

**B.A. with PSYCHOLOGY**  
**Choice Based Credit System (C.B.C.S)**

The curriculum for B.A with Psychology has been designed following the UGC Model Curriculum for Choice Based Credit System (C.B.C.S). The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The course aims at developing and understanding the growing discipline of psychology and promoting skill based education. The course attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

**Outlines of Choice Based Credit System:**

- 1. Core Course:** A course which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. For students studying B.A with Psychology, there will be 12 core papers out of which 4 core papers will be from the Discipline of Psychology.
- 2. Elective Course:** These are courses that are advanced or supportive to the discipline/subject and which enables an exposure to some other discipline/subject/domain.
  - 3.1 Discipline Specific Elective (DSE) Course:** For students studying B.A with Psychology, there will be 4 DSE's out of which 2 DSE papers will be from the Discipline of Psychology.
  - 3.2 Generic Elective (GE) Course:** Generic Elective Course is chosen from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of this category of papers is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective papers. There will be 2 generic elective papers.
- 3. Ability Enhancement Courses (AEC)/ Skill Enhancement Course (SEC)**
  - 3.1 Ability Enhancement Compulsory Courses (AECC):** Comprises of (i) Environmental Science, (ii) English Communication/Hindi Communication/MIL Communication (The respective syllabi may be referred to for these courses)

**3.2 Skill Enhancement Course (SEC):** These courses are designed to provide value-based and skill-based knowledge. The main purpose of these courses is to provide students life-skills through hands-on training and field visits and so as to increase their employability. There will be 4 skill enhancement courses.

**4. Practical/tutorials:** For every core and discipline/generic specific elective paper there will be either 2 practical's or 1 tutorial. Those papers where practical activity are not mentioned will be considered as tutorial paper.

#### **Evaluation:**

All courses will carry 100 marks (End semester examination 70 Marks, and Internal assessment 30 Marks)

1. For the internal assessment, which carries 30 marks, activities such as practical, experiential exercises, assignments, class tests, seminars, class presentations and group discussion may be taken up, at least three activities will be mandatory. For papers with practical's, 16 marks (8 for each practical) will be for practical assessment and 14 marks for the other activities.
2. For the end semester examination, each theory paper comprises of 5 units. Each unit is of 14 marks ( $14 \times 5$  units = 70 marks). The end semester exam question paper will have 5 essay type questions (with internal options), one from each unit, each question carrying 9 marks ( $9 \times 5 = 45$ ); 5 short answer questions of 3 marks each, one from each unit ( $3 \times 5 = 15$ ) and 10 multiple type questions of 1 mark each ( $1 \times 10 = 10$ ), two from each unit.

#### **Work load computation:**

1. For the purpose of computation of work-load the following mechanism may be adopted:
  - i) 1 Credit = 1 Theory period of one hour duration
  - ii) 1 Credit = 1 Tutorial period of one hour duration
  - iii) 1 Credit = 1 Practical period of two hour duration
2. Core, DSE and GE papers:
  - i) For papers with practical, there will be 2 practicums per paper. For each such paper, there will be 4 theory classes of 1 hour each for all and 2

practical classes of 2 hours each per week per group. Practicals should be conducted in groups of not more than 10 students.

- ii) For papers with tutorial (without practical), there will be 5 theory classes of 1 hour each and 1 tutorial of 1 hour per paper per week. Tutorial should be conducted in groups of not more than 10 students.

**3. AEEC papers:**

4 theory classes per week. In addition, 1 class per fortnight to provide skill based learning to students through workshops and seminars

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**TOTAL Number of courses in UG-CBCS (B.A with Psychology):**

Types of Course	Core Course	Elective course		Ability enhancement course		T O T A L
		Discipline specific elective course (DSE)	Generic elective course (GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	12 (2+2+4+4)	4 (2+2)	2	2	4	24
Credit/course	6	6	6	4	4	132

