



DEPARTMENT OF PSYCHOLOGY



LEARNING OUTCOMES BASED  
COURSE STRUCTURE

for

**B.A. HONOURS PSYCHOLOGY**  
Department of Psychology  
(As per NEP 2020 and CBCS Ordinance 14 (A))

AWADHESH PRATAP SINGH UNIVERSITY,  
REWA (M.P.)

## Vision of the University:

To be the premier institution that offers teaching and learning programmes of the best quality, graduate students who excel and become leaders in the chosen profession contributing to the community, the nation and the world, and prepares individuals of the highest moral fibre. The vision of university is:

To create an ideal society and an intellectual environment that initiates, nourishes and perpetuates values of co-existence and to fulfil and achieve excellence.

The university, under the dynamic leadership of our honourable Vice-chancellor is working on quite a few ambitious plans. The idea is to develop the university as a knowledge city.

## **Department of Psychology:**

The department has organised Invited Talks, Workshops and Seminars to improve the knowledge of students regarding the latest developments in the field of Psychology..

### Faculty:

- |                            |                   |
|----------------------------|-------------------|
| 1. Prof. Shreekant Mishra  | Prof-in-Charge    |
| 2. Dr. Smriti Singh Baghel | Full Time Faculty |
| 3. Dr. Nidhi Singh         | Full Time Faculty |
| 4. Dr. Kamlesh Dubey       | Full Time Faculty |

Programme: B.A. Honours Psychology

Duration: 8 Semesters (Four Year)

Eligibility: 10+2 with 45% marks obtained

### Admission Procedure:

The admission will be done as per merit of qualifying examinations.

### PROGRAMME OUTCOMES (POs)

PO#	PROGRAMME OUTCOMES
PO1	Critical Thinking: Inculcate critical thinking to carry out scientific investigation objectively. Formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development. Critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

PO2	Scientific Communication Skills: Imbibe effective scientific and / or technical communication in both oral and writing. Ability to show the importance of the subject as precursor to various scientific developments since the beginning of the civilization.
PO3	Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	Enlightened Citizenship: Create awareness to become an enlightened citizen with commitment to deliver one's responsibilities within the scope of bestowed rights and privileges.
PO5	Ethics: Continue to acquire relevant knowledge and skills appropriate to professional activities and demonstrate highest standards of ethical issues in the subject concerned. Ability to identify unethical behaviour such as fabrication, falsification or misrepresentation of data and adoptive objective, unbiased and truthful actions in all aspects.
PO6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
PO7	Lifelong Learning: Ability to think, acquire knowledge and skills through logical reasoning and to inculcate the habit of self-learning throughout life, through self- paced and self- directed learning aimed at personal development, and adapting to changing academic demands of work place through knowledge/ skill development/ reskilling.

**PROGRAMME SPECIFIC OUTCOME (BA HONOURS PSYCHOLOGY)**

PSO #	PROGRAMME SPECIFIC OUTCOME
PSO 1	To gain a functional knowledge of theoretical concepts and experimental Aspects of Psychology and their applications in the day-to-day life.
PSO 2	To integrate the gained knowledge with various contemporary and evolving areas in Psychology like Cognitive Processes, Guidance and Counseling, Theories of Personality and Research Methods etc.
PSO 3	To understand, analyze, plan and implement qualitative as well as quantitative, analytical and therapeutic –based problems related to Health and Clinical Psychology.
PSO 4	Provide students with opportunities to apply the concepts learnt in the class-rooms to real life situations.

**EXAMINATION SCHEME**

**1<sup>st</sup> Year**

S.No.	Paper Name	Theory		Internal Assessment		Total Max. Marks	Credits
		Max.	Min.	Max.	Min.		
<b>Semester - I</b>							
1.	Paper - 101 ( <b>Major Core</b> ) Introduction to Psychology	60	21	40	20	100	6
2.	Paper – 102 ( <b>Minor Core</b> ) Psychology and Social Work	60	21	40	20	100	6
3.	Paper – 103 ( <b>Generic Elective (GE)*</b> Youth, Gender and Identity)	60	21	40	20	100	4
4.	Paper – 104 ( <b>Ability Enhancement Course</b> ) (AEC) Hindi Language	60	21	40	20	100	4
<b>Semester Total</b>						<b>400</b>	<b>20</b>

<b>Cumulative Total</b>						<b>400</b>	<b>20</b>
<b>Semester - II</b>							
1.	Paper - 201 ( <b>Major Core</b> ) Introduction to Personality.	60	21	40	20	100	6
2.	Paper – 202 ( <b>Minor Core</b> ) Contemporary Social Problems and Concern	60	21	40	20	100	6
3.	Paper – 203 ( <b>Generic Elective (GE)*</b> Community Psychology	60	21	40	20	100	4
4.	Paper – 204 ( <b>Ability Enhancement Course) (AEC)</b> Environmental Studies	60	21	40	20	100	4
<b>Semester Total</b>						<b>400</b>	<b>20</b>
<b>Cumulative Total</b>						<b>800</b>	<b>40</b>

\* Students may choose this course as a Generic Elective or may choose a Generic Elective Course offered in other UTDs at the same level or may choose offered by MOOCs through SWAYAM.

\* The student will be awarded Certificate in Bachelor of Arts in Psychology (CBAP) on successful completion of first year.

**Department of Psychology  
A.P.S. University, Rewa (M.P.)**

**B.A HONOURS PSYCHOLOGY SEMESTER: I**

**Subject: Paper - 101 (Major Core) INTRODUCTION TO PSYCHOLOGY**

**Course Objectives**

1. Understanding what Psychology is all about.
2. Appreciation of the scope and the fields of Psychology
3. Self Development, health and hygiene, self regulation skills.
4. Ability to relate and connect concepts with personal experiences and using critical thinking

**Course Learning Outcomes (CO)**

1. To develop knowledge and skill in life through learning principles.
2. Learn to apply techniques of memory improvement in everyday life.

3. Learn to gain self regulation for quality of life
4. Acquisition of life skills through motivation.
5. Learning about nature and theories of emotion.

### **Unit - I**

#### **An Introduction to Psychology**

1. Concept, Origin and current status of Psychology
2. Nature, scope and fields of Psychology
3. Methods of Psychology (with special emphasis on Experimentation)
4. Psychology in India: History and current status

### **Unit - II**

#### **Psychological basis of Behaviour and Sensation**

1. Receptors, Effectors, and Neurons
2. Nervous system –Central, Automatic, Peripheral-Conceptual framework
3. Sensation- Concept, Visual and Auditory sensation

### **Unit - III**

#### **Attention and Perception**

1. Nature, Types and Determinants of Attention
2. Nature, Types and Determinants of Perception

Top down and Bottom up processes, size constancy, Depth Perception

### **Unit - IV**

#### **Learning and Memory**

1. Learning: Nature, Types- Classical, Instrumental, Observational learning (Socio cognitive learning)
2. Nature, Types and Models of Memory: Information processing model (Sensory register, STM, LTM and concept of working memory),Reconstructive nature of Memory: Forgetting
3. Memory Improvement Techniques

### **Unit - V**

#### **Emotion and Motivation**

1. Elements of Emotions (Components), Emotional Intelligence and Gender, Culture and Emotions
2. Nature, Approaches to understanding motivation and types of motives

**Key Words: Psychology, Behaviour Sensation, Nervous System, Neurons, Attention and Perception, Learning, Memory, Emotion, Motivation**

**References:**

1. Baron, R.A. and Mishra, G. (2016) Psychology 5<sup>th</sup> edition Pearson India Education Services Private Limited, New Delhi.
2. Chadha, N.K. (1991) Introduction to Psychology, RELIANCE Publication.
3. Feldman, R.S. (2011) Understanding Psychology, 10<sup>th</sup> edition, Tata Megraw Hill, New Delhi
4. Mishra, G and Mohanty, A.K. (2002) Perspective on Indigenous Psychology (edited) New Delhi, Concept publishing company
5. Rahman, A. (1995) Samanya manovigyan, Motilal Banarsidas, Patna.
6. Singh, A.K. (2011) Uchhatar Samanya Manovigyan, Motilal Banarsidas, Delhi.



**Department of Psychology**  
**A.P.S. University, Rewa (M.P.)**

**B.A HONOURS PSYCHOLOGY SEMESTER I**

**Subject: Paper – 102 (Minor Core) Psychology and Social Work**

**Course Objectives**

1. To understand psychological concepts and its relevance to Social Work.
2. To understand determinants and processes of Personality Development.
3. To understand the basic concepts and processes in social psychology and its relevance to Social Work.
4. To understand Social Attitudes and Social Cognition.
5. To understand Psycho-Social Behaviour.

**Learning Outcomes**

1. Able to understand psychological concepts and its relevance to Social Work.
2. Able to understand determinants and processes of personality development.
3. Able to understand the basic concepts and processes in social psychology and its relevance to Social Work.
4. Able to understand social attitudes and social cognition.
5. Able to understand psycho-social behaviour.

