 21st Century: An Introduction to Industrial and Organizational Psychology.* New York: Wiley Blackwell. 5) Luthans, F. (2009).*Organizational behavior.* New Delhi: McGraw Hill
	1) Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press. 2) Robbins, S. P. & Judge, T.A. (2007).*Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India. 3) Schermerhorn, J.R. ,Hunt,J.G. &Osborn,R.N. (2008). *Organizational Behavior* (10th Ed.) New Delhi: Wiley India Pvt. Ltd. 4) Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage. 5) Sinha, J. B. P. (2008). *Culture and organizational behavior*. New Delhi, India: Sage Publications.

		L	T	P	C
20 BPSY 602	**Counseling Psychology**	4	0	4	6
Core Course	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Introduction:** Nature and Goals; Counseling as a profession: professional ethics (Latest version of American Counseling Association – ACA); The effective counsellor: personality characteristics; Status of counseling psychology in India, contemporary issues and challenges; challenge of online counseling and tele-counseling	10
Unit-II	**Counseling Process:** Building counseling relationships; Working in a counseling relationship; Closing counseling relationships	8
Unit-III	**Techniques of Counseling:** Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Cognitive-behavioral approach- CBT and REBT; Indian techniques: Yoga and Meditation, Narrative therapy, solution-focused therapy, creative and expressive arts therapy, music therapy	12
Unit-IV	**Counseling Applications:** Child Counseling; Family Counseling; Career Counseling; Crisis intervention: suicide, grief, and sexual abuse	10
Practicum- 20 BPSY 602P	Any one practicum based on topics in 20 BPSY 602	20

LEARNING OUTCOME:

After this, the students should be able to:

- Develop a basic understanding of counseling as a profession
- Describe the basic concepts, processes, theories and techniques of counseling
- Explain the contemporary issues and challenges in counseling

- Learn about the newer forms of therapy like solution focused therapy, narrative therapy, etc.

Learning Resources	
Text Book Reference Book and other materials	1) Friedlander, M.L. & Diamond, G.M. (2012).Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counseling Psychology. New York: Oxford University Press. 2) Geldard, K. & Geldard, D. (2011).Counseling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage. 3) Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counseling and Guidance (7th Ed.) New Delhi: Pearson. 4) Gladding, S. T. (2012). Counseling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson. 5) Kapur, M. (2011).Counseling Children with Psychological Problems. New Delhi, Pearson. 6) Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson 7) Sharf, R. S. (2012). Theories of Psychotherapy & Counseling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.

ELECTIVE: DISCIPLINE SPECIFIC (DSE)
Any 4 from the list of DSE
Optional (2 in Semester V and 2 in
Semester VI):

		L	T	P	C
20 BPSY DSE1	**Positive Psychology**	4	0	4	6
DSE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Introduction** Positive Psychology: An Introduction, Assumptions and Goals, relationship with other fields, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.	10
Unit-II	**Positive Emotional States and Processes** Happiness and Well being- Concept and definition, happiness and facets of life: gender, love, marriage, close relationships; happiness across life span, cultures and nationalities; Positive Affect and Positive Emotions, Emotional Intelligence, Resilience	10
Unit-III	**Positive Cognitive States and Processes** Self-efficacy, Optimism, Hope, Gratitude, Wisdom, Flow, Mindfulness; cultivating positive emotions; positive emotions: personality and biology	10
Unit-IV	**Applications** Work, education, ageing, health; Classification of human virtues (Seligman's approach) and its application, Religion, spirituality and transcendence.	10
Practicum:20 BPSY DSE1P	Any one practical can be designed from the syllabus provided so as to enhance the understanding of the concepts and	20

	applications of positive psychology- 20 BPSY DSE1	

LEARNING OUTCOME:

After this, the students should be able to:

- Appreciate and understand the meaning and conceptual approaches to happiness and well-being.
- Locate the diversity in the experiences of happiness with individual's life span and across different domains.
- Learn the various pathways through which positive emotions and positive traits contribute to happiness and well-being.
- Identify the key virtues and character strengths which facilitate happiness and well-being.
- Understand the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

Learning Resources	
Text Book Reference Book and other materials	1) Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
	2) Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
	3) Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
	4) Snyder, C.R., &Lopez,S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
	5) David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness*. Oxford: Oxford University Press.
	6) Kumar, U., Archana, & Prakash, V. (2015). *Positive psychology – Applications in work, health and well-being*. Delhi & Chennai, India: Pearson

		L	T	P	C
20 BPSY DSE2	**Human Resource Management**	4	0	4	6
DSE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Introduction to HRM** Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM, Changing role and changing environment of HRM; labour legislation in India; HRD- methods of training, learning and development, career development.	9
Unit-II	**Job Analysis and Training** Human Resource Practices Job analysis; Recruitment and selection; Training; Performance evaluation	9
Unit-III	**International HRM** International human resource management (IHRM) The context of Globalization, Types of cross- national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofsteade), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training and organizations	11
Unit-IV	**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).	11
Practicum:20 BPSY DSE2P	Students would be required to complete one practical from any of the topics discussed in 20 BPSY DSE2	20

LEARNING OUTCOME:

After this, the students should be able to:

- Develop the ability to assist HR departments in resolving human resource problems, particularly related to recruitment, selection, performance appraisal, training and career development.
- Demonstrate skills to conduct training needs analysis using appropriate quantitative/qualitative methods.
- Develop skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.
- Acquire relevant abilities to map competencies of employees of an organization.
- Demonstrate multi-cultural knowledge of HRM and sensitivity towards diversity.
- Understand the various processes and issues inherent in organizations related to human resources.

Learning Resources	
Text Book Reference Book and other materials	1) Aamodt, M.G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc. 2) Bhatnagar, J. &Budhwar, J.(2009). *The changing face of people management in India*. London: Routledge. 3) Briscoe, D. R., Schuler, R. S. & Claus, L. (2009*). International human resource management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge. 4) Chadha, N.K. (2005) *Human Resource Management-Issues, case studies and experiential exercises*. (3rded.) New Delhi: Sai Printographers. 5) DeCenzo, D.A.& Robbins, S.P.(2006). *Fundamentals of human resource management*.(8th Ed). NY: Wiley. 6) Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). New Delhi, India: Oxford University Press. **7)** Dessler, G. (2016). Human resource management (15th edition, Global Edition). USA: Pearson

		L	T	P	C
20 BPSY DSE3	**Health Psychology**	**4**	**0**	**4**	**6**
DSE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Introduction** Introduction to Health Psychology, Emergence of the field of health psychology; components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health; cross-cultural definitions of health (including Indian)	10
Unit-II	**Behavior and health** Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications. Stress and coping: Theories of stress, physiology of stress, psychological stressors, stress management	8
Unit-III	**Health Enhancing Behaviours** Determinants of health behavior; health-belief model, theory of planned behabior, self-determination theory, cognitive behavioral approaches and current trends; Health promoting behaviors- Exercise, nutrition, safety, pain, stress management	12
Unit-IV	**Health and Well-being** Happiness; Life satisfaction; Resilience; Optimism and Hope; Yoga intervention, types of yoga	10
Practicum: 20 BPSY DSE3P	Any one practical pertaining to the syllabus from 20 BPSY DSE3	20

LEARNING OUTCOME:

After this, the students should be able to:

- Demonstrate the knowledge of health psychology

- Understand the relationship between psychological factors and physical health
- Enhance well-being of oneself as well as others
- Develop adequate knowledge about the promotion of healthy behavior

Learning Resources	
Text Book Reference Book and other materials	1) Allen, F. (2011).Health psychology and behaviour.Tata McGraw Hill Edition. 2) Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Kindersley. Misra,G. (1999).Stress and Health. New Delhi: Concept. 3) DiMatteo, M.R. & Leslie, R.M. (2017).Health psychology. India: Pearson Education. 4) Snyder, C.R., Lopez S. J., &Pedrotti, J. T. (2011*). Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage. 5) Ogden, J. (2012). *Health Psychology*. New York, McGraw-Hill. 6) Dalal, A. K., &Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi: Sage Publications 7) Taylor, S.E. (2017). Health psychology. (10th ed.). New York, NY: McGraw-Hill Education.