**B.A. with PSYCHOLOGY (CBCS)**  
**Distribution of papers and Paper codes**

<i>Course</i>	<i>Code</i>	<i>Course title</i>	<i>Marks End Sem exam + Internal</i>	<i>Hours per week</i>	<i>Credits</i>
<b>Semester I</b>					
<b>C 1</b>	DSC-PSY-1A	Foundations of Psychology	70+30=100	Theory + Practical (4+2)	6
<b>Semester II</b>					
<b>C 2</b>	DSC-PSY-1 B	Introduction to Social Psychology	70+30=100	Theory + Tutorial (5+1)	6
<b>Semester III</b>					
<b>C 3</b>	DSC-PSY-1C	Psychological Disorders	70+30=100	Theory + Practical (4+2)	6
<b>SEC 1</b>	AEEC-PSY-P-01	Emotional Intelligence	70+30=100	Theory	4
<b>Semester IV</b>					
<b>C 4</b>	DSC-PSY-1D	Statistical Methods and Psychological Research	70+30=100	Theory + Tutorial (5+1)	6
<b>SEC 2</b>	AEEC-PSY-P-02	Stress Management	70+30=100	Theory	4
<b>Semester V</b>					
<b>SEC 3</b>	AEEC-PSY-P-03	Effective Decision Making	70+30=100	Theory	4
<b>DSE 1A</b>	DSE-PSY-1Aa <b>OR</b> DSE-PSY-1Ab	Life Span Development <b>OR</b> Industrial/ Organizational Psychology	70+30=100	Theory + Practical (4+2)	6
<b>GE 1</b>	GE-PSY – P- 01	Psychology for Living	70+30=100	Theory + Tutorial (5+1)	6
<b>Semester VI</b>					
<b>SEC 4</b>	AECC-PSY-P-04	Educational Psychology	70+30=100	Theory	4
<b>DSE 1B</b>	DSE-PSY-1Ba <b>OR</b> DSE-PSY-1Bb	Counselling Psychology <b>OR</b> Health and Well-Being	70+30=100	Theory + Practical (4+2)	6
<b>GE 2</b>	GE-PSY-P-02	Psychology of Gender	70+30=100	Theory + Tutorial (5+1)	6
<b>Total Marks</b>			<b>1200</b>	<b>Total credits</b>	<b>64</b>

## SEMESTER I

### **DSC-PSY-1A: FOUNDATIONS OF PSYCHOLOGY**

#### **Objectives:**

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

#### **Unit 1: Introduction**

Psychology: a science and a perspective; Origin and development of psychology; Psychology in India: history and current status; Methods of research in psychology

#### **Unit 2: Cognitive Processes**

Introduction to Perception; Nature of perception, Laws of perceptual organization; Memory-processes, Information processing model, Techniques for improving memory

#### **Unit 3: Motivation and Emotion**

Motives: biogenic and sociogenic; Theory of motivation: Maslows; Emotions: aspects of emotions, and key emotions; Theory of emotion: Cannon Bard and James Lange.

#### **Unit 4: Personality**

Nature of personality; Theories: Freud, Skinner, Cattell, and Costa and Mcrae

#### **Unit 5: Intelligence**

Nature of intelligence; Theories: Spearman, Thurstone, Gardner, Sternberg

#### **Practicum:**

- 2 experiments to be done on any two topics from the syllabus

#### **Readings:**

- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K & Meyer, G.E (2008). *Psychology (South Asian Edition)*. New Delhi: Pearson
- Feldman, S.R. (2009). *Essentials of understanding psychology* (7th Ed.) New Delhi: Tata Mc Graw Hill.
- Glassman, W.E. (2000). *Approaches to Psychology* (3rd Ed.) Buckingham: Open University Press.

## **SEMESTER II**

### **DSC-PSY-1 B: INTRODUCTION TO SOCIAL PSYCHOLOGY**

#### **Objective:**

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

#### **Unit 1: Introduction**

Brief history of social psychology (special emphasis on India); Scope of social psychology; Applications of social psychology; Approaches towards understanding social behaviour

#### **Unit 2: Individual Level Processes:**

Person perception: attribution-theories (Kelley's, and Jones & Davis), biases and errors; Attitude: formation, change and resistance to change

#### **Unit 3: Interpersonal Processes**

Interpersonal attraction; Prosocial behaviour; Aggression

#### **Unit 4: Group Dynamics**

Key aspects of groups; Cooperation and conflict; Group decision making

#### **Unit 5: Social influence**

Conformity: factors influencing conformity, types of conformity; Compliance: types of compliance; Obedience: factors influencing obedience

#### **Readings:**

- Baron, R.A., Byrne, D. & Bhardwaj. G (2010). *Social Psychology* (12th Ed).New Delhi: Pearson.
- Chadha, N.K. (2012). *Social Psychology*. MacMillan: New Delhi
- Myers, D.G. (2008). *Social psychology*. New Delhi: Tata McGraw-Hill.

## **SEMESTER-III**

### **DSC-PSY-1C: PSYCHOLOGICAL DISORDERS**

#### **Objective:**

- To develop an understanding of the various psychological disorders and their treatment.

#### **Unit 1: Basic Concepts**

Definition and criteria of abnormality; Classification: ICD and DSM (history and latest editions); Diathesis Stress Model.