**Unit - I**

**Introduction to Psychology**

1. Psychology Concept, Definition and Relevance to Social Work.
2. Perceiving self and others: - Self Concept and Self Esteem. Impression Formation and Impression Management
3. Social affects (Concept of Guilt, Shame, Envy, Gratitude, Forgiveness, and Compassion

**Unit - II**

**Human Growth and Personality**

1. Human Growth and Development: Meaning and Stages.
2. Personality: Nature, Types and Determinants.
3. Theories of Personality, Freud, Eric Erickson and Carl Rogers.

**Unit - III**

**Introduction to Social Psychology**

1. Social Psychology: Nature, Concept, and Relevance to Social Work.
2. Group: Nature, and Group Formation and Influence of Groups on Individual Behaviour.
3. Social Influence and Interpersonal Attraction: Definitions, Features and Factors.

## **Unit - IV**

### **Social Attitude and Social Cognition**

1. Social Attitude: Nature and Measurement, Attitude Formation & Change.
2. Social Perception - Nature and Concept,
3. Social Cognition: Definition, Feature, Stereotypes and Prejudices.

## **Unit - V**

### **Collective Behaviour**

1. Collective Behaviour: Characteristics and Dynamics. Crowd
2. Leadership: Meaning, Definition, Traits and Functions.
3. Public Opinion and Propaganda.

**Key Words: Psychology, Human Growth, Personality, Collective Behaviour, Public Opinion, Perception and Social Attitude.**

### **Reference:**

- Atkinson, R.L., Atkinson, R.C., Smith, E.E., Bem, D.J. and Hilgard, E.R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R.A. and Byron, D. (1998). Social Psychology. New Delhi: Prentice Hal.
- Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications.
- Elizabeth, H. (1968). Development Psychology. New York: Mc Graw Hill.
- Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw hill.
- Feldman, R.S. (1997). Understanding Psychology. New Delhi: Mc Graw Hill.
- Hall, C.S. Lindzey, G. and Cambell J.B. (2004). Theories of Personalities. New York: Wiley M.
- Kuppuswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House.
- Morgan, C.T., King, R.A. Weisz, J.R. and Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw and Hill.
- Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.

**Department of Psychology**  
**A.P.S. University, Rewa (M.P.)**

**B.A. HONOURS PSYCHOLOGY SEMESTER: I**

**Subject: Paper – 103 (Generic Elective (GE)\* Youth, Gender and Identity**

**Course Objectives**

1. To understand the meaning and concept of youth
2. To understand the concept of identity in youth and gender
3. To develop disciplinary knowledge, experimental learning and critical thinking
4. To understand social dynamics and social problems
5. To develop gender sensitivity and awareness of gender fluidity issues

**Learning Outcomes**

1. Understanding the transitory phase of youth, the issue surrounding it and thereby developing sensitivity to the youth of today.
2. Developing an appreciation of the multiple influences that mould the identity of today's youth.
3. Develop disciplinary knowledge, experimental learning and critical thinking
4. Understand social dynamics and social problems
5. Develop gender sensitivity and awareness of gender fluidity issues

**Unit - I**

**Introduction**

1. Concept of youth, Transition to Adulthood.
2. Concept of Gender: Sex, Gender Identity, Sexual Orientation
3. Concept of Identity: Social and Psychological perspectives (Social Identity Theory, Eriksonian Perspective)

**Unit - II**

**Youth and Identity**

1. Family: Parent-youth conflict, sibling relationships, intergenerational gap.
2. Peer group Identity: Friendships and Romantic relationships
3. Workplace identity and Relationships
4. Education and Youth Identity.

**Unit - III**

**Gender and Identity**

1. Gender discrimination- Meaning and Definition

2. Gender Socialization and Gender roles
3. Gender Stereotype- nature, concept and social change

#### **Unit - IV**

##### **Issues related to Youth, Gender and Identity**

1. Violence-Nature, definition and factors determining Aggression and Violence
2. Concept and Importance of Work-Life Balance, Addressing the challenges of Work Life Balance.
3. Concept and Promotion of Equity and Equality

#### **Unit - V**

##### **Youth, Gender, Identity and Globalization**

1. Youth Culture: Concept and features, Influence of globalisation on youth identity
2. Gender Culture: Influence of globalisation on Gender identity.

**Key Words: Youth, Gender, Identity, Aggression, Violence, Globalization, Work Life Balance**

##### **References:**

1. Berk, L.E.(2010). Child Development (9<sup>th</sup> Ed.), New Delhi: Prentice Hall
2. Baron, R.A., Byrne, D. and Bhardwaj, G (2010). Social Psychology(12<sup>th</sup> Ed.) New Delhi Pearson

**Department of Psychology  
A.P.S. University, Rewa (M.P.)**

**B.A. HONOURS PSYCHOLOGY SEMESTER: I**

**Subject: Paper – 104 (Ability Enhancement Course) (AEC) Hindi Language**

**ikB~;Øe dk mnn~s';&**

1- bl v/;;u ds mijkar vki Hkk"kkvksa esa 'kCn oxksZ vkSj O;kdjf.kd dksfv;ksa esa foHksn dh fLFkfr;ksa ls ifjpr gksxsaA

2- ikfjHkkf"kd 'kCnkoyh ds ifjHkk"kkvksa dh tkudkj izklr djsxsaA

**dkslZ vf/kxe miyfC/k ¼yfuZx vkmVde½**

1- mRd`"V lkfgR;d ikBksa ds v/;;u ls :fp dk fodkl djukA

2- fgUnh Hkk"kk dk O;ogkfjd KkuA

3- Hkk"kk&KkuA

4- lkekU; 'kCnkoyh vkSj fo'ks"k 'kCnkoyh ds v/;;u }kjk Hkk"kk ,oa laLd`fr cks/k dk fodkl djukA

5- fof'k"V 'kCnkoyh ¼cht 'kCn@dh oMZ½ ls ifjpr djokrs gq, cks/k ds Lrj dks fodflr djukA

**bdkbZ & 1**

**fgUnh dh O;kdjf.kd dksfv;kWa& fyax] iq:"k] opu]**

**'kCn oxZ& laKk] loZuke] fo'ks"k.k] fØ;k fo'ks"k.k] laca/k lwpkd] leqPp; cks/kd] foLe;kfncks/kdA**

**bdkbZ & 2**

**ikfjHkkf"kd 'kCnkoyh & ifjHkk"kk ,oa fu;e]**

**ikfjHkkf"kd 'kCnksa ds mnkgj.k & iz'kklfud] foKku] okf.kT; ,oa ekufodh ds**

**ikfjHkkf"kd 'kCn o muds fgUnhA**

**bdkbZ & 3**

izsepUnz& ifjp;] ikB% 'krjat ds f[kykM+h]

**O;ax&** 'kjn tks'kh& tho ij lokj bfYy;kA

#### **bdkbZ & 4**

i;kZ;okph 'kCn]

foykse 'kCn]

vusd 'kCn ds fy, ,d 'kCn]

#### **bdkbZ & 5**

i= ys[ku]

fuca/k ys[ku ,oa vifBr x| ka'k

**lkj fcUnq& izsepUnz 'krjat ds f[kykM+h] fgUnh O;kdj.kA**

#### **IUnHkZ iqLrdsa&**

1- izsepUnz & ekuljksoj [k.M 3

2- fgUnh Kku dks'k

3- bUVj usV lkexz& VSx esa mYysf[kr

4- iz;kstu ewyd fgUnh

**Department of Psychology**  
**A.P.S. University, Rewa (M.P.)**

**B.A HONOURS PSYCHOLOGY SEMESTER: II**

**Subject: Paper - 201 (Major Core) INTRODUCTION TO PERSONALITY**

**Course Objectives**

1. To gain knowledge of personality.
2. To develop skills to enhance self esteem and self presentation.

**Course Learning Outcomes**

1. Understanding biological and environmental influences on personality development.
2. Students will learn to implement coping strategies for better adjustment.
3. Acquisition of life skills based on happiness and positive thinking.
4. Self Development, health and hygiene, self regulation skills.
5. Ability to relate and connect concepts with personal experiences and using critical

**Unit - I**

**An Introduction to Personality**

1. Concept and definition of personality
2. Determinants of personality
3. Nature and Type of personality
4. Assessment of personality

**Unit - II**

**Approaches of Personality**

1. Traits and Type Approaches to Personality
2. Socio-cognitive Approaches to personality
3. Psychoanalytical Approach to Personality
4. Humanistic Approaches to Personality

**Unit - III**

**Adjustment and Coping**

1. Adjustment-Concept, Type of psychological adjustive, Reaction-task oriented, Defence oriented.
2. Coping- Concept, Strategies- Appraisal focused, Problem focused and Emotion focused constructive coping.

#### **Unit – IV**

##### **Personality Measurement**

1. Personality Test- Nature and Types
2. Personality Inventories and Projective test-nature, uses and limitations

#### **Unit - V**

##### **Applied areas of personality development**

1. SWOC analysis ,communication skills,
2. Time management, stress management,
3. Happiness and positive thinking.

**Key Words/ Tags: Personality, SWOC, Stress Management, Adjustment, Coping**

##### **References:**

1. Asthana, M and Verma, K (1999) vyaktitwa ka manovigyan, motilal banarsidas, New Delhi.
2. Cervone,D. & Lawrence P.A. (2013) Personality Psychology (ed.12) New York Wiley
3. Coleman, J.C. (1971) Psychology and Effective behaviour, D.B. Taraporeala Sons & Co. Private Ltd. Bombay.
4. Covey,S.R. (2004), The 7 Habits of Highly Effective People, Free Press.
5. Dweek, C.S. (2006). Mindset: The New Psychology of success, Randon House.
6. Hall, C.S., Lindze, G. & Campbell, J,B, (2007), Theories of Personaity, 4<sup>th</sup> Edn, Wiley, India.
7. Kundu, C.L.(1980). Personality Development, ND: Sterling Pub.