		L	T	P	C
20 BPSY DSE4	**Community Psychology**	4	0	4	6
DSE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Introduction** Definition of community psychology; types of communities-locality based and relational; models- ecological level analysis of community, conceptual level model	10
Unit-II	**Core values** Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths; Community functions- learning, socialization and supportive functions	10
Unit-III	**Health promotion** Need andprocess of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.	10
Unit-IV	**Interventions** Concepts and practices for community development and empowerment; case studies in Indian context such as rural panchatyat programs, children's education, self-help group, citizen rights and social accounting.	10
Practicum:20 BPSY DSE4P	Practical on any one of the topics covered in 20 BPSY DSE4	20

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the role of psychology in community development

- Learn the link between individuals and communities
- Deal with social issues more effectively with people's participation.
- Develop an appreciation of the core values that guide community psychology and facilitate community functions.
- Develop insights with respect to health promotion programs in communities, community program for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies

Learning Resources	
Text Book Reference Book and other materials	1) Banerjee, A., Banerji, R., Duflo, E., Glenneske, R., &Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967 2) Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication. 3) Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning. 4) McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005).An introduction to community health. United States: Jones and Bartlett Publishers. 5) Misra, G. (Ed).(2010) Psychology in India.Indian Council of Social Science Research.Dorling Kindersley (India) Pvt Ltd. Pearson Education. 6) Poland, B. D., Green, L.W. &Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

		L	T	P	C
20 BPSY DSE5	**Cultural and Indigenous Psychology**	4	0	4	6
DSE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Cultural Processes** Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.	8
Unit-II	**Culture, Self and Others** Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.	10
Unit-III	**Intercultural Contacts** Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.	10
Unit-IV	**Indigenous Psychology** Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.	10
Practicum:20 BPSY DSE5P	Students to do any one practical from the above course- 20 BPSY DSE5	20

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the role of culture in understanding behaviour and exploring psychological insights in the Indian thought traditions.
- Describe the cultural differences that lead to individual differences
- Understand the intercultural connections and management of multicultural identities

- Develop an understanding of implications and applications of Indian psychology

Learning Resources	
Text Book Reference Book and other materials	1) Auluck, S. (2002).Self and identity.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company. 2) Kim,U.,Shu,K.,Yang,K.S.,&Hwang, K.K.(2006).Indigenous and Cultural Psychology: Understanding People in Context. Springer. 3) Jain, U. (2002). An Indian perspective on emotions.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company. 4) Mathijs, Cornelissen, R,M., Misra,G.&Verma, Suneet.(2011). Foundation of Indian Psychology, Vol 1,Theories and Concepts. New Delhi: Pearson 5) Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson. 6) Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 440-457. New Delhi: Concept Publishing Company. 7) Smith, P.B., Bond, M. H., &Kagitcibasi, C. (2006). Understanding Social Psychology across cultures: Living and working in a changing world. London: Sage.

		L	T	P	C
20 BPSY DSE6	**Psychological Perspectives in Education**	4	0	4	6
DSE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- 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	Course contents	Contact Hours
Unit-I	**Education and Psychology: An Introduction** Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centred' and 'progressive' education	10
Unit-II	**Debates and Issues in Educational Psychology** De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue	10
Unit-III	**Classroom Management & Assessment** Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment	10
Unit-IV	**Inclusive Education: Dealing with Classroom Diversity** Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization &Labelling	10

Practicum:20 BPSY DSE6P	Students to do any one practical from the above course- 20 BPSY DSE6	20

LEARNING OUTCOME:

After this, the students should be able to:

- Understand of the interface between education and psychology
- Appreciate the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education
- Enable learners to deal with various problems and issues related to student diversity in a classroom
- Understand the meaning and processes of education at individual and social plains

Learning Resources	
Text Book Reference Book and other materials	1) Bartlett, S., & Burton, D. (2012). *Introduction to education studies.* London: Sage. 2) Combs, A. (1979). *Myths in education: Beliefs that hinder progress and their alternatives.* London: Allyn & Bacon. 3) Dearden, R. (1967). The concept of play. In R. Peters, *The concept of education* (pp. 51-63). London: Routledge & Kegan Paul. 4) Leicester, M. (2008). *Creating an inclusive school.* London: Continuum International Publishing Group. Long, M. (2000). *The Psychology of Education*. Sussex: Routledge. 5) Matthews, M. (1980). *The marxist theory of schooling: A study of epistemology and education.* Sussex: The Harvester Press. 6) Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, *The study of education* (pp. 133-178). London: Routledge & Kegan Paul. 7) Woolfolk, A. (2013). *Educational psychology.* Delhi: Pearson.

		L	T	P	C
20 BPSY DSE7	**Psychology of Disability**	4	0	4	6
DSE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

The objective of the course is to provide students with an overview of the disability from the psychological perspective.

UNIT	Course contents	Contact Hours
Unit-I	**Conceptualizing Disability: An Introduction** a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique b) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council ofIndia, National Trust c) Issues of language and its consequent labeling: How disability gets constructed: the power of language	9
Unit-II	**Problems faced in Disability** a) Making of a disabled Identity b) Documenting Disability: Problems of Certification c) Issues Of Access : Built and Psychological, Issues of Education and Employment d) Family, Care & Support Structures e) Intimacy and Sexuality :Marriage, Companion relationships	9
Unit-III	**Theorizing Disability** Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model	10
Unit-IV	**Designing Interventions** a) Legislations, Psychotherapeutic approaches b) Appreciating heterogeneity of different disabilities c) Contemporary debates: euthanasia and prenatal selection	12

Practicum:20 **BPSY** **DSE7P**	Students to do any one practical from the above course- 20 BPSY DSE7	20

LEARNING OUTCOME:

After this, the students should be able to:

- Develop an overview of the disability from the psychological perspective.
- Understand knowledge about disability as a social, cultural, historical and political phenomenon.
- Get exposed to varying disability definitions, cultural meanings and representations,
- Know about- What does it mean to be "disabled"? How has this meaning changed over time in India? What factors affect a person's experience of disability? Why should people in psychology learn about these matters?

Learning Resources	
Text Book Reference Book and other materials	1) Chib, M. (2011). *One Little Finger*. New Delhi: Sage Publications Pvt. Ltd. 2) Dalal A.K &MisraGirishwar (2010). *The Core and Context of Indian Psychology Psychology and Developing Societies, 22*, (1),121–155 3) Dalal, A. K. (2002).Disability rehabilitation in a tradition Indian society.In M. Thomas and M. J. Thomas. (eds), Selected readings in community based rehabilitation, Series 2, *Asia Pacific Disability Rehabilitation Journal*, *1,* 17-26. 4) Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern psychology. In Matthijs Cornelissen, GirishwarMisra, &Suneet Varma (eds) *Foundations of Indian Psychology: Practical applications* (Vol. 2) Longman, Pearson Education, NewDelhi 5) Ghai, A. (2015). *Rethinking Disability in India*. India: Routldge. 6) Ghai, A. (2006 [2003]) (*Dis)Embodied Form: Issues of Disabled Women*. New Delhi: Shakti Books. 7) Goodley. D &Lawthom. R. (2006). *Disability And Psychology: Critical Introductions And Reflections.* Palgrave Macmillan.

		L	T	P	C
20 BPSY DSE8	**Psychology of Peace**	**4**	**0**	**4**	**6**
DSE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- To explore concepts of peace and conflict from a psychological perspective
- Create awareness about national and international peace and conflict process and how psychology can play an important role.

UNIT	Course contents	Contact Hours
Unit-I	Introduction Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peace building, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation	10
Unit-II	Psychological Understanding of Peace and Conflict Psychoanalytical - Freud, VamikVolkan; Social-Psychological – Herbert C. Kelman, Vollhardt& Bilali, Psychocultural Interpretations – Marc Howard Ross.	12
Unit-III	Building peace Structure, Process, Integrated framework for peace building, peace education	8
Unit-IV	Peace Process and Transformation Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross community network model, stories of peace challenge	10
Practicum: 20 BPSY DSE8P	Any one practical based on 20 BPSY DSE8	20

LEARNING OUTCOME:

After this, the students should be able to:

- Explore concepts of peace and conflict from a psychological perspective
- Develop awareness about national and international peace and conflict process and how psychology can play an important role.