#### **Unit 2: Theoretical Perspectives**

Biological; Familial; Cultural; Behavioural; Cognitive; Psychodynamic

#### **Unit 3: Signs and Symptoms of Mental Disorders**

Mental status pertaining to: Attitude, Mood and Affect, Speech, Thinking (Form and Content), Perception, Sensorium, insight and judgement

#### **Unit 4: Clinical states:**

Anxiety disorders; Mood disorders; Schizophrenia; Learning disabilities; Autism spectrum disorders; ADHD

#### **Unit 5: Treatment of disorders:**

Biological treatment: Pharmacotherapy and Electroconvulsive therapy; Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy.

#### **Readings:**

- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Barlow D.H. and Durand, V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.).Wadsworth: New York.
- Frude, N. (1998). *Understanding abnormal psychology*. Oxford: Blackwell Publishers.

## **AEEC-PSY-P-01: EMOTIONAL INTELLIGENCE**

### **Objective:**

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

### **Unit 1: Introduction**

Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

### **Unit 2: Models of Emotional Intelligence**

Ability models of EQ; Mixed models of EQ

### **Unit 3: Knowing One's and Others' Emotions**

Levels of emotional awareness; Recognizing emotions in oneself; Universality of emotional expression; Perceiving emotions accurately in others

### **Unit 4: Managing Emotions**

The relationship between emotions, thought and behaviour; Techniques to manage emotions

### **Unit 5: Applications**

Workplace; Relationships; Conflict Management; Effective Leadership

### **Readings:**

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Singh, D. (2003). *Emotional intelligence at work* (2 nd ed.) New Delhi: Response Books.
- Sternberg, R.J.(2000). *Handbook of intelligence*. Cambridge University Press

## SEMESTER IV

### DSC-PSY-1D: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH

#### Objective:

- To introduce basic statistical methods, psychological testing and qualitative methods and their uses.

#### Unit 1: Introduction:

Meaning of statistics; Use of statistics in psychology; Scales of measurement; Graphical representation of data: bar graph, histogram, pie chart, polygon

#### Unit 2: Descriptive statistics:

Properties of Normal Probability Curve (NPC); Measures of central tendency: Mean, median, mode (properties and computation); Percentile, Percentile rank, Standard deviation: properties and computation

#### Unit 3: Inferential statistics:

Hypothesis testing: type I and type II error, Significance testing; Correlation: Pearson method (computation)

#### Unit 4: Psychological Testing:

Introduction to psychological testing; Characteristics of test: Reliability, Validity, Norms, standardization; Types of tests

#### Unit 5: Research Methods:

Experimental method; Correlational; Observation; Case study; Narrative analysis

#### Practicum:

- 2 practicum to be done: 1 psychological test + 1 practical based on the syllabus.

#### Readings:

- Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi.
- Garrett, H.E. & Woodworth, R.S. (1987). *Statistics in Psychology and Education*.
- Mumbai: Vakils, Feffer & Simons Pvt. Ltd.
- Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
- King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the behavioral Sciences* USA: John Wiley & Sons.

## **AEEC-PSY-P-02: STRESS MANAGEMENT**

### **Objective:**

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

### **Unit 1: Stress and Sources of Stress**

Stress: Introduction, Nature, symptoms; Sources of stress: environmental, social, physiological and psychological

### **Unit 2: Stress and Illness**

Stress and illness: cardiovascular system, reactivity and illness; immune system reactivity and illness; Stress emotions and hypertension; Stress and cancer

### **Unit 3: Stress and Coping**

What is coping; Functions of coping; Methods of coping: emotional focussed coping and problem focussed coping.

### **Unit 4: Managing Stress - I**

Yoga; Meditation; Relaxation techniques

### **Unit 5: Managing Stress – II**

Biofeedback; Cognitive restructuring; Problem solving

### **Readings:**

- Carr, A. (2004). Positive Psychology: *The science of happiness and human strength*.UK: Routledge.
- DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.).NY: Wiley.