**Department of Psychology  
A.P.S. University, Rewa (M.P.)**

**B.A HONOURS PSYCHOLOGY SEMESTER II**

**Subject: Paper – 202 (Minor Core) Contemporary Social Problems and Concern**

**Course Objectives**

1. To understand genesis and manifestation of social problems.
2. To understand preventive and remedial measures for contemporary social problems.
3. To understand the role of social work in addressing social problems.

**Learning Outcomes**

1. Able to understand social problems and its relevance to Social Work.
2. Able to understand factor causing social problems
3. Able to understand the basic concepts and processes of assessing problems related to society
4. Able to understand genesis and manifestation of social problems.
5. Understand the role of social work in addressing social problems.

**Unit - I**

**Understanding Social Problems**

1. Social Problems: Definition and characteristics
2. Contemporary Social Problems: Nature and Causative Factors.
3. Major theories of Social Problems: Social, Psychological, and Economic

**Unit – II**

**Contemporary Social Problems I**

1. Alcoholism and Drug Addiction: Definition, Causes, Type and Impact.
2. Alcoholism and Drug Addiction: Prevention, Remedy and role of Social Worker.
3. Terrorism and Extremism: Definition, type, causes, impact

4. Terrorism and Extremism: Prevention, Remedy and role of Social Worker.

### **Unit – III**

#### **Contemporary Social Problems II**

1. Suicide: Definition, Causes, Types, and Impact
2. Farmers and Students Suicide: Prevention, Remedy and role of Social Worker.

### **Unit – IV**

#### **Contemporary Social Problems III**

1. Trafficking of women and children: Definition, Cause, Type and Impact
2. Trafficking of women and children: Prevention, Remedy and role of Social Worker.
3. Displacement and Migration: Definition, Cause, Type.
4. Impact Displacement and Migration: Prevention, Remedy and role of Social Worker.

### **Unit – V**

#### **Contemporary Social Problems IV**

1. Poverty and Unemployment: Definition, Cause, Type and Impact
2. Poverty and Unemployment: Prevention, Remedy and role of Social Worker.
3. Implications of Social Problems and Social Disorganisation: Individual, Family and Society.

**Key Words: Social Problems, Social Work, Poverty, Displacement, Unemployment, Suicide, Human Trafficking, Terrorism, Alcoholism**

#### **Reference:**

1. Anna Leon-Guerrero(2009) Contemporary reading in Social Problems: Pine Forge Press
2. Deb, S. (2006). Contemporary Social Problems in India. New Delhi: Anmol Publication Pvt. Ltd.
3. Donileen R. Loseke (2011) Thinking about Social Problems: Transaction Publishers.
4. H.S, Becker.(1966). Social Problems- A Modern Approach. New York: John Wiley and Sons.
5. Joel Best (2016): Social Problems: W.W. Norton, Incorporated.
6. Joel Best (2017): Images of Issues- Typifying Contemporary Social Problems, Routledge
7. Madan, G.R. (1981): Indian Social Problems, New Delhi: Allied publication.
8. Malcolm Spector (2017): Constructing Social Problems: Routledge

**Department of Psychology**  
**A.P.S. University, Rewa (M.P.)**

**B.A. HONOURS PSYCHOLOGY SEMESTER: II**

**Subject: Paper – 203 (Generic Elective (GE)\* Community Psychology**

**Course Objectives**

1. To understand the meaning and concept of Community Psychology.
2. To develop disciplinary knowledge, Experimental learning and critical thinking.
3. To understand social dynamics and community health problems.

**Learning Outcomes**

1. Understanding the role of Psychology in community development.
2. Developing an appreciation of the core values that guide Community Psychology and facilitate community functions.
3. Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context through case studies.
4. Develop disciplinary knowledge, Experimental learning and critical thinking.
5. Understand social dynamics and community health problems.

**Unit - I**

**Introduction**

1. Community Psychology-Definition, Types of communities- locality based and relational:
2. Models: Ecological level analysis of community, conceptual level model.
3. Historical development and Perspective of Community Psychology.

**Unit – II**

**Core Values of Community Psychology**

1. Individual and Family wellness: Sense of Community: Respect for Human Diversity,: Social Justice :Empowerment and Citizen Participation: Collaboration and Community Strengths.

2. Community Functions- Learning, Socialization, and Supportive Functions.

### **Unit – III**

#### **Community as setting for health promotion**

1. Concept of community mental health,
2. Concept of prevention
3. Need and Process of community organisation and building for health promotion programming.
4. Maternal health, for physical challenged and old age in Indian context.

### **Unit – IV**

#### **Community Programme for:**

1. Child and Maternal health, for physical challenged and old age in Indian context.
2. Mental health education

### **Unit – V**

#### **Interventions for Community Development and Empowerment:**

1. Concept and Practice for community development and Empowerment
2. Case studies of community intervention programs by the governmental and non-governmental organizations in Indian context such as, rural panchayat programs, children's education, citizen right, self- help group, social accounting.

#### **Key Words: Community Psychology, Empowerment, Mental Health, Social Justice**

#### **References:**

1. Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., and Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Utter Pradesh, India, World Bank Policy Research, Working Paper No. 3967.
2. Fetterman, D.M., Kaftarian, S.J. and Wandersman, A. (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication.
3. Kloos B. Hill, J Thomas, Wandersman A, Elias, M.J. and Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
4. Mishra. G. (Ed). (2010) Psychology in India, Indian Council of Social Science Research, Dorling Kindersley (India) Pvt. Ltd. Pearson Education.

**Department of Psychology  
A.P.S. University, Rewa (M.P.)**

**B.A. HONOURS PSYCHOLOGY SEMESTER: II**

**Subject: Paper – 204 (Ability Enhancement Course) (AEC)**

**ENVIRONMENTAL STUDIES**

**Course Objectives**

1. To understand various aspects of life forms, ecological processes, and the impacts on them by the human during Anthropogenic era
2. To develop empathy for all life forms, awareness, and responsibility towards environmental protection and nature preservation.
3. To build capabilities to identify relevant environmental issues.

**Course Learning Outcomes**

1. Understanding the role of Psychology in community development.
2. Developing the critical thinking for shaping strategies.
3. Will able to analyze the various underlying causes, evaluate the practices and policies, and develop framework to make inform decisions.
4. Develop empathy for all life forms, awareness, and responsibility towards environmental protection and nature preservation.
5. Build capabilities to identify relevant environmental issues.

**Unit – I**

**Basic concept of Ecosystem:**

1. Definition of Ecology and Ecosystem
2. Structure of Ecosystem: producer, consumer and decomposer
3. Function: energy flow in ecosystem, food chain, food web, and ecological pyramids

**Unit – II**

**Natural Resources and its exploitation**

1. Different types of natural resources-Forest, Water, Mineral, Energy, Land - Uses and over exploitation and associated problems.

### **Unit – III**

#### **Biodiversity and its conservation:**

1. Introduction- Meaning & Definition
2. Levels of Biodiversity- Genetic, Species, and Ecosystem Diversity
3. Biographical classification of India.
4. Value of Biodiversity- Consumptive use, productive use, social, ethical, aesthetic and option value.

### **Unit – IV**

#### **Pollution**

1. Meaning, Definition & Causes
2. Air, Water, Soil, Noise, Thermal and Nuclear Hazard
3. Types of pollutants
4. Climate change, Acid rain, Global Warming, Ozone layer depletion and Greenhouse effect.