Learning Resources	
Text Book Reference Book and other materials	1) CQ Researchers (2011).*Issues in Peace and Conflict Studies,* New Delhi, Sage. 2) Das, S. K. (2005). *Nobody's Comminique: Ethnic Accords in North-East*. In Das, S. K. (Ed.) Peace Process and Peace Accord, pp120-141, New Delhi: Sage. 3) Delahaye, P., & Krishnan, B. (2003). I*magine Nagaland: The Courage to be Positive,* In Sampson, C., Abu-Nimer, M., et al. (Ed.) Positive Approaches to Peacebuilding, pp169-186, Washington, DC: Pact Publications. 4) Fox, M. A. (2014). *Understanding Peace: A Comprehensive Introduction*, New York, Routledge. 5) Hasan, M. (2005).*Improving India-Pakistan Relations*, In Das, S. K. (Ed.) Peace Process and Peace Accord, pp 25-253, New Delhi: Sage. 6) Jeong, H, W. (2008). *Understanding Conflict and Conflict Analysis*. New Delhi: Sage. 7) Kelman, H. C. (2015). *A Social-Psychological Approach to Conflict Analysis and Resolution*, In Sandole, 8) Webel, C., &Galtung, J. (2007).*Handbook of Peace and Conflict Studies*.NewYork, Routledge.

		L	T	P	C
20 BPSY DSE9	**Project/ Dissertation/ Internship**	**5**	**1**	**0**	**6**
DSE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- To enable students to design and conduct an original and ethical research

Reference	Latest APA manual for dissertation.	
Evaluation	Viva jointly by one internal and one external examiner.	

LEARNING OUTCOME:

After this, the students should be able to:

design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Learning Resources	
Text Book Reference Book and other materials	Latest APA manual for dissertation.

ABILITY ENHANCEMENT ELECTIVE COURSE (AECC) (SKILL BASED) (ANY 2 OF THE FOLLOWING: 1 IN SEM III AND 1 IN SEM IV):

		L	T	P	C
20 BPSY SE1	**Emotional Intelligence**	5	1	0	6
AEEC (SE)	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

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

UNIT	Course contents	Contact Hours
Unit-I	**Introduction** Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence	12
Unit-II	**Knowing One's and Others' Emotions** Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others	12
Unit-III	**Managing Emotions** The relationship between emotions, thought and behaviour; Techniques to manage emotions	12
Unit-IV	**Applications:** Workplace; Relationships; Conflict Management; Effective Leadership	12

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the concept of emotional intelligence and learn ways of developing it.
- Learn different models of Emotional Intelligence

Learning Resources	
Text Book Reference Book and other materials	1) Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros. 2) Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book. 3) Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books. Singh, D. (2003). *Emotional intelligence at work (2 nded.)* New Delhi: Response Books.

		L	T	P	C
20 BPSY SE2	**Stress Management**	**5**	**1**	**0**	**6**
AEEC (SE)	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE 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	Course contents	Contact Hours
Unit-I	Stress: Introduction, Nature of stress, symptoms of stress-Physical and psychological	12
Unit-II	Various sources of stress: environmental, social, physiological and psychological	12
Unit-III	Stress and health: effects of stress on health, eustress	12
Unit-IV	Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches.	12

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the effect of stress on our physical as well as psychological health
- Get awareness about the symptoms and sources of stress
- Make adjustments and manage to cope with stress more effectively

Learning Resources	
Text Book Reference Book and other materials	1) Carr, A. (2004). *Positive Psychology: The science of happiness and human strength.*UK: 2) Routledge. DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology.*New Delhi: Pearson 3) Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning.

		L	T	P	C
20 BPSY SE3	**Effective Decision Making**	**5**	**1**	**0**	**6**
AEEC (SE)	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

Students will learn various strategies which will enable them to make good decisions in life.

UNIT	Course contents	Contact Hours
Unit-I	**Introduction** What is decision making? Importance of making good decisions.	12
Unit-II	**Decisions regarding career** Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices/career.	12
Unit-III	**Decision making in interpersonal context** Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions	12
Unit-IV	**Decision making at the workplace** Developing competencies and skills required for effective decision making	12

LEARNING OUTCOME:

After this, the students should be able to:

- Get a basic knowledge about decision making
- Learn various strategies which will enable them to make good decisions in life.

Learning Resources	
Text Book Reference Book and other materials	1) Adler, R.B & Proctor, R.F (2009).Communication Goals and Approaches. Wadsworth cengage Learning, India 2) Chadha, N.K. & Bhatia, H. (2014).Career Development-different voices, different choices. The Readers Paradise: New Delhi. 3) Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009).Developing soft skills. Pearson Education, India.

		L	T	P	C
20 BPSY SE4	**Educational Psychology**	5	1	0	6
AEEC (SE)	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

To understand the applications of psychology in the area of education.

UNIT	Course contents	Contact Hours
Unit-I	**Introduction to Educational Psychology** Nature, scope & relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism	14
Unit-II	**Human Diversity and Education** Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity	14
Unit-III	**Effective Teaching and Classroom Management** Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management	10
Unit-IV	**Exceptionality and Special Education** Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs	10

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the meaning and process of education at individual and social plains

- Understand the applications of psychology in the area of education.
- Know the theoretical perspectives of educational psychology
- Develop insight into the facilitator of learning such as intelligence, emotion, imagination and creativity

Learning Resources	
Text Book Reference Book and other materials	1) Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
	2) Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
	3) Slavin, R. (2008). *Educational psychology: Theory into practice*, (9th ed.). Boston: Allyn and Bacon. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Alyyn and Bacon, Boston.
	4) Woolfolk Anita &Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

		L	T	P	C
20 BPSY SE5	**Selection and Training**	5	1	0	6
AEEC (SE)	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- To give an overview of the core HR practices in organizations
- To impart basic psychological skills relevant for a practitioner in an organizational context.

UNIT	Course contents	Contact Hours
Unit-I	**Job Analysis** Job analysis: techniques; importance	10
Unit-II	**Selection and Recruitment** Employee Selection: Brief Introduction to HR and HR Cycle; Selection devices: Interview, psychometric testing, Assessment center	14
Unit-III	**Performance appraisal Relevance of performance appraisal** Performance Appraisal Methods: Graphic Rating scales, Employee comparison methods, Behavioural checklist and scales, Feedback of performance appraisal information to employees	14
Unit-IV	**Training in Workplace** Training: Steps in establishing a training program; Methods and techniques of training	10

LEARNING OUTCOME:

After this, the students should be able to:

- Develop an overview of the core HR practices in organizations
- Develop basic psychological skills relevant for a practitioner in an organizational context.
- Understand the various techniques of job analysis and employee selection

Learning Resources	
Text Book Reference Book and other materials	1) Aamodt, M. G. (1999). *Applied Industrial/ Organizational Psychology*. India: Cengage Learning. 2) Chadha, N.K. (2002). *Human Resource Management: Issues, Case Studies & Experiential Exercises.* New Delhi: ShriSaiPrintographers 3) De Cenzo and Robbins, S.P. (2006).*Fundamentals of human resource management* (8thed). NY: Wiley. Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press. 4) Smither, R.D. (1988).*The psychology of work and human performance.* NY: Harper and Row.

		L	T	P	C
20 BPSY SE6	**Personal Growth and Development**	**5**	**1**	**0**	**6**
AEEC (SE)	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

To facilitate the process of self-discovery and the development of emotional, cognitive and interpersonal competencies for personal growth and effectiveness using the experiential learning paradigm.

