

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 (14x5 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 (9x5=45); 5 short answer questions of 3 marks each, one from each unit (3x5=15) and 10 multiple type questions of 1 mark each (1x10=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>
Semester I					
C 1	DSC-PSY-1A	Foundations of Psychology	70+30=100	Theory + Practical (4+2)	6
Semester II					
C 2	DSC-PSY-1 B	Introduction to Social Psychology	70+30=100	Theory + Tutorial (5+1)	6
Semester III					
C 3	DSC-PSY-1C	Psychological Disorders	70+30=100	Theory + Practical (4+2)	6
SEC 1	AEEC-PSY-P-01	Emotional Intelligence	70+30=100	Theory	4
Semester IV					
C 4	DSC-PSY-1D	Statistical Methods and Psychological Research	70+30=100	Theory + Tutorial (5+1)	6
SEC 2	AEEC-PSY-P-02	Stress Management	70+30=100	Theory	4
Semester V					
SEC 3	AEEC-PSY-P-03	Effective Decision Making	70+30=100	Theory	4
DSE 1A	DSE-PSY-1Aa OR DSE-PSY-1Ab	Life Span Development OR Industrial/ Organizational Psychology	70+30=100	Theory + Practical (4+2)	6
GE 1	GE-PSY – P- 01	Psychology for Living	70+30=100	Theory + Tutorial (5+1)	6
Semester VI					
SEC 4	AECC-PSY-P-04	Educational Psychology	70+30=100	Theory	4
DSE 1B	DSE-PSY-1Ba OR DSE-PSY-1Bb	Counselling Psychology OR Health and Well-Being	70+30=100	Theory + Practical (4+2)	6
GE 2	GE-PSY-P-02	Psychology of Gender	70+30=100	Theory + Tutorial (5+1)	6
Total Marks			1200	Total credits	64

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 1 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*. 2nd 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, Allyn 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*. 4th Edition. Pearson education