### **Unit – V**

#### **Social issue and the Environment:**

1. Urban Problems related to energy
2. Water conservation:
  - Rain water harvesting
  - Water shed management

**Key Words: Pollution, Environmental Legislation, Environmental Movement, Environmental programme and organization.**

#### **References:**

1. Singh, J.S., Singh, S.P. and Gupta, S.R., “Ecology; Environment Science and Conservation”, S Chand publishing, New Delhi, (2018)
2. Divan, S. And Rosencranz, A., “Environmental Law and Policy in India: Cases, Material & Status” Oxford University Press, India, (2002) 2<sup>nd</sup> Edition.
3. Odum, E.P., “ Fundamentals of Ecology”, Philadelphia Saundres, (1971).
4. Bharucha, E., “Environmental studies” Universities Press India Pvt. Ltd. Hyderabad (2014) (Hindi Edition also available).
5. Kaushik, Anubha, Kaushik, C.P. “Perspectives in Environmental Studies”

**1BACHELOR OF ARTS (B.A.) HONOURS PSYCHOLOGY  
PROGRAMME STRUCTURE  
(As per NEP 2020 & CBCS Ordinance 14 A)**

**2<sup>nd</sup> Year**

<b>SEMESTER – III</b>					
<b>Course Code &amp; Name</b>	<b>Course Type</b>	<b>Theory Paper</b>	<b>Internal Assessment</b>	<b>Maximum Marks</b>	<b>Credits</b>
301 Foundation of Developmental Psychology	Major Core	60	40	100	6
302 Indian Society	Minor Core	60	40	100	6
303 <b>Dynamics of Psychology</b>	GE	60	40	100	4
304 Basic of Computer and Information Technology	SE (FC)	60	40	100	4
<b>SEMESTER TOTAL</b>				<b>400</b>	<b>20</b>
<b>CUMULATIVE TOTAL</b>				<b>400</b>	<b>20</b>

<b>SEMESTER – IV</b>					
<b>Course Code &amp; Name</b>	<b>Course Type</b>	<b>Theory Paper</b>	<b>Internal Assessment</b>	<b>Maximum Marks</b>	<b>Credits</b>
401 Foundation of Social Psychology	Major Core	60	40	100	6
402 Human Resource Management	Minor Core	60	40	100	6
403 Cognitive Psychology	GE	60	40	100	4
404 Moral values and Personality Development	SE (FC)	60	40	100	4
<b>SEMESTER TOTAL</b>				<b>400</b>	<b>20</b>
<b>CUMULATIVE TOTAL</b>				<b>800</b>	<b>40</b>

**GE: Generic Elective**

**SE: Skill Enhancement**

**FC: Foundation Course**

\*Students may choose this course as a **Generic Elective** or may choose a Generic Elective Course offered in other UTD's at the same level or may choose a Course offered by MOOC's through SWAYAM.

**The student will be awarded Diploma in Psychology on successful completion of second year.**

## Credit Distribution as per the Ordinance 14 A

		Main Faculty (as per prerequisite)		Any Faculty Subject III	Skill Enhancement Course (SEC)	Ability Enhancement Course (AEC)	Field Projects/ internship/ apprenticeshi p /community engagement & service	Credits	Qualification Title (Credits Requirements)	
		Subject I	Subject II							
Level	Sem	Major		Minor	Generic Elective Course	Vocational Course		#Inter/Intra Faculty		
		Core	DSE							
Level 5	1	6		6	4	-	4	-	6+6+4+4 =20	(40) Undergraduate Certificate in Main Faculty
	2	6		6	4	-	4	-	6+6+4+4 =20	
Level 6	3	6		6	4	4	-	-	6+6+4+4 =20	(80) Undergraduate Diploma in Main Faculty
	4	6		6	4	4	-	-	6+6+4+4 =20	
Level 7	5	6	4	-	-	4	-	6	6+4+4+6 =20	(120) Bachelor Degree in Main Faculty
	6	6	4+4	-	-	-	-	6	6+4+4+6 =20	
Level 8	7	6	4	4 Research Methodology	-	-	-	6	4+4+4+6 =20	(160) Bachelor Degree (Honours/Resear ch) in Main Faculty
	8	6	-	4	-	-	-	10	6+4+10 = 20	
<b>Total</b>		<b>48</b>	<b>16</b>	<b>32</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>28</b>	<b>160 Credits</b>	



ch-,- ikB~;Øe (मनोविज्ञान) B.A. Programme (Psychology)

isesLVj&III/ Semester - III

eq[; fo"k;@Major Core -301

Developmental Psychology

विकासात्मक मनोविज्ञान

Credits- 06

Max. Marks - 60

Min. Marks -

<b>mis';</b>	मानव विकास में प्रमुख सैद्धांतिक दृष्टिकोणों और पद्धतिगत दृष्टिकोणों को समझने और उनमें अंतर करने की क्षमता का प्रदर्शन करना।	
<b>Objective</b>	1. Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.	
<b>bdkbZ</b>	fo"k;	O;k[;ku dh la;k
<b>bdkbZ-I</b>	विकासात्मक मनोविज्ञान में मुद्दे और सिद्धांत- 1- प्रकृति और पोषण 2- निरंतरता और असंतोष 3- विकास में प्लास्टिसिटी।	18 ?k.Vs
<b>Unit-I</b>	Issues and theories in Developmental Psychology – 1- Nature and nurture; 2- continuity and discontinuity, 3- Plasticity in development.	18 Hours
<b>bdkbZ-II</b>	जीवन काल में विकास के क्षेत्र -1 1- शारीरिक विकास (बचपन से देर से वयस्कता तक) 2- संज्ञानात्मक विकास और भाषा विकास 3- संज्ञानात्मक विकास में भाषा की भूमिका	18 ?k.Vs
<b>Unit-II</b>	Domains of Development across life span - I 1- Physical development (from infancy to late adulthood) 2- Cognitive development and language development, 3- Role of language in cognitive development,	18 Hours
<b>bdkbZ-III</b>	जीवन काल में विकास के क्षेत्र - 2 1- सामाजिक विकास 2- भावनात्मक विकास और 3- नैतिक विकास	18 ?k.Vs
<b>Unit-III</b>	Domains of Development across life span – II 1- Socio development 2- Emotional development and 3- Moral development	18 Hours
<b>bdkbZ-IV</b>	1- भारतीय संदर्भ में विकासात्मक मुद्दे 2- सामाजिक प्रासंगिकता के मुद्दे (लिंग, विकलांगता और गरीबी) 3- बच्चों और किशोरों में विकासात्मक मुद्दे	18 ?k.Vs

	4- वयस्कता की चुनौतियाँ, वृद्धावस्था	
<b>Unit-IV</b>	<ol style="list-style-type: none"> <li>1- Developmental issues in Indian context</li> <li>2- Issues of social relevance (gender, disability and poverty)</li> <li>3- Developmental issues in children and adolescents</li> <li>4- Challenges of adulthood; Aging</li> </ol>	18 Hours
<b>bdkbZ-V</b>	<p>सैद्धांतिक परिप्रेक्ष्य:</p> <ol style="list-style-type: none"> <li>1- मनोगतिकी (फ्रायड और एरिकसन);</li> <li>2- व्यवहारिक (क्लासिकल और ऑपरेंट कंडीशनिंग; सोशल लर्निंग थ्योरी)।</li> <li>3- संज्ञानात्मक (पियाजे, सूचना संसाधन उपागम )।</li> </ol>	18 ?k.Vs
<b>Unit-V</b>	<p>Theoretical Perspectives:</p> <ol style="list-style-type: none"> <li>1- Psychodynamic (Freud and Erikson);</li> <li>2- Behavioural (classical and operant conditioning; social learning theory).</li> <li>3- Cognitive (Piaget, information processing approaches).</li> </ol>	18 Hours
<b>Suggested Readings :</b>	<p><b>References:</b> Berk, L. E. (2010). <i>Child development</i> (9th Ed.). New Delhi, India: Prentice Hall.</p> <p>Feldman, R. S., &amp; Babu, N. (2011). <i>Discovering the life-span</i>. New Delhi, India: Pearson.</p> <p>Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, Ç., &amp; Poortinga, Y. H. (Eds.) (2006). <i>Families across cultures: A 30-nation psychological study</i>. New York: Cambridge University Press.</p> <p>Kakar, S. (2012). <i>The inner world: A psychoanalytic study of childhood and society in India</i> (4th Ed.). New Delhi, India: Oxford University Press.</p> <p>Mitchell, P., &amp; Ziegler, F. (2007). <i>Fundamentals of development: The psychology of childhood</i>. New York: Psychology Press.</p> <p>Papalia, D. E., Olds, S. W., &amp; Feldman, R. D. (2006). <i>Human development</i> (9th Ed). New Delhi, India: Tata McGraw-Hill.</p>	
<b>ifjyC/k</b>	<ol style="list-style-type: none"> <li>1 मानव विकास में प्रमुख सैद्धांतिक दृष्टिकोणों और पद्धतिगत दृष्टिकोणों को समझने और उनमें अंतर करने की क्षमता का प्रदर्शन करना।</li> <li>2 जीवन के चरणों में मानव विकास के विविध क्षेत्रों में मील के पत्थर की पहचान करने की क्षमता विकसित करना।</li> <li>3 मानव विकास को आकार देने की दिशा में सामाजिक-सांस्कृतिक संदर्भ के योगदान को समझना।</li> <li>4 प्रमुख विकासात्मक चुनौतियों और भारतीय सामाजिक संदर्भ में सामने आने वाले मुद्दों को समझने की क्षमता प्राप्त करना।</li> <li>5.मानव विकास में प्रमुख सैद्धांतिक दृष्टिकोणों और पद्धतिगत दृष्टिकोणों को समझने और उनमें अंतर करने की क्षमता का प्रदर्शन करना।</li> </ol>	
<b>Course Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.</li> <li>2. Developing an ability to identify the milestones in diverse domains of human development across life stages.</li> <li>3. Understanding the contributions of socio-cultural context toward shaping human development.</li> <li>4. Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.</li> <li>.5. Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.</li> </ol>	

ch-, - ikB~;Øe ¼मनोविज्ञान½ B.A. Programme (Psychology)