UNIT	Course contents	Contact Hours
Unit-I	**Understanding the Self** a) The self-concept and self-esteem b) Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories	12
Unit-II	**Emotional Competence** Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence	12
Unit-III	**Cognitive Competence** Setting and achieving goals; Effective time management; Metacognitive strategies	12
Unit-IV	**Interpersonal Competence** a) Effective interpersonal communication(conversational skills, listening skills, reading non-verbal messages, improving communication climates) b) Intimacy and self-disclosure in close relationships c) Managing interpersonal conflicts	12

LEARNING OUTCOME:

- Facilitate the process of self-discovery
- Enhance the development of emotional, cognitive and interpersonal competencies for personal growth and effectiveness using the experiential learning paradigm.

Learning Resources	
Text Book Reference Book and other materials	1) Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in.*(14th ed.). USA: Wadsworth Cengage Learning 2) Haddon, P. F. (1999). *Mastering personal and interpersonal skills.* London: Thorogood 3) Robbins, S.P. &Hunsaker, P. L. (2008).*Training in interpersonal skills:Tips for managing people at work.*(5th ed.).New Delhi: PHI Learning 4) Schraw, G. (1998). Promoting general metacognitive awareness.*Instructional Science, 26*,113-125. 5) Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy use and instruction.* New York: Guilford Press (Chapters 9 and 10). 6) Weiten, W. & Lloyd, M.A. (2006). *Psychology applied to modern life*: *Adjustment in the 21st century.*(8thed.).USA: Thomson Wadsworth

		L	T	P	C
20 BPSY SE7	**Psychological Skills in Organizations**	5	1	0	6
AEEC (SE)	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

a) To gain understanding of key human relations skills demanded at the work place

b) To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment

UNIT	Course contents	Contact Hours
Unit-I	**Self management and social awareness** Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management	12
Unit-II	**Inter-personal Communication** Verbal (Oral, writing) and Non-verbal Communication at Work, Overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback	12
Unit-III	**Leadership Development** Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution	12
Unit-IV	**Team building** Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making	12

Suggested activities	Since the objective of the paper is to enhance core psychological skills required in performing effectivelyat the workplace, in the class on student presentations, students could be encouraged to take the following illustrative activities:
	
	  i. De Bono six thinking hats
	  ii. Developing awareness and interpersonal relations understanding using Johari window
	  iii. Enhancing interpersonal awareness using psychological tests like Firo-B
	  iv. How to make effective presentations
	  v. Group decision making
	  vi. Perspective taking	

LEARNING OUTCOME:

The students would be able to:

- Gain understanding of key human relations skills demanded at the work place
- Develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment

Learning Resources	
Text Book Reference Book and other materials	1) De Bono, E. (1985). *Six Thinking Hats: An Essential Approach to Business Management.* New York: Little, Brown, &Company. 2) Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley Hayes, J. (2002). *Interpersonal skills at work*, 2nd edition. New York: Routledge 3) Luft, J. & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*. Los Angeles:UCLA

GENERIC ELECTIVE

(OPEN ELECTIVE)

ECONOMICS

		L	T	P	C
20 BAE GE1	**Introductory Microeconomics**	5	1	0	6
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

UNIT	Course contents	Contact Hours
Unit-I	**Exploring the subject matter of Economics** Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.	10
Unit-II	**Supply and Demand: How Markets Work, Markets and Welfare** Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.	10

Unit-III	**The Households** The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.	10
Unit-IV	**Perfect And Imperfect Market Structures** Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run. Monopoly and anti-trust policy; government policies towards competition; imperfect competition.	10
Unit-V	**Input Markets** Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.	10

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn basic concepts of Microeconomics
2. Understand how the demand and supply forces work
3. Learn about different market structures.

Learning Resources	
Text Book, Reference Book and other materials	1. Karl E. Case and Ray C. Fair, *Principles of Economics*, Pearson Education Inc.,8th Edition, 2007. 2. N. Gregory Mankiw, *Economics: Principles and Applications*, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007. 3. Joseph E. Stiglitz and Carl E. Walsh, *Economics*, W.W. Norton & Company, Inc. New York, International Student Edition, 4th Edition,2007.

		L	T	P	C
20 BAE GE2	**Introductory Macroeconomics**	5	1	0	6
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

UNIT	Course contents	Contact Hours
Unit-I	**Introduction to Macroeconomics and National Income Accounting** Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy.	10
Unit-II	**Money** Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.	10
Unit-III	**Inflation** Inflation and its social costs; consequences of inflation; factors affecting demand-pull and cost-push inflation; costs of inflation; remedies to control inflation.	10
Unit-IV	**Balance of Payments** Balance of Trade; Current and Capital accounts. Recent trends.	10
Unit-V	**The Closed Economy in the Short Run** Classical and Keynesian systems; simple Keynesian model of income determination; IS- LM model; fiscal and monetary multipliers	10

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn basic concepts of Macroeconomics
2. Understand how an economy works
3. Develop the understanding about money

Learning Resources	
Text Book, Reference Book and other materials	a. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition,2010.
	b. N. Gregory Mankiw. *Macroeconomics,* Worth Publishers, 7th edition,2010.
	c. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition,2009.
	d. Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition,2005.
	e. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition,2011.
	f. Errol D'Souza, *Macroeconomics*, Pearson Education,2009.
	g. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9th edition,2012.

		L	T	P	C
20 BAE GE3	**Environmental Economics**	5	1	0	6
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

This course focuses on economic causes of environmental problems. Inparticular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed

UNIT	Course contents	Contact Hours
Unit-I	**Introduction** Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights.	10
Unit-II	**The Design and Implementation of Environmental Policy** Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change	10
Unit-III	**Environmental Valuation Methods and Applications** Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations. Users and non-users values, option value. Valuation Methods: Stated and revealed preference methods.	10
Unit-IV	**Sustainable Development** Concepts; measurement; Green GDP.	10
Unit-V	**International agreements** International environmental agreements, RIO Conventions. Kyoto protocol, UNFCC, Bali Action Plan. Climate change and its problems. Climate Change	10

	Finance and Green Climate Fund	

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn about valuation of environment
2. Learn about sustainable development and international agreements

Learning Resources	
Text Book, Reference Book and other materials	1. Roger Perman, Yue Ma, Michael Common, David Maddison and JamesMcGilvray, "*Natural Resource and Environmental Economics*", Pearson Education/Addison Wesley, 4th edition,2011.
	2. Charles Kolstad, "*Intermediate Environmental Economics*", Oxford University Press, 2nd edition, 2010.
	3. Robert N. Stavins (ed.), "*Economics of the Environment: Selected Readings*", W.W. Norton, 6th edition, 2012.
	4. Robert Solow , "An Almost Practical Step toward Sustainability," Resources forthe Future 40th anniversarylecture,1992.
	5. Kenneth Arrow et al. , "Are We Consuming Too Much?" *Journal ofEconomic Perspectives*, 18(3): 147-172,2004.
	6. IPCC (Intergovernmental Panel on Climate Change), Fifth AssessmentReport (forthcoming2014).

		L	T	P	C
20 BAE GE4	**Indian Economy**	**5**	**1**	**0**	**6**
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Economics				

COURSE OBJECTIVE

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.

UNIT	Course contents	Contact Hours
Unit-I	**Economic Development since Independence** Major features of the economy at independence. Economic Planning in India: Features, Objectives and Assessment of Indian Planning.	10
Unit-II	**Population and Human Development** Demographic trends and issues; education; health and malnutrition. Demographic features of India's population.	10
Unit-III	**Growth and Distribution** Trends and policies in poverty; inequality and unemployment.	10
Unit-IV	**Agriculture** Importance of Agriculture; Causes of backwardness and low productivity; Land Reforms: Need, Implementation and Critical Evaluation	10
Unit-V	**Industry** Problems of Industrial Development; Public and Private Sector; Recent Industrial policy.Role and Problems of Small and large Scale Industries; Major large scale industries**.**	10

LEARNING OUTCOME:

After this, the students would be able to:

1. Review major trends in major economic indicators
2. Learn about major economic developments since independence

Learning Resources	
Text Book, Reference Book and other materials	1. Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: Indiaand its Contradictions*, Princeton UniversityPress. 2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*,November. 3. Rakesh Mohan, 2008,―Growth Record ofIndian Economy: 1950-2008.AStory of Sustained Savings and Investment, *Economic and Political Weekly*,May. 4. S.L. Shetty, 2007,―India's SavingsPerformancesincethe Advent ofPlanning,in K.L. Krishna and A. Vaidyanathan, editors, *Institutions and Markets in India's Development.* 5. Himanshu, 2010,―TowardsNew Poverty LinesforIndia, *Economicand Political Weekly*,January. 6. Jean Dreze and AngusDeaton, 2009,―Food andNutrition inIndia: Factsand Intepretations, *Economic and Political Weekly*,February.