## SEMESTER V

### AEEC-PSY-P-03: EFFECTIVE DECISION MAKING

#### Objective:

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

#### Unit 1: Introduction

What is decision making? Importance of making good decisions; Strategies for selecting a solution; Characteristics of the decision task; Characteristics of the decision maker

#### Unit 2: Models of Decision Making

The rational model; Simon's normative model; Garbage can model

#### Unit 3: Decision Making Styles

Directive; Analytical; Conceptual; Behavioural

#### Unit 4: Decision Making In Interpersonal Context

Conflict management in interpersonal context; Negotiation techniques in interpersonal conflict

#### Unit 5: Decision Regarding Career and Workplace

Decisions regarding career, Decision making at the workplace

#### Readings:

- Adler, R.B & Proctor, R.F (2009). *Communication Goals and Approaches*. Wadsworth Cengage Learning, India
- Kreitner, R., Kinicki, A., Buelens, M. (2002). *Organizational Behavior*. Mc-Graw Hill
- Chadha, N.K. & Bhatia, H. (2014). *Career Development-different voices, different choices*. The Readers Paradise: New Delhi.
- Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). *Developing soft skills*. Pearson Education, India.
- Kreitner, R & kinicki, A. (2002). *Organizational Behaviour*. 2<sup>nd</sup> Ed. McGraw Hill Education.

## **DSE-PSY-1Aa: LIFE SPAN DEVELOPMENT**

### **Objectives:**

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

### **Unit 1: Introduction to life-span perspective**

Nature, issues and theoretical perspectives; Life-span development in the Indian context; Methods and designs

### **Unit 2: Physical development**

Patterns of growth from conception till late adulthood; Physical disabilities; Stages of death and dying

### **Unit 3: Cognitive development**

Introduction to cognitive development: Piagetian, Vygotskian, and Information processing approaches; Cognitive changes in adulthood and old age

### **Unit 4: Language Development**

Stages of language development; Theoretical perspectives: nativist, empiricist, interactionist and behaviorist

### **Unit 5: Socio-emotional development**

Emotional development; Moral development; The Self; Gender and sexuality; Successful aging.

### **Practicum:**

- Students have to carry out any 2 practicum based on the syllabus.

### **Readings:**

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.
- Santrock, J.W. (2012). *A topical approach to life-span development*. New-Delhi:Tata McGraw-Hill.

## **DSE-PSY-1Ab: INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY**

### **Objective:**

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

### **Unit 1: Introduction**

Industry and organization; Contributions: Taylor, Weber, and Fayol; Contemporary Trends and Challenges; Challenges in the Indian Setting

### **Unit 2: Work Related Attitudes**

Job satisfaction; Organizational Commitment; Organizational Citizenship Behaviour; Work Engagement, Spiritual intelligence

### **Unit 3: Work Motivation**

Theories and application; Indian perspective; Work Motivation: Early theories (Maslow, McClelland); Contemporary theories (Goal setting, Equity)

### **Unit 4: Leadership**

Contemporary perspectives on leadership; Cross-cultural leadership issues; Indian perspective on leadership

### **Unit 5: Communications in Organization**

Function, process and direction of communication; Interpersonal communication; Organizational communication; Barriers to effective communication

### **Practicum:**

- Any 2 practicum based on the syllabus.

### **Reading List:**

- Aamodt, M. G. (2001) *Industrial Organizational Psychology*. India: Cengage Learning.
- Chadha, N.K. (2007) *Organizational Behavior*. Galgotia Publishers: New Delhi.
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
- Luthans, F. (2009). *Organizational Behavior*. New Delhi: McGraw Hill.
- Muchinsky, P.(2006). *Psychology Applied To Work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.
- Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

## **GE-PSY – P- 01: PSYCHOLOGY FOR LIVING**

### **Objectives:**

- To develop an understanding of application of psychology to different spheres of life
- To develop an understanding about the self and the social world

### **Unit 1: Introduction**

What is psychology; Applications of psychology in life: health, work, relationships, education, sports

### **Unit 2: Self and Relationships**

Importance of family and peer groups in one's life; Importance of emotional intelligence; Role of culture

### **Unit 3: Self in Disintegrative Experiences**

Anxiety; Stress; Depression; Coping

### **Unit 4: Growth and Actualizing Self**

Self-direction; Subjective well-being; Hope; Optimism; Resilience

### **Unit 5: Understanding the Social World**

Non-verbal communication; Attribution; Impression formation and management; Social influence (conformity, compliance, obedience)

### **Readings:**

- Atwater, E. & Grover, D. & Karen (1999). *Psychology for living: Adjustment, growth and behavior today*. Prentice Hall.
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.