IsesLVj&III Semester - III

xkS.k fo"k;@Miner Core -302

Credits- 06  
Max. Marks - 60  
Min. Marks -

Indian Society

**भारतीय समाज**

<b>mis';</b>	इस पाठ्यक्रम का उद्देश्य भारतीय समाज की संकल्पना करना और समझना है भारतीय समाज के तत्कालीन वर्तमान और अतीत के बीच निरंतरता।	
<b>Objective</b>	1. The course intends to conceptualize Indian society and understand the Continuity between then present and the past of Indian Society.	
<b>bdkbZ</b>	<b>fo"k;</b>	<b>O;k[;ku dh la;k</b>
<b>bdkbZ-I</b>	भारत के विचार 1- भारत उपनिवेश के रूप में। 2- राष्ट्र राज्य और समाज।	18 ?k.Vs
<b>Unit-I</b>	<b>Ideas of India</b> 1- India as Colony. 2- Nation, State and Society.	18 Hours
<b>bdkbZ-II</b>	भारतीय गाँव 1- एक सामाजिक इकाई के रूप में गाँव। 2- एक आर्थिक इकाई के रूप में गाँव। 3- एक राजनीतिक इकाई के रूप में गाँव।	18 ?k.Vs
<b>Unit-II</b>	<b>Indian Villages</b> 1- Village as a Social Unit. 2- Village as an Economic Unit. 3- Village as a Political Unit.	18 Hours
<b>bdkbZ-III</b>	शहरी भारत 1- शहरीकरण और उसके आयाम। 2- ग्रामीण-शहरी सातत्य। 3- भारत में शहरीकरण के मुद्दे।	18 ?k.Vs
<b>Unit-III</b>	<b>Urban India</b> 1- Urbanisation and its Dimensions. 2- Rural – Urban Continuum. 3- Issues of Urbanisation in India.	18 Hours
<b>bdkbZ-IV</b>	जाति और वर्ग 1- वर्ग और जाति।	18 ?k.Vs

	<p>2- भारत में सामाजिक वर्ग।</p> <p>3- जाति और वर्ग के बीच संबंध।</p>	
<b>Unit-IV</b>	<p><b>Caste and Class</b></p> <p>1- Class and Caste.</p> <p>2- Social Classes in India.</p> <p>3- Relationship between Caste and Class.</p>	18 Hours
<b>bdkbZ-V</b>	<p>परिवार और विवाह</p> <p>1- परिवार : अर्थ विशेषताएँ कार्य एवं महत्व।</p> <p>2- विवाह : अर्थ लक्षण प्रकार और महत्व।</p> <p>3- परिवार और विवाह संस्था में परिवर्तन।</p>	18 ?k.Vs
<b>Unit-V</b>	<p><b>Family and Marriage</b></p> <p>1- Family: Meaning, Characteristics, Functions and Importance.</p> <p>2- Marriage: Meaning, Characteristics, Types and Importance.</p> <p>3- Changes in the Family and the Marriage Institution.</p>	18 Hours
<b>Suggested Readings :</b>	<p>Ahuja Ram : Social problems in India (Jaipur, Rawat Publication 1992)</p> <p>Bhusan, Vidya and Sachdev (2006) An introduction to sociology. Allahabad, KitabMahal.</p> <p>Davis, K : ManavSamaj (Allahabad: Kitab Mahal-1973)</p> <p>Gupta, M.L.: SamajShastra (Agra: SahityaBhavan Publication, 2021)</p> <p>Harry. M, Johns (1993) Sociology: A systematic introduction. Chennai: Allied Publications</p> <p>Horton, P.S. and Hunt, C.L., (2005) Sociology, New Delhi: Tata McGraw Hill</p> <p>Johnson, H.M.: Sociology A Systematic Introduction (Bombay: Allied Publishers)</p> <p>Mac Iver and Page: Society- An Introductory Analysis (London-Mac Millen 1955)</p> <p>Madan, G.R.: Indian Social problem, Vol. 1 and 2</p> <p>Shankar, Rao (2006) CN: Sociology (S Chand and Company, New Delhi)</p>	
<b>ifjyC/k</b>	<p>.भारतीय सामाजिक व्यवस्था के वैचारिक ढांचे को समझना और उसकी गणना करना।</p> <p>सामाजिक संस्थाओं की गतिशीलता और विभिन्न के अनुप्रयोगों को समझें</p> <p>सैद्धांतिक के साथ-साथ भारतीय समाज के अध्ययन की कार्यप्रणाली और दृष्टिकोण।</p>	
<b>Learning Outcomes</b>	<p>1.Comprehend and calculate the conceptual framework of Indian Social System.</p> <p>2.Understand the dynamic of Social institutions and applications of different Theoretical as well as methodology and perspectives of studying Indian Society.</p> <p>3. The course intends to conceptualize Indian society and understand the Continuity between then present and the past of Indian Society.</p> <p>4.Develop understanding about nature and dimentions of urbanization.</p> <p>5.Student will learn about concept and relation between class and class</p>	

ch-,- ikB~;Øe ¼मनोविज्ञान½ / B.A. Programme (Psychology)

lseyLVj & III / Semester - III  
oSdfYid fo"k;@Generic Elective (G.E.) – 303

Credits- 04  
Max. Marks - 60  
Min. Marks -

Dynamics of Psychology

मनोविज्ञान की गतिकी

<b>mis';</b>	इस पाठ्यक्रम में भाग लेकर, छात्र को मानव मानस और अचेतन प्रक्रियाओं की खोज में आरंभ किया जाएगा।	
<b>Objective</b>	By participating in this course, the student will be initiated into an exploration of human psyche and unconscious processes.	
<b>bdkbZ</b>	<b>fo"k;</b>	<b>O;k[;ku dh la[;k</b>
<b>bdkbZ-I</b>	<b>मानव मन</b> 1- रचनात्मक संभावनाएं और अनुमान 2- चेतना और मानस	12 ?k.Vs
<b>Unit-I</b>	<b>Human Mind</b> 1- creative possibilities and projections 2- Consciousness and Psyche	12 Hours
<b>bdkbZ-II</b>	<b>मानव द्वारा नियोजित प्रमुख रक्षा तंत्र :</b> 1- दमन, प्रक्षेपण, विखंडन, अस्वीकरण और विच्छेदन 2- अचेतन का परिचय ।	12 ?k.Vs
<b>Unit-II</b>	<b>Major defenses employed by human beings:</b> 1- Repression, Projection, Splitting, Denial and Dissociation. 2- An introduction to the Unconscious	12 Hours
<b>bdkbZ-III</b>	1- अचेतन एवं अवचेतन प्रक्रियाएं 2- फ्रायड एवं नव फ्रायडियन सिद्धांत	12 ?k.Vs
<b>Unit-III</b>	1- Consciousness and unconscious processes. 2- Freud and Neo Freudian theories	12 Hours
<b>bdkbZ-IV</b>	1- न्यूरोन्स, संधिस्थल, न्यूरोट्रांसमीटर। 2- तंत्रिका तंत्र की अवधारणा: बुनियादी उपखंड- परिधीय और मध्य। 3- गोलार्ध के कार्य : स्पेरी और विभक्त मस्तिष्क 4- बायां हाथ, भावना और दायें गोलार्ध।	12 ?k.Vs
<b>Unit-IV</b>	1- Neurons, Synapses, Neurotransmitters. 2- Concept of The nervous system: 3- Basic subdivisions- Peripheral and Central. 4- Hemisphere function: Sperry and the split –brain; 5- Left handedness; Emotion and the right hemispheres.	12 Hours
<b>bdkbZ-V</b>	1- सीखना और स्मृति	12 ?k.Vs

	<p>2- स्मृतिलोप के प्रकृति एवं प्रकार</p> <p>3- कोर्साकॉफ का मनस्ताप।</p> <p>4- अल्जाइमर रोग।</p> <p>5- स्मृति की जैव रसायन।</p> <p>6- नींद, उत्तेजना और जैविक ताल</p> <p>7- उत्तेजना की अवधारणा; उत्तेजन के दैहिक मापन</p>	
<b>Unit-V</b>	<p>1- Learning and Memory</p> <p>2- Amnesia: Nature and Types</p> <p>3- Korsakoff's psychosis.</p> <p>4- Alzheimer disease.</p> <p>5- Sleep and Arousal</p> <p>6- Concept of arousal; Physiological measures of arousal</p>	12 Hours
<b>Suggested Readings :</b>	<p>: Craib, I. <i>Psychoanalysis: A Critical Introduction</i>. London: Routledge Karkar, S. (1978) <i>The Inner World</i>. New Delhi:</p> <p>Viking. Karkar, S. (2006). <i>The Indians</i>. New Delhi: Penguin.</p> <p>Lear, J. (1990). <i>Freud</i>. London: Routledge.</p> <p>Winnicott, D.W. (1965) <i>Maturational Processes and the Facilitating Environment</i>. New York: International Universities Press.</p> <p>Winnicott, D.W. (1971). <i>Playing and Reality</i>. London: Tavistock Publication</p>	
<b>ifjyC/k</b>	<p>1. इस पाठ्यक्रम में भाग लेकर, छात्र को मानव मानस और अचेतन प्रक्रियाओं की खोज में आरंभ किया जाएगा।</p> <p>2. इस पाठ्यक्रम को शुरू करने और इसका अध्ययन करने से, छात्र न केवल उस ज्ञान से परिचित होगा जो अचेतन को रचनात्मकता, आश्चर्य, अनंत ज्ञान के आसन के रूप में स्थापित करता है बल्कि भय, चिंताओं और प्रतिरोधों और कठिन भावनात्मक पैटर्न के भंडार के रूप में भी होता है जो निरंतर जारी रहता है। किसी व्यक्ति के जीवन इतिहास में अपनी उपस्थिति दर्ज कराते हैं।</p> <p>3. किसी के सपनों और अन्य लोगों के अचेतन मन की अभिव्यक्ति से संबंधित।</p> <p>4. मानव जीवन के मानसिक स्थान में फेली कल्पनाओं, स्थानिक और लौकिक रूपकों के साथ चंचलता से जुड़ने के लिए एक चिंतनशील क्षमता विकसित करें।</p> <p>5. प्रभाव और अनुभूति, संस्कृति और अचेतन मन के बीच के बंधन को समझें।</p>	
<b>Course Outcomes</b>	<p>1. By participating in this course, the student will be initiated into an exploration of human psyche and unconscious processes.</p> <p>2. By undertaking and studying this course, the student will not only get familiarized with knowledge that locates the unconscious as a seat of creativity, surprise, infinite wisdom but also as a reservoir of fears, anxieties and resistances and difficult emotional patterns that continue to make their appearance throughout a person's life history.</p> <p>3. Relate to one's dreams and others articulations of the unconscious mind.</p> <p>4. Develop a reflective capacity to playfully engage with fantasies, spatial and temporal metaphors spanning the psychic space of human life.</p> <p>5. Understand the bond between affect and cognition, culture and unconscious mind.</p>	