POLITICAL SCIENCE

		L	T	P	C
20 BPS GE1	**Governance: Issues and Challenges**	**5**	**1**	**0**	**6**
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Political Science				

COURSE OBJECTIVE:

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development.

UNIT	Course contents	Contact Hours
Unit-I	**Government And Governance: Concepts** Role of State In The Era Of Globalisation State, Market and Civil Society	9
Unit-II	**Governance and Development** Changing Dimensions of Development Strengthening Democracy through Good Governance	9
Unit-III	**Environmental Governance** Human-Environment Interaction Green Governance: Sustainable Human Development	9
Unit-IV	**Local Governance** Democratic Decentralisation People's Participation InGovernance	9
Unit-V	**Good Governance Initiatives in India: Best Practices** **a)** Public ServiceDelivery **b)** ElectronicGovernance **c)** Citizens Charter & Right toInformation **d)** Corporate SocialResponsibility	12

LEARNING OUTCOME:

The outcome of the course would enrich the students on Governance and its various

dimensions. The essence of governance will expose the students through the various good governance initiatives introduced in India.

Learning Resources	
Text Book, Reference Book and other materials	**Unit 1: Government And Governance: Concepts** 1) Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse.* New Delhi: Oxford UniversityPress,1998 2) Surendra Munshi and Biju Paul Abraham [eds.] ,*Good Governance, Democratic Societies And* Globalisation, Sage Publishers, 2004. 3) United Nation Development Programme , *Reconceptualising Governance*, New York, 1997 4) B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007 pp. 218-240. 5) Smita Mishra Panda , *Engendering Governance Institutions: State, Market And Civil Society*, SagePublications,2008 6) Neera Chandhoke, *State And Civil Society Explorations In Political Theory* , Sage Publishers,1995 **Unit 2: Governance and Development** 1) B. C. Smith, *Good Governance and Development,* Palgrave, 2007 World Bank Report, *Governance And Development*, 1992 2) P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press,2005 *3)* J. Dreze and A. Sen, *India: Economic Development and Social Opportunity.*New Delhi: Oxford University Press, 1995 4) Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007 **Unit 3: Environmental Governance** 1) Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999 2) Bina Agarwal, *Gender And Green Governance* , Oxford University Press, Oxford, 2013 3) J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362. 4) Heywood, *Global Politics,* New York: Palgrave, 2011, pp. 383-411. **Unit 4: Local Governance** 1) Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006 2) T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013 3) Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011 4) E. Sridharan P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices*

	and Controversies, New Delhi: Permanent Black, 2002
	5) Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007
	Unit 5: Good Governance Initiatives in India: Best Practices 1) Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press,2011 2) Jugal Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005 3) Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development,* Shipra Publications, 2007 4) K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012 5) Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998 6) Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII,No.45- 46,Nov 2013 7) Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", Mainstream, Vol. LII, No. 42, October 11, 2014 8) D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008 Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

		L	T	P	C
20 BPS GE2	**Development Process and Social Movements in Contemporary India**	5	1	0	6
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Political Science				

COURSE OBJECTIVE:

Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus.

UNIT	Course contents	Contact Hours
Unit-I	**Development Process since Independence** a) State and planning b) Liberalization and reforms	12
Unit-II	**Industrial Development Strategy and its Impact on the Social Structure** a) Mixed economy, privatization, the impact on organized and unorganized labour b) Emergence of the new middle class	12
Unit-III	**Development Strategy and its Impact on the Social Structure** a) Land Reforms, Green Revolution b) Agrarian crisis since the 1990s and its impact on farmers	12
Unit-IV	**Social Movements** a) Tribal, Peasant, Dalit and Women's movement b) Maoist challenge c) Civil rights movements	12

LEARNING OUTCOME

This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic

voice of citizens.

Learning Resources	
Text Book, Reference Book and other materials	**The Development Process since Independence** 1) Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108. 2) Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169 3) P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.),*Politics and the State in India*, New Delhi: Sage, pp.116-140. **Industrial development strategy and its impact on social structure** 1) Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44),pp.4533-36. 2) L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press. 3) S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.. **Agrarian development strategy and its impact on social structure** 1) Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi 2) F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press. 3) P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75. 4) M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series),* New Delhi: Sage, pp. 149-174. 5) V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in*Economic and Political Weekly*, XLI (16).

Social Movements

1) P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.

2) Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.

3) Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.

4) M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.)*The Success of India's Democracy*, Cambridge: CUP, pp.193-225.

5) S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.)*Social Movements and the State*, New Delhi: Sage, pp. 251-266

		L	T	P	C
20 BPS GE3	**Human Rights in a Comparative Perspective**	**5**	**1**	**0**	**6**
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Political Science				

COURSE OBJECTIVE:

This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world.Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme.

UNIT	Course contents	Contact Hours
Unit-I	**Human Rights: Theory and Institutionalization** a) Understanding Human Rights: Three Generations of Rights b) Institutionalization: Universal Declaration of Human Rights c) Rights in National Constitutions: South Africa and India	16
Unit-II	**Issues** a) Torture: USA and China b) Surveillance and Censorship: China and India c) Terrorism and Insecurity of Minorities: USA and India	16
Unit-III	**Structural Violence** a) Caste and Race: South Africa and India b) Gender and Violence: India and Pakistan c) Adivasis/Aboriginals and the Land Question: Australia and India	16

LEARNING OUTCOME:

The students will be enriched on Human Rights issues in the Indian context, and pulls out other countries to form a broader comparative frame. They will be exposed to various human rights challenges, state response to issues and structural violence questions.

Learning Resources	

Text Book, Reference Book and other materials	**Human Rights: Theory and Institutionalization**
	
	1) J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
	2) SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.
	3) The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights. The Constitution of India, Chapter 3: Fundamental Rights
	
	<u>Issues</u>
	
	a) **Torture: USA and China**
	   1) M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture'
	   2) *Universal Human Rights*, Vol. 1(4), pp. 25-55
	   3) J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India,* Delhi: Orient Blackswan,
	   4) D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.
	
	b) **Surveillance and Censorship: China and India**
	   1) D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106-138.
	   2) D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.
	   3) U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.
	
	c) **Terrorism and Insecurity of Minorities: USA and India**
	   1) E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53..
	   2) U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219
	
	Structural Conflicts
	
	a) **Caste and Race: South Africa and India**
	   1) Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)
	   2) D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction,* Delhi: Pearson, pp. 241- 262.
	   3) R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential

Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-570

b) Gender and Violence: India and Pakistan
1) Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253
2) K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
3) N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

c) Adivasis /Aboriginals and the Land Question: Australia and India
1) H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds**.),** *Aboriginal Studies,* Melbourne: Nelson Cengage Learning, pp.254-259.
2) K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.
3) N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds**.),** *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

		L	T	P	C
20 BPS GE4	**Gandhi and Contemporary World**	**5**	**1**	**0**	**6**
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Political Science				

COURSE OBJECTIVE:

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy**.**

UNIT	Course contents	Contact Hours

Unit-I	**Gandhi on Modern Civilization and Ethics of Development**
	
	    a) Conception of Modern Civilisation and Alternative Modernity
	
	    b) Critique of Development: Narmada Bachao Andolan
		12

Unit-II	**Gandhian Thought: Theory and Action**
	
	  a) Theory of Satyagraha
	  b) Satyagraha in Action
	     i. Peasant Satyagraha: Kheda and the Idea of
	     ii. Trusteeship
	     iii. Temple Entry and Critique of Caste
	     iv. Social Harmony: 1947and Communal UnitY
		12

Unit-III	**Gandhi's Legacy**
	
	    a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
	    b) The Pacifist Movement
	    c) Women's Movements
	    d) *Gandhigiri*: Perceptions in Popular Culture
		12

Unit-IV	**Gandhi and the Idea of Self Reliance**
	
	    a) Swaraj
	    b) Swadeshi
		12

LEARNING OUTCOME:

The students after completing the course will be able to relate Gandhi in the contemporary world. It will enhance their understanding on Gandhian ideology and will also push them to be inquisitive on Gandhian philosophy and its relevance in the present scenario.