## SEMESTER VI

### **AECC-PSY-P-04: EDUCATIONAL PSYCHOLOGY**

#### **Objective:**

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

#### **Unit I: Introduction to Educational Psychology**

Nature, scope and relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic, Social Learning, Cognitive perspectives, Humanistic Perspectives, and Constructivism

#### **Unit 2: Individual Differences and Education**

Differences in Cognitive Styles & Learning Strategies; readiness for learning, classroom achievement, intelligence, creativity, and personality; Socio-cultural Differences: gender, socio-economic status, regional, ethnic and linguistic diversity

#### **Unit 3: Socio-cultural Differences and Education**

Gender; Socio-economic status; Regional; Ethnic and linguistic diversity

#### **Unit 4: Effective Teaching and Classroom Management**

Characteristics of Effective Teachers; Teaching methods and issues related to Technological Advances; Classroom Management

#### **Unit 5: Exceptionality and Special Education**

Conceptualizing Exceptionality: Categorization, Labelling, Educational implications

#### **Readings:**

- Lahey R.B. Graham J. E., (2000). *An Introduction to Educational Psychology*, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
- Slavin, R. (2008). *Educational psychology: Theory into practice*, (9th ed.). Boston: Allyn and Bacon.
- Santrock John W. (2010) *Educational Psychology*, Inwin Professional Publishers, Delhi.
- Woolfolk Anita (2004) *Educational Psychology*, 9th Edition, Alynn and Bacon, Boston.
- Woolfolk Anita & Woolfolk Hoy Anita (2008) *Educational Psychology*, Pearson, New Delhi.

## **DSE-PSY-1Ba: COUNSELING PSYCHOLOGY**

### **Objective:**

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

### **Unit 1: Introduction**

Meaning and goals; Counselling relationship; Counsellor effectiveness; Ethics in counselling; Counselling in the Indian context

### **Unit 2: Counselling Process**

Core conditions of counselling; Counselling skills; Stages of counselling; Assessment in counselling

### **Unit 3: Approaches to counselling**

Psychoanalytic; Humanistic; Behavioural; Cognitive and contemporary

### **Unit 4: Techniques**

Play; Art; Drama; Music; Dance; Yoga; Meditation

### **Unit 5: Counselling Applications**

Child Counselling; Family Counselling; Career Counselling; Crisis intervention: suicide, grief, sexual abuse, trauma

### **Practicum:**

- Students are required to carry out any 2 practical based on the 5 units.

### **Readings:**

- Gladding, S. T. (2012) *Counseling: A Comprehensive Profession*. (7th ed). Pearson
- Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Seligman,L.& Reichenberg ,L.W.(2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.

## **DSE-PSY-1Bb: HEALTH AND WELL-BEING**

### **Objective:**

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

### **Unit 1: Introduction to Health Psychology**

Introduction to health psychology; Components of health; Mind and body relationship; Goals of health psychology

### **Unit 2: Well-Being**

What is well-being; Components of well-being: life satisfaction, subjective well-being, quality of life

### **Unit 3: Stress**

Nature, Sources, Effects of stress on physical and mental health; Coping and stress management

### **UNIT 4: Health Enhancing Behaviours**

Implications of health for well-being: Psychological factors: resilience, hope, optimism; exercise, safety, and nutrition

### **Unit 5: Personality and Health**

Type A behaviour; Hostility; Neuroticism; Extraversion; Conscientiousness

### **Practicum:**

- Students are required to carry out any 2 practical based on the 5 units.

### **Reading List:**

- Di-Matteo, M.R. and Martin, L.R. (2002). *Health psychology*. New Delhi: Pearson.
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.).NY: Wiley.
- Snyder, C.R., & Lopez,S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). *Health Psychology* (6th Ed.). New York: Tata McGraw Hill.

## **GE-PSY-P-02: PSYCHOLOGY OF GENDER**

### **Objectives:**

- To develop a broader understanding about gender and its dynamics

### **Unit 1: Introduction:**

Gender role socialization; Gender role and attitudes: affective component, cognitive component and behavioural component; Masculinity and femininity: masculinity and femininity as a global personality trait

### **Unit 2: Sex Related Comparisons - I**

Sex related comparisons in: cognitive abilities, social domains, moral development

### **Unit 3: Sex Related Comparisons - II**

Leadership, power and gender; Religiosity and gender; Economic activities and gender; Language and gender

### **Unit 4: Sex Differences in Health**

Sex differences in: concerns for health, symptom perception, preventive healthcare and mortality; Sex differences in mental health

### **Unit 5: Issues Related to Gender:**

The relative status of men and women; Gender stereotypes and discrimination; Gender and violence; Changing roles; Women empowerment

### **Readings:**

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Baron, R.A., Byrne, D. & Bhardwaj. G (2010). *Social Psychology* (12th Ed).New Delhi: Pearson.
- Ember, C. R. and Ember, M. (2003) *Encyclopedia of sex and gender: men and women in the world's cultures*. Kluwer Academic/Plenum Publishers, New York
- Helgeson, V.S. (2006). *Psychology of Gender*. 4<sup>th</sup> Edition. Pearson education