ch-,- ikB~;Øe ¼मनोविज्ञान½ /B.A. Programme (Psychology)

IsesLVj & III/ Semester - III

vk/kkj ikB~;Øe@Skill Enhancement - S.E. (FC) -304

Credits- 04  
Max. Marks - 60  
Min. Marks -

dEI;wVj ,oa lwpuk rduhdh dk vk/kkj

Basic of Computer and Information Technology

<b>mìs';</b>	bl ikB~;dze dk mís'; fo   kfFkZ;ksa dks dEI;wVj rFkk lwpuk rduhdh ds izkjfEHkd Kku ls ifjpr djuk gSA	
<b>Objective</b>	The objective of this course is to teach the students the basic knowledge of Computer and Information Technology.	
<b>bdkbZ</b>	<b>fo"k;</b>	<b>O;k[;ku dh la[;k</b>
<b>bdkbZ-I</b>	<p><b>dEI;wVj</b></p> <ol style="list-style-type: none"> <li>1- bfrgkl] dEI;wVj dh ihf&lt;+;ki] fo'ks"krk,i] {kerk vkSj lhek,i</li> <li>2- dEI;wVj dk oxhZdj.k] fMftVy dEI;wVj ds izdkj] gkMZos;j] lKW¶Vos;j] lKW¶Vos;j ds izdkj</li> <li>3- dEI;wVj Hkk"kkvksa dh ihf&lt;+;ki] mPpLrjh; ,oa fuEuLrjh; Hkk"kk,i</li> <li>4- VªkUlYsVj ds izdkj] dEI;wVj fILVe ds ?kVd</li> </ol>	12 ?k.Vs
<b>Unit-I</b>	<p><b>Computer</b></p> <ol style="list-style-type: none"> <li>1- History, Generations of Computer, Characteristics, Capabilities and Limitations</li> <li>2- Classification of Computers, types of Digital computer Hardware, Software, Types of software</li> <li>3- Generations of Computer languages, High and low level languages</li> <li>4- Types of Translator, Components of Computer System</li> </ol>	12 Hours
<b>bdkbZ-II</b>	<p><b>fMokbl dk ifjp;</b></p> <ol style="list-style-type: none"> <li>1- fofHkUu buiqV@vkmViqV fMokbl dk ifjp;</li> <li>2- dh&amp;cksMZ] ekÅl] ,e-vkbZ-lh-vkj-] vks-lh-vkj-] vks-,e-vkj-] ckjDksM] LdSuj</li> <li>3- oh-Mh-;w-lykVVj] bEiSDV vkSj ukWu&amp;bEiSDV fizUVj</li> <li>4- LVksjst bdkbZ &amp; fcV~l ,oa ckbV~l] izk;ejh ,oa lsds.Mjh eseksfjt</li> </ol>	12 ?k.Vs
<b>Unit-II</b>	<p>Introduction of devices</p> <ol style="list-style-type: none"> <li>1. Introduction of various input/output devices</li> <li>2. Keyboard, Mouse, MICR, OCR, OMR, Barcode, Scanner</li> <li>3. VDU, Plotter, Impact and Nonimpact printers</li> <li>4. Storage units - Bits and Bytes, Primary and Secondary Memories</li> </ol>	12 Hours
<b>bdkbZ-III</b>	<b>foUMkst</b>	12 ?k.Vs

	<ol style="list-style-type: none"> <li>1- foUMkst % ifjp;] foaMkst MsLdVkwI</li> <li>2- LVkVZ cVu] VklDckj] izksxzke rFkk foaMkst ds chp fLop djuk] Qkby eSust djuk] QksYMIZ ,oa vkWCtsDV~l</li> <li>3- foaMkst ,Dllyksjj] 'kkWVZ&amp;dV cukuk] dUV<sup>a</sup>ksy iSuy] foUMkst ,lsljht % isUV] cz'k] oMZ iSM</li> <li>4- foaMkst dks dLVekbt djuk] bUVjusV ,Dllyksjj</li> </ol>	
<b>Unit-III</b>	<b>Windows</b> <ol style="list-style-type: none"> <li>1- Windows : Introduction, windows desktop</li> <li>2- Start button, taskbar, switching between programs and windows, managing files, folders and objects</li> <li>3- Windows explorer, creating shortcuts, control panel, windows accessories : paint, brush, word pad</li> <li>4- Windows customizing, Internet Explorer</li> </ol>	12 Hours
<b>bdkbZ-IV</b>	<b>,e-,l-oMZ</b> <ol style="list-style-type: none"> <li>1- gsMj] QqVj] ,UMuksV~l] QqVuksV~l] VscI] VscyI</li> <li>2- lkWfVZax ds lkFk dk;Z djuk] xzKFQDI ds lkFk dk;Z djuk &amp; xzKFQDI bEiKsZfVax</li> <li>3- M<sup>a</sup>kWbZax vkWCtsDV~l] VsDLV M<sup>a</sup>kWbZax ¼oMZ vkVZ½] M<sup>a</sup>kBax vkCtsDV dk iz;ksx djds fiDpj jksVsfVax ,oa vkWCtsDV ¶lyhihax</li> <li>4- Lisfyax vkSj xzkej psdj] vkWVks djsDV] vkWVks VsDLV] fdz,fVax VscyI] esyetZ</li> </ol>	12 ?k.Vs
<b>Unit-IV</b>	<b>MS WORD</b> <ol style="list-style-type: none"> <li>1- Headers, Footers, Endnotes, Footnotes, tabs, tables</li> <li>2- Working with sorting, Working with graphics-Importing graphics</li> <li>3- Drawing objects, Text in Drawings (Word Art), Pictures using Drawing objects, Rotating and Flipping Objects</li> <li>4- Spelling and Grammar Checker, Auto Correct, Auto Text, Creating Tables, Mailmerge</li> </ol>	12 Hours
<b>bdkbZ-V</b>	<b>,e-,l- ikWoj lokbaV</b> <ol style="list-style-type: none"> <li>1- izstsUVs'ku cukuk] vkWVks dWVsUV fotkMZ] ,fMfVax LykbM~~l</li> <li>2- ikWoj lokbaV esa VsDLV ds lkFk dke djuk] QkWjesfVax ,oa ,ykbfuax VsDLV] ikWoj lokbaV esa xzKFQDI ds lkFk dk;Z djuk</li> <li>3- best bEiKsVZ djuk ,oa ikWoj lokbaV esa M<sup>a</sup>kWbax] vkWxZukbts'kuy pkVZ rS;kj djuk</li> <li>4- ikWoj lokbaV izstsuVs'ku esa fDyi vkVZ ,oa fiDpj QksVkst+ bUIVZ djuk] ikWoj lokbaV esa ,Dly pkVZ~l] oMZ Is Vscy bUIVZ djuk</li> </ol>	12 ?k.Vs
<b>Unit-V</b>	<b>MS POWERPOINT</b> <ol style="list-style-type: none"> <li>1- Creating presentations, Auto content wizard, editing slides</li> <li>2- Working with Text in Power Point, Formatting and Aligning Text, Working with graphics in Power Point</li> <li>3- Importing images and drawing in power point, creating organizational charts</li> <li>4- Inserting clip arts &amp; picture/photos in Power Point Presentation, Excel Charts in Power Point, Inserting Table from Word</li> </ol>	12 Hours



<b>Suggested Readings :</b>	<ol style="list-style-type: none"> <li>1. Sinha, P.K., Computer Fundamentals, BPB Publ.</li> <li>2. Rapidex Computer Courses</li> <li>3. Jain, Satish, Introduction to Computer Science, BPB Publ.</li> <li>4. Mansfield R, The Compact guide to MS-OFFICE, BPB</li> <li>5. Mansfield R, word 6 for window quick &amp; easy reference, tech.</li> </ol>
<b>ifjyC/k</b>	<b>bl ikB~;Øe ds v/;;uksijkar fo   kFkhZ dEl;wVj ij dk;Z djus esa l{ke gks ldsaxsA</b>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. The students, after their study, will be able to work on Computer.</li> <li>2. Understanding the concept of input and output devices</li> <li>3. Study to use the internet safely.</li> <li>4. Understanding The operating system.</li> <li>5. Learning about MS Office.</li> </ol>