Learning Resources	
Text Book, Reference Book and other materials	**Gandhi on Modern Civilization and Ethics of Development** 1) B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight,* Delhi: Sterling Publishing Company, pp. 63-74. 2) D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224-234. **Gandhian Thought: Theory and Action** 1) B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight,* Delhi: Sterling Publishing Company, pp. 51- 2) D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113. 3) Knudegaard, (2010), *Gandhi's Vision for Indian Society: Theory and Action,* Master Thesis in History, University of Oslo, , pp.27-38. 4) P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. 5) *Social Scientist*. Vol. 37 (1/2). Pp. 64-70. 6) B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication. 7) D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press. **Gandhi's Legacy** 1) D. Hardiman, (2003) 'Gandhi's Global Legacy', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press, pp. 238-283. 2) Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri', *Economic and Political Weekly,* 41 (51), pp. 5225 – 5227. **Gandhi and the Idea of Self Reliance** 1) P. Chatterjee, (1986) 'The Moment of Maneuver', in *Nationalist Thought and the Colonial World: A derivative discourse?*, Delhi: Zed Books. 2) Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', *Indian Historical Review*, Available at http://www.ichrindia.org/journal.pdf, Accessed: 18.04.2013.

3) D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in *Mahatma Gandhi: Selected Political Writings*, USA: Hackett Publishing, pp. 95-148.

Activities
- A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a GandhianWay.
- Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists

PSYCHOLOGY

		L	T	P	C
20 BPSY GE1	**General Psychology**	**5**	**1**	**0**	**6**
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

To provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

UNIT	Course contents	Contact Hours
Unit-I	**Orientation to Psychology** Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotions	14
Unit-II	**Psychology of Individual Differences** Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality	14
Unit-III	**Understanding Developmental Processes** Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erik Erikson	12
Unit-IV	**Applications of Psychology** Work, Health, Education, Daily Life Events	8

LEARNING OUTCOME:

After this, the students should be able to:
- Develop knowledge of the basic concepts in psychology
- Develop skills for applying psychological knowledge to real life situations so as to improve interpersonal interactions and adjustment in life.
- Develop and overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

Learning Resources	
Text Book, Reference Book and other materials	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 3) Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press. 4) Feldman. S.R. (2009).Essentials of understanding psychology (7thEdition), New Delhi: Tata McGraw Hill. 5) Michael, W., Passer, Smith, R.E.(2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill.

		L	T	P	C
20 BPSY GE2	**Youth, Gender and Identity**	**5**	**1**	**0**	**6**

GE	**Pre-requisite: Nil**
	Co-requisite: Nil
	Designed by Department of Psychology

COURSE OBJECTIVE

- To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

UNIT	Course contents	Contact Hours
Unit-I	Introduction ● Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context ● Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes ● Concepts of Identity: Multiple identities	12
Unit-II	Youth and Identity ● Family: Parent-youth conflict, sibling relationships, intergenerational gap ● Peer group identity: Friendships and Romantic relationships ● Workplace identity and relationships ● Youth culture: Influence of globalization on Youth identity and Identity crisis	12
Unit-III	Gender and Identity ● Issues of Sexuality in Youth ● Gender discrimination ● Culture and Gender: Influence of globalization on Gender identity	12
Unit-IV	Issues related to Youth, Gender and Identity ● Youth, Gender and violence ● Enhancing work-life balance ● Changing roles and women empowerment ● Encouraging non-gender stereotyped attitudes	12

	in youth	

LEARNING OUTCOME:

After this, the students should be able to:
- Equip with an understanding of the concepts of Youth, Gender and Identity and their interface.
- Sensitive to issues related to Youth, Gender and Identity within the socio-cultural context.
- Understand the transitory phase of youth, the issues surrounding it and there by developing sensitivity to the youth of today.
- Develop an appreciation of the multiple influences that mould the identity of today's youth.

Learning Resources	
Text Book, Reference Book and other materials	1) Berk, L. E. (2010).*Child Development* (9th Ed.). New Delhi: Prentice Hall. 2) Baron, R.A., Byrne, D. &Bhardwaj.G (2010). Social Psychology (12th Ed).New Delhi: Pearson.

		L	T	P	C
20 BPSY GE3	**Psychology for Health and Well-Being**	**5**	**1**	**0**	**6**
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

To understand the spectrum of health and illness for better health management.

UNIT	Course contents	Contact Hours
Unit-I	**Illness, Health and Well being** Continuum and Models of health and illness: Medical, Bio- psychosocial, holistic health; health and well being.	12
Unit-II	**Stress and Coping** Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management	12
Unit-III	**Health Management** Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management	12
Unit-IV	**Human strengths and life enhancement** Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance	12

LEARNING OUTCOME:

After this, the students should be able to:
- Understand the spectrum of health and illness for better health management.
- Identify stressors in one's life and how to manage them.
- Understand a variety of health enhancing, health protective, and health compromising behaviours and will be able to know their application in illness management.
- Develop an understanding of human strengths and virtues, and gain insights into positive aspects of work.

Learning Resources	
Text Book, Reference Book and other materials	1) Carr, A. (2004). *Positive Psychology: The science of happiness and human strength.*UK: Routledge.

	2) DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology.* New Delhi: Pearson.
	3) Forshaw, M. (2003).*Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
	4) Hick, (2005).Fifty signs of Mental Health. A Guide to understanding mental health.Yale UniversityPress.
	5) Snyder, C.R., &Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths.* Thousand Oaks, CA: Sage.
	6) Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

		L	T	P	C
20 BPSY GE4	**Psychology at Work**	**5**	**1**	**0**	**6**
GE	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- To understand the meaning and theoretical foundations of I/O Psychology
- To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

UNIT	Course contents	Contact Hours
Unit-I	**Leadership** Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership	12
Unit-II	**Communication** Communication process, purpose of communication in organizations, barriers to effective communication, managing communication	12
Unit-III	**Decision Making** Decision Making Strategies, Biases, Role of intuitions in decision making.	12
Unit-IV	**Work Motivation** Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity	12

LEARNING OUTCOME:

After this, the students should be able to:
- Understand the meaning and theoretical foundations of I/O Psychology
- Develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

Learning Resources	
Text Book, Reference Book and other materials	1) Adler, N.J. (1997). Global Leaders: A Dialogue with future history. *Journal of International Management, 2*, 21-33. 2) Adler, N.J. (1997). Global leaders: Women of influence.

In G. N. Powell (Ed.), *Handbook of Gender and Work,* (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.

3) Chadha, N.K. (2007). *Organizational Behavior.*Galgotia Publishers: New Delhi.

4) Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley

5) Griffin, R.W. & Moorhead, G. (2009).*Organizational Behavior: Managing People & Organizations.* Biztantra publishers

6) Robbins, S. P. & Judge, T.A. (2007).*Organizational Behavior. 12th Edition.* New Delhi: Prentice Hall of India.

7) Robbins, S. P. & Judge, T.A. (2008).*Essentials of Organizational Behavior.*9th Edition. New Delhi: Prentice Hall of India

ENGLISH

		L	T	P	C
20BEN104	**Subject Name: Literature in English Translation**	**5**	**1**	**0**	**6**
Generic Elective	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by the Department of English				

COURSE OBJECTIVE

The act of translation has played a quintessential role in the process of globalization–not just national and international boundaries shrank; people, technology, thoughts, philosophy, art and ideas across time, space, culture and language became accessible. The literature produced across languages and space too became reachable by the virtue oftranslation. This Course aims at introducing the learners to the translated literary classics, and how different cultures, languages and historical events are shared across the world.

UNIT	Course contents	Contact Hours
Unit-I	a) A brief introduction to Spanish Literature • Major writers and theirworks • The Spanish CivilWar **b) Emilia Pardo Bazan:** *The House of Ulloa* (Tr. PaulO'Prey) **c) Gabriel Garcia Marquez:** *Love in the Time of Cholera* (Tr. EdithGrossman)**(Non-detailed study)**	10
Unit-II	a) A brief introduction to Indian Literature • Major writers and theirworks • Partition of India **b) Bhisham Sahani:** *Tamas* (Tr. DaisyRockwell) **c) K.R. Meera:** *Hangwoman* (Tr. J. Devika) **(Non-detailedstudy)**	10
Unit-III	a) A brief introduction to Russian Literature • Major Writers and theirworks • RussianRevolution **b) Leo Tolstoy:** The death of Ivan Ilyich (Tr. AnthonyBriggs) **c) Ivan Turgenev:** *Fathers and Sons* (Tr. Peter Carson) **(Non-detailedstudy)**	10
Unit-IV	**a)** A brief introduction to French Literature • Major Writers and theirworks • FrenchRevolution **b) Albert Camus:** The Stranger (Tr. Matthew Ward) **c) Gustav Flaubert:** *Madam Bovary* (Tr. Margaret Mauldon) **(Non-detailedstudy)**	10

Unit-V	a) A brief introduction to Japanese Literature
	
	     • Major Writers and theirworks
	     • Role played in World War I &II
	b) Yasunari Kawabata: Snow Country (Tr. Edward G.Seidensticker)
	c) Haruki Murakami: *Kafka on the Shore* (Tr. Philip Gabriel) **(Non-detailed study)**
		10

Learning Outcome:

At the end of this course, the learners will know some of the most significant literatures produced in French, Spanish, Russian, Japanese and Indian vernacular translated in English. The learners will also be introduced to some of the most important socio-political-historical movements that has left an ever-lasting impression on the kind of literature produced in these nations and their philosophicalbackground.

Reading List:

Learning Resources	
Text Book	1. YasunariKawabata,(Tr.EdwardG.Seidensticker).*SnowCountry*.(London, PenguinClassic,2011) **2.** Bhisham Sahani, (Tr. Daisy Rockwell). *Tamas*. 3. Gabriel Garcia Marquez, (Tr. Edith Grossman). *Love in the Time of Cholera.* (New Delhi: Penguin India,2007) **4.** K.R. Meera, (Tr. J. Devika). *Hangwoman*. **5.** Haruki Murakami, (Tr. Philip Gabriel). *Kafka on the Shore*. 6. Albert Camus, (Tr. Matthew Ward). *The Stranger*. (London: Vintage International,1989) 7. Gustav Flaubert, (Tr. Margaret Mauldon). *Madam Bovary.* (New Delhi: Fingerprint! Publishing, 2016) 8. Leo Tolstoy, (Tr. Anthony Briggs). *The death of Ivan Ilyich.* (London: Ingram Short Title,2017) 9. Ivan Turgenev, (Tr. Peter Carson). *Fathers and Sons.* (London: Vintage International,1996) 10. Emilia Pardo Bazan, (Tr. Paul O'Prey). *The House of Ulloa*. (London: Penguin Classics,2016)
Reference Book and other materials	1. Robert Service, *The Last of the Tsars: Nicholas II and the Russian Revolution* (New York: Pan Publication,2018) 2. Hilaire Belloc, *The French Revolution* (London: Zacchaeus,2018) 3. Piotr Kuhiwczak^KarinLittau, "A Companion to Translation Studies", Orient Blackswan, 2011

		L	T	P	C
20BEN206	**Subject Name: Critical Reading and Writing**	**5**	**1**	**0**	**6**
Generic Elective	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by the Department of English				

COURSE OBJECTIVE:

In this course, the students will learn what is critical reading, the function of critical readings, and why it is important for a student to develop the habit of reading academic texts critically? Critical Reading and Writing course will offer guidance on how to read texts critically and how to develop effective writing skills.

UNIT	Course contents	Contact Hours
Unit-I	**Introduction: what is a Text?** i. Why are you reading a text? What is yourpurpose? ii. What type of text is it: research report, essay, textbook, bookreview?	10
Unit-II	**Close reading and criticism** i. Who is the author? What do you know about theauthor? ii. Is there a clear distinction between fact andopinion? iii. Isevidenceusedbytheauthortosupportarguments?Howgoodist heevidence?Arealllthepoints supported?	10
Unit-III	**Comparing literary texts (Inter-textuality)** i. What else has been written on the subject of thetext? ii. How does the writer use other texts and other people'sideas? iii. What conclusions aredrawn?	10
Unit-IV	**Descriptive Writing and Critical writing** i. What is Descriptive Writing and how is it different from Criticalwriting? ii. What are the purposes of Descriptive Writing and Criticalwriting?	10
Unit-V	**Effective Writing** i. How to clearly present evidence and argue which will lead to effectiveconclusion. ii. Recognition of the limitations one's own evidence and argument presented,and iii. conclusiondrawn. iv. How to approach the different formats of writing (e.g. essay, report, dissertation, projectsetc.)	10

LEARNING OUTCOME:

At the end of the course,the learners will be equipped with basic level of skills required to be able to identify the various types of text, arguments, perspectives, techniques, etc. used in a text. This in turn will enable the students to not just think critically, but formulate their own arguments and communicate it by writing effectively.

Learning Resources	
Text Book	1. SylvanBarnet, HugoBedau,FromCriticalThinkingtoArgument:APortableGuide,(Bedford/St. Martin's, 2010) 2. Andrew Goatly, Preet Hiradhar Critical Reading and Writing in the Digital Age: AnIntroductory Coursebook, (New York: Routledge, 2nd Edition,2016)

		L	**T**	**P**	**C**
20BEN304	**Subject Name: Postcolonial Literature**	**5**	**1**	**0**	**6**
Generic Elective	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by the Department of English				

COURSE OBJECTIVE

This course aims to introduce the learners with the ideas and some of the selected literatures produced in the post-colonial era.

UNIT	Course contents	Contact Hours
Unit-I	**Concepts:** Race - Gender relations – Slavery and Colonialism – Influence of Christian Missionaries – De-colonization – Globalization and Literature –Literature and Identity Politics	10
Unit-II	**Poem:** Pablo Neruda – "Tonight I can Write"	10
Unit-III	**Novel:** Jean Rhys – "Wide Sargasso Sea"	10
Unit-IV	a) Feminist Indian Authors and their writings b) IsmatChugtai:*Lihaf* **c) Novel:** Anita Desai – "Clear Light ofDay**"**	10
Unit-V	a) Post-Colonial Literary Movement and Literary Criticism b) **Novel:** Chinua Achebe – "Things Fall Apart"	10

LEARNING OUTCOME:

ThiscoursewillintroduceandbuildanunderstandingofconceptssuchasImperialism,De-colonization,Race, andGlobalizationandsoon;inthispaper,thelearners/readerswillalsobefamiliarizedaboutidenti typolitics reflected in the literatures of the colonizednations.