**ch,- ikB~;Øe ¼ मनोविज्ञान ½ / B.A. Programme (Psychology)**

**lseyLVj&IV/Semester - IV**

**eq[; fo"k;@ Major Core -401**

**Social Psychology**

समाज मनोविज्ञान

**Credits- 06**

**Max. Marks - 60**

**Min. Marks -**

<b>mls';</b>	<b>लिंग पर्यावरण स्वास्थ्य अंतरसमूह संघर्ष आदि जैसे सामाजिक मुद्दों पर सामाजिक मनोविज्ञान के अनुप्रयोगों को समझना।</b>	
<b>Objective</b>	Understanding the applications of social psychology to social issues like gender, environment, health, intergroup conflicts, etc.	
<b>bdkbZ</b>	<b>fo"k;</b>	<b>O;k[;ku dh la[;k</b>
<b>bdkbZ-I</b>	<ol style="list-style-type: none"> <li>1- सामाजिक मनोविज्ञान की परिभाषा और प्रकृति</li> <li>2- सामाजिक मनोविज्ञान का संक्षिप्त इतिहास</li> <li>3- सामाजिक मनोविज्ञान के तरीके: मात्रात्मक और गुणात्मक तरीके</li> <li>4- सामाजिक मनोविज्ञान के अनुप्रयोग: पर्यावरण अंतरसमूह संघर्ष स्वास्थ्य और लैंगिक मुद्दे सोशल मीडिया का प्रभाव</li> </ol>	18 ?k.Vs

<b>Unit-I</b>	<b>1- Definition and nature of social psychology</b> <b>2- Brief history of social Psychology</b> <b>3- Methods of social psychology: Quantitative and qualitative methods</b> <b>4- Applications of social psychology: Environment intergroup conflicts, health and gender issues, influence of social media</b>	18 Hours
<b>bdkbZ-II</b>	सामाजिक अनुभूति और मनोवृत्तियाँ 1- सामाजिक अनुभूति और सूचना प्रसंस्करण: 2- योजनाए, 3- रूढ़िवादिता और संज्ञानात्मक रणनीतियाँ स्वयं और दूसरों को समझना: 1- आत्म-अवधारणा और आत्म-सम्मान 2- छाप निर्माण, प्रभाव प्रबंधन मनोवृत्ति 1- प्रकृति और माप 2- मनोवृत्ति परिवर्तन गुणारोपण : प्रकृति और अनुप्रयोग	18 ?k.Vs
<b>Unit-II</b>	<b>Social cognition and attitudes</b> <b>1- Social cognition and information processing:</b> <b>2- Schemas,</b> <b>3- stereotypes and cognitive strategies</b> Perceiving self and others: <b>1- Self-concept and self-esteem,</b> <b>2- impression formation, Impression Management</b> Attitudes: <b>1- Nature and measurement,</b> <b>2- attitude change,</b> Attribution: <b>1- nature and applications</b>	18 Hours
<b>bdkbZ-III</b>	सामाजिक संदर्भ में प्रभावशाली प्रक्रियाएं: 1- समाजोपकारी व्यवहार 2- आक्रामकता और सामाजिक हिंसा 3- अंतर व्यक्तिगत आकर्षण	18 ?k.Vs
<b>Unit-III</b>	<b>Affective processes in social context</b> <b>1- Pro-social behaviour</b> <b>2- Aggression and social violence</b> <b>3- Inter personal attraction</b>	18 Hours
<b>bdkbZ-IV</b>	समूह प्रक्रियाएं और सामूहिक व्यवहार: 1- समूह: प्रकृति और समूह गठन 2- समूह और प्रदर्शन: सामाजिक सुविधा सामाजिक आवारगी और सामाजिक अनुरूपता	18 ?k.Vs

<b>Unit-IV</b>	<b>Group Processes and Collective behaviour:</b> 1- Group: Nature and group formation 2- Group and performance: Social facilitation, Social loafing and social conformity.	18 Hours
<b>bdkbZ-V</b>	नेतृत्व: 1- नेताओं के गुण नेतृत्व के प्रकार: 2- नेतृत्व के सिद्धांत 3- सामूहिक व्यवहार: भीड़	18 ?k.Vs
<b>Unit-V</b>	<b>Leadership:</b> 1- Qualities of leaders, types of leadership: 2- Theories of Leadership 3- Collective Behaviour: Crowd	18 Hours
<b>Suggested Readings :</b>	: Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). <i>Social psychology</i> (12th Ed.). New Delhi, India: Pearson. Hogg, M. A., & Vaughan, G. M. (2005). <i>Social psychology</i> . Harlow: Pearson Prentice Hall. Husain, A. (2012). <i>Social psychology</i> . New Delhi, India: Pearson. Myers, D. G. (2008). <i>Social psychology</i> . New Delhi, India: Tata McGraw-Hill. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). <i>Social psychology</i> (12th Ed.). New Delhi, India: Pearson.	
ifjyfC/k	1. बुनियादी सामाजिक मनोवैज्ञानिक अवधारणाओं को समझना और प्रासंगिक तरीकों से परिचित होना। 2. सामाजिक मनोविज्ञान के अनुप्रयोगों को सामाजिक मुद्दों जैसे लिंग, पर्यावरण, स्वास्थ्य, अंतरसमूह संघर्ष आदि को समझना। 3. सामाजिक वास्तविकता के मानचित्रण से संबंधित कौशल विकसित करना और यह समझना कि लोग सामाजिक स्थितियों का मूल्यांकन कैसे करते हैं। 4. लोगों को नुकसान पहुँचाने और मदद करने वाले व्यवहारों सहित सामाजिक प्रभाव और प्रभावी प्रक्रियाओं की अवधारणाओं से परिचित होना। 5. सामाजिक प्रभाव प्रक्रियाओं से संबंधित समझ विकसित करना विशेष रूप से व्यक्तिगत व्यवहार और प्रदर्शन पर दूसरों का प्रभाव।	
Course Outcomes	<ul style="list-style-type: none"> <li>➤ Understanding the basic social psychological concepts and familiarize with relevant methods.</li> <li>➤ Understanding the applications of social psychology to social issues like gender, environment, health, intergroup conflicts, etc.</li> <li>➤ Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.</li> <li>➤ Familiarizing with the concepts of social affect and affective processes including people's harming and helping behaviours.</li> <li>➤ Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.</li> </ul>	

ch,-, ikB~;Øe ¼मनोविज्ञान½ /B.A. Programme (Psychology)

isesLVj&IV Semester - IV  
xkS.k fo"k;@Miner Core -402  
Human Resource Management  
मानव संसाधन प्रबंधन

Credits- 06  
Max. Marks - 60  
Min. Marks -

mis';	एचआरएम के बहु-सांस्कृतिक ज्ञान और विविधता के प्रति संवेदनशीलता का प्रदर्शन।	
Objective	Demonstrating multi-cultural knowledge of HRM and sensitivity towards diversity.	
bdkbZ	fo"k;	O;k[;ku dh la;k
bdkbZ-I	मानव संसाधन प्रबंधन 1- अवधारणा और प्रकृति 2- कार्यक्षेत्र और इसका महत्व	18 ?k.Vs
Unit-I	Human Resource Management 1- Concept and Nature, 2- Scope and its Importance	18 Hours
bdkbZ-II	1- जनशक्ति नियोजन 2- कार्य विश्लेषण 3- नौकरी का विवरण और विशिष्टता।	18 ?k.Vs
Unit-II	1- Man Power Planning	18 Hours