Learning Resources	
Text Book	2. IsmatChugtai, *The Quilt: Stories* (New Delhi: Penguin,2011) 3. Anita Desai, *Clear Light of Day* (New Delhi: Penguin,2008) 4. Jean Rhyss, *Wide Saragasso Sea*(New York: Haymarket Books,2016) 5. ChenuaAcebe, *Things Fall Apart* 6. Pablo Neruda, *Tonight I can Write*
Reference Book and other materials	7. Franz Fanon, 'The Negro and Language', in Black Skin, White Masks, tr. Charles LamMarkmann (London: Pluto Press, 2008) pp. 8–27. 8. NgugiwaThiong'o,'TheLanguageofAfricanLiterature',inDecolonisingthe Mind(London:James Curry, 1986) chap. 1 9. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. Key Concepts in Post-Colonial Studies (Taylor & Francis Ltd,2013) 10. Bipan Chandra, *India Since Independence* (New Delhi: Penguin Random House,2008)

		L	T	P	C
20BEN404	**Subject Name: Greek and Roman Mythology**	**5**	**1**	**0**	**6**
Generic Elective	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by the Department of English				

COURSE OBJECTIVE:

Greekmythologyisoftentreatedasthefoundationofallusionandcharactergenesisinwesternliterature, art andmotionpicture.Inthispaper,thereaderswillnotonlygainanunderstandingabouttheGreekandRoman Gods and Goddess, but they will also understand the creation and evolution of concepts such as chaos and creation, interdisciplinary relations with Greek and Roman mythology, classical ancient epics (Iliad and Odyssey) and suchothers.

UNIT	Course contents	Contact Hours
Unit-I	An Introduction to the concept and history of myth and mythology	10
Unit-II	Hesiod: the origins of the Gods and the world	10
Unit-III	Homer: Iliad and Odyssey	10
Unit-IV	Sophocles: Oedipus Rex Oedipus and Electra Complex	10

Unit-V	Medusa and Prometheus
	              b) Myth ofAtlantis
	              c) Chaos, Gais, Uranus, Cronus,
	                  Rhea,Hyperboreans,
	                  ElysianFields
		10

LEARNING OBJECTIVE:

At the end of this course, the learners will have an understanding of the concept of "myth", they will be able to relate between various narrative forms and myth. Furthermore, t*he learners will learn the names of the various mythic traditions of the world* and *will understand the significance*

of Greek and Roman mythological tradition in relation to western literature, culture and history.

Learning Resources	
Text Book	1. Cheryl Evans, *Greek Myths and Legends* (New York: Usborne Publishing,2007) 2. Stephen Fry, *Mythos: The Greek Myths Retold* (London: Penguin,2018)
Reference Book and other materials	1. Edith Hamilton, *Mythology: Timeless Tales of Gods andHeroes*(New York: Hachette Book, 2011) 2. Robert Graves, *The Greek Myths* (London: Vikings,2018) 3. Henry A. Sanders, *Roman History and Mythology* (New York: Alpha Edition,2019)

		L	T	P	C
20BEN103	**English Communication**	**4**	**0**	**0**	**4**
AECC	**Pre-requisite: Nil**				
	Co-requisite: Nil				
	Designed by Department of English				

COURSE OBJECTIVE

This course enhances and strengthens communication skills in English language facilitating the holistic and integrated development of LSRW skills – Listening, Speaking, Reading Writing. The course will expose the learners to a wide range of lexical and grammatical skills, critical reading and writing and professional communicative skills to meet the demands at workplace.

UNIT	Course contents	Contact Hours
Unit-I	**Grammar & Vocabulary Building** Introduction - Basic English Grammar – Tenses – Active Voice - Passive Voice Phrasal verbs – Prepositions - Building Vocabulary - Prefixes and Suffixes – Crossword - Simple and complex sentences	6
Unit-II	**Communication** English Communication - Aims & Objectives - Basics of Communication - Barriers to Communication - Non-Verbal Communication - How to be a Listener - Active Listening - Effective Speaking – Speech - Art of Public Speaking – Pronunciation - Stress & Intonation in English – Debate – Conversations.	8
Unit-III	**Presentation Skills** Oral Presentation – Group Communications - Group Discussions – Interview - Formal Presentations.	8
Unit-IV	**Effective Reading** Reading strategies (Skimming, Scanning, Inferring) – Predicting and responding to content – Speed Reading –	10

	Note Making – Use of Extensive reading texts – Writing Proposals – Projects – Research Papers.	
Unit-V	**Writing Skills** Writing - Effective Language - Formal Letters, Memos & Email - letters to the editor - Writing letters, informal and official - Art of Condensation - Report Writing - Article Writing - Writing Proposals - Research Papers – Preparing Minutes of Meeting.	10
Unit-VI	**Language Through Literature** The Overcoat (Nikolai Gogol) The Open Window (H.H. Munro) To a Skylark (P.B. Shelley) The Raven (Edgar Allan Poe)	8

LEARNING OUTCOME:

After a successful completion of this course, the learners will be able to:

- Seamlessly communicate in standard English – written & spoken
- Analyse texts on various parameters expected/demanded during different situations and circumstances
- Conduct basic research on a topic (pertaining to their discipline/workplace)
- Prepare basic/preliminary research documents, official documents
- Prepare and deliver presentations on a given topic
- Understand and analyse the time, history, circumstances, polity, society, economy that influences any kind of writing and its subsequent production

Learning Resources	
Text Book	1. Swan, Michael. *Practical English Usage*. New Delhi: Oxford University Press,2005. 2. Murphy,HertaA.*EffectiveBusinessCommunication*,NewDelhi:McGrawHill,2008. 3. Nikolai Gogol, "The Overcoat". 4. P.B. Shelley, "To The Skylark" 5. Edgar Allan Poe, "The Raven" 6. H.H. Munro, "The Open Window"

Reference Book and other materials	1. Koneru, Aruna. *Professional Speaking Skills*. New Delhi: Oxford University Press, 2015. 2. Sanjay Kumar and Pushp Lata. *Technical Communication*, New Delhi: Oxford University Press,2008. 3. Koneru, Anuna. *Professional Communication*, New Delhi: McGraw Hill Pvt. Ltd, 2008. 4. Rizvi,M.Ashraf.*EffectiveTechnicalCommunication*,NewDelhi:McGrawHill,2018. 5. Barun K. Mitra, Personality Development and Soft Skills, Oxford University Press, New Delhi,2011.

		L	T	P	C
20 BPSY 203	**Environmental studies**	4	0	0	4
AECC	**Pre-requisite Basic understanding about earth and Environment**				
	Co-requisite				
	Designed by Department of Environmental Science				

COURSE OBJECTIVE

1. To develop a understanding of the concept, scope and importance of environmental Studies
2. To develop knowledge and awareness about natural resources and understanding to improve the environment.
3. To develop awareness of Biodiversity, Ecosystem, Natural resource conservation and sustainable development.
4. To understand the environmental pollution and prevention.
5. To aware about the contemporary issue of climate change and its adverse effect and mitigation measures

UNIT	Course contents	Contact Hours
Unit-I	**The Multidisciplinary Nature of Environmental Studies** Definition, scope and importance and need for public awareness.	2
Unit-II	**Natural Resources** **Renewable and Non-renewable Resources:** Natural resources and associated problems. (a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. (b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. (c) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.	8
Unit-III	**Ecosystems** *Concept of an ecosystem. *Structure and function of an ecosystem. *Producers, consumers and decomposers. *Energy flow in the ecosystem. *Ecological succession.	5

	*Food chains, food webs and ecological pyramids. *Introduction, types, characteristic features, structure and function of the following ecosystem: (a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estauries)	
Unit-IV	**Biodiversity and Its Conservation** *Introduction, definition: genetic, species and ecosystem diversity. *Biogeographical classification of India. *Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. *Biodiversity at global, National and local levels. *India as a mega-diversity nation. *Hot-spots of biodiversity. *Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. *Endangered and endemic species of India. *Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity	5
Unit-V	*Definition *Causes, effects and control measures of (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution	8

LEARNING OUTCOME:

1. To develop an awareness about our environment and elicit collective response for its protection.
2. To know and analyse the physical, chemical, and biological components of the earth's systems and their function.
3. Understanding about cause of Environmental pollution and prevention.
4. Understanding about Natural resources, Climate change and Sustainable development

Learning Resources	
Text Book	1. Environmental Studies from crisis to cure, by R. Rajagopalan, 3rd edition, Oxford Higher Education 2. Kurian Joseph & R. Nagendran, "Essential of Environmental Studies" Pearson Education, 2004. 3. Environmental Studies for Undergraduate Courses by Erach Bharucha, UGC New Delhi
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