	2- Job Analysis 3- Job Description and Specification.	
<b>bdkbZ-III</b>	चयन प्रक्रिया: 1- चयन की विधि 2- कार्य संतुष्टि और कार्य संवर्धन।	18 ?k.Vs
<b>Unit-III</b>	1- Selection Process:Method of Selection 2- Job Satisfaction and Job Enrichment.	18 Hours
<b>bdkbZ-IV</b>	1- प्रशिक्षण और विकास 2- प्रदर्शन मूल्यांकन: अवधारणा और उद्देश्य 3- पदोन्नति	18 ?k.Vs
<b>Unit-IV</b>	1- Training and Development 2- Performance Appraisal: Concept and objectives 3- Promotion	18 Hours
<b>bdkbZ-V</b>	1- परिवेदना निवारण प्रक्रिया 2- अनुशासन 3- सहभागिता प्रबंधन	18 ?k.Vs
<b>Unit-V</b>	1- Grievance Procedure 2- Discipline 3- Workers Participation in Management	18 Hours
<b>Suggested Readings :</b>	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press. DeCenzo, D. A., & Robbins, S. P. (2006). <i>Fundamentals of human resource management</i> (8th Ed.). NY: Wiley. Dessler, G., & Varkkey, B. (2011). <i>Human resource management</i> (12th Ed.). New Delhi, India: Pearson Education. Tayeb, M. H. (2005). <i>International human resource management: A multinational company perspective</i> . NY: Oxford University Press.	
<b>ifjyfC/k</b>	<p>1. विशेष रूप से भर्ती, चयन, प्रदर्शन मूल्यांकन, प्रशिक्षण और करियर विकास से संबंधित मानव संसाधन समस्याओं को हल करने में मानव संसाधन विभागों की सहायता करने की क्षमता विकसित करना।</p> <p>2. उपयुक्त मात्रात्मक/गुणात्मक विधियों का उपयोग करके प्रशिक्षण आवश्यकताओं के विश्लेषण के लिए कौशल का प्रदर्शन करना।</p> <p>3. नौकरी विश्लेषण करने के लिए कौशल विकसित करना जो चयन उपकरणों के साथ-साथ प्रदर्शन मूल्यांकन प्रणाली का आधार बन सके।</p> <p>4. किसी संगठन के कर्मचारियों की दक्षताओं को मैप करने के लिए प्रासंगिक क्षमताओं को प्राप्त करना।</p> <p>5. एचआरएम के बहु-सांस्कृतिक ज्ञान और विविधता के प्रति संवेदनशीलता का प्रदर्शन।</p>	
<b>Outcomes</b>	<p>1. Developing the ability to assist HR departments in resolving human resource problems, particularly related to recruitment, selection, performance appraisal, training and career development.</p> <p>2. Demonstrating skills to conduct training needs analysis using appropriate quantitative/qualitative methods.</p> <p>3. Developing skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.</p> <p>4. Acquiring relevant abilities to map competencies of employees of an organization.</p>	

	<b>5. Demonstrating multi-cultural knowledge of HRM and sensitivity towards diversity.</b>
--	--

ch,- ikB~;Øe ¼मनोविज्ञान½ / B.A. Programme (Psychology)

lseyLVj&IV / Semester - IV

oSdfYid fo"k;/ Generic Elective (G.E.) - 403

**Cognitive Psychology**

संज्ञानात्मक मनोविज्ञान

**Credits- 04**  
**Max. Marks - 60**  
**Min. Marks -**

<b>mis';</b>	उन तरीकों को समझना जिसमें मनुष्य सूचना प्रसंस्करण में संलग्न हैं और प्रमुख धारणाओं के साथ-साथ संज्ञानात्मक मनोविज्ञान की विशिष्ट विशेषताओं का ज्ञान विकसित करना।	
<b>Objective -</b>	Understanding the ways in which humans engage in information processing and developing knowledge of the key assumptions as well as distinguishing features of cognitive psychology.	
<b>bdkbZ</b>	<b>fo"k;</b>	<b>O;k[;ku dh la;k</b>
<b>bdkbZ-I</b>	<b>संज्ञानात्मक मनोविज्ञान का परिचय</b> 1- संज्ञानात्मक मनोविज्ञान में प्रकृति, इतिहास और प्रणाली 2- उपागम -प्रायोगिक संज्ञानात्मक मनोविज्ञान	12 ?k.Vs

	<b>3- संज्ञानात्मक तंत्रिका विज्ञान और संज्ञानात्मक तंत्रिका मनोविज्ञान</b>	
<b>Unit-I</b>	Introduction to Cognitive Psychology 1- Nature, History, and Methods in Cognitive Psychology 2- Approaches-Experimental Cognitive Psychology, 3- Cognitive Neuroscience and Cognitive neuropsychology	12 Hours
<b>bdkbZ-II</b>	<b>अवधान और चेतना</b> 1- प्रकार:चयनात्मक अवधान,विभाजित अवधान और दिर्घिक्रित अवधान। 2- सिद्धांत:आरंभिक चयन और विलम्बित चयन क्षमता और मानसिक प्रयास मॉडल	12 ?k.Vs
<b>Unit-II</b>	Attention and Consciousness 1- Types: Selective Attention, Divided Attention and Sustained Attention. 2- Theories: Early and Late Selection, Capacity and Mental Effort Models	12 Hours
<b>bdkbZ-III</b>	<b>मेमोरी प्रक्रियाएं</b> 1- संकेतिकी: संचयन और पुनः प्राप्ति । 2- स्मृति के रूपक: संवेदी अल्पकालिक और दीर्घकालिक। 3- वर्किंग मेमोरी और मेनेमिक्स(स्मृति सहायक प्रविधियां) 4- चलन स्मृति: अग्रोन्मुखो स्मृति एवं पश्चोन्मुखो स्मृति	12 ?k.Vs
<b>Unit-III</b>	Memory Processes 1- Encoding, Storage and retrieval. 2- Metaphors of Memory: Sensory, Short-term and Long-term. 3- Working Memory, and Mnemonics 4- Everyday Memory: Autobiographical Memory, Eyewitness Memory, Prospective Memory	12 Hours
<b>bdkbZ-IV</b>	<b>तर्क और निर्णय लेना</b> 1- तर्क के प्रकार: आगमनात्मक और निगमनात्मक। 2- तर्क के उपागम: घटक नियम / अनुमान और मानसिक मॉडल। 3- निर्णय स्वतः शोध पूर्वाग्रह एवं त्रुटियाँ (संज्ञानात्मक भ्रम) उपलब्धता, प्रतिनिधित्व, फ्रेमिंग प्रभाव और पश्चदृष्टि पूर्वाग्रह।	12 ?k.Vs
<b>Unit-IV</b>	Reasoning and Decision Making 1- Types of Reasoning: Inductive and Deductive. 2- Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models. 3- Heuristics and Biases in Decision Making ('Cognitive Illusions'): Availability, Representativeness, Framing Effect and Hindsight Bias.	12 Hours
<b>bdkbZ-V</b>	<b>समस्या समाधान और रचनात्मकता</b> 1- समस्या समाधान की परिभाषा, प्रकृति और रणनीतियाँ।	12 ?k.Vs

	<p>2- परिभाषा, प्रकृति और रचनात्मकता के परिभाषा, प्रकृति एवं प्रकार।</p> <p>3- सृजनात्मकता को प्रभावित करने वाले कारक</p>	
<b>Unit-V</b>	<p>Problem Solving and Creativity</p> <ol style="list-style-type: none"> <li>1. Definition, Nature and Strategies of problem solving.</li> <li>2. Definition, Nature and Types of Creativity.</li> <li>3. Factors influencing creativity.</li> </ol>	12 Hours
<b>Suggested Readings :</b>	<p>: Galotti, K. M. (2008). <i>Cognitive psychology: In and out of the laboratory</i> (2nd Ed.). Bangalore: Wadsworth, Cengage Learning.</p> <p>Goldstein, E.B. (2011/2014). <i>Cognitive Psychology: Connecting Mind, Research, and Everyday Experience</i>.</p> <p>Belmont, CA: Wadsworth Cengage. Hunt, R. R., &amp; Ellis, H. C. (2004). <i>Fundamentals of cognitive psychology</i> (7th Ed.). New Delhi: Tata McGraw-Hill.</p> <p>Riegler, B. R., &amp; Riegler, G. R. (2008). <i>Cognitive psychology: Applying the science of the mind</i> (2nd Ed.). New Delhi: Dorling Kindersley.</p>	
<b>ifjyfC/k</b>	<ol style="list-style-type: none"> <li>1. उन तरीकों को समझना जिसमें मनुष्य सूचना प्रसंस्करण में संलग्न हैं और प्रमुख धारणाओं के साथ-साथ संज्ञानात्मक मनोविज्ञान की विशिष्ट विशेषताओं का ज्ञान विकसित करना।</li> <li>2. मानव मानसिक प्रक्रियाओं को समझने के लिए प्रयोगशाला की सावधानीपूर्वक नियंत्रित प्रायोगिक स्थितियों से लेकर आत्मनिरीक्षण की अधिक व्यक्तिपरक विधि तक विभिन्न विधियों को सीखना।</li> <li>3. मानव अनुभूति (जैसे ध्यान, स्मृति, तर्क और निर्णय लेने) में मूल अवधारणाओं का बुनियादी ज्ञान प्राप्त करना।</li> <li>4. विभिन्न संज्ञानात्मक प्रक्रियाओं से संबंधित क्लासिक और वर्तमान प्रायोगिक अनुसंधान के बारे में महत्वपूर्ण जागरूकता विकसित करना।</li> <li>5. संज्ञानात्मक मनोविज्ञान में प्रयोगों को डिजाइन करने और संचालित करने के लिए आवश्यक उपयुक्त कौशल का प्रदर्शन करना।</li> <li>6. संज्ञानात्मक प्रक्रियाओं के ज्ञान को अपने निजी जीवन और वास्तविक जीवन के मुद्दों पर लागू करना। (जैसे याददाश्त में सुधार, और मल्टीटास्किंग)।</li> <li>7. संज्ञानात्मक कार्यप्रणाली में व्यक्तिगत अंतर और सामाजिक-सांस्कृतिक कारकों की भूमिका की सराहना करना।</li> </ol>	
<b>Outcomes -</b>	<ol style="list-style-type: none"> <li>1. Understanding the ways in which humans engage in information processing and developing knowledge of the key assumptions as well as distinguishing features of cognitive psychology.</li> <li>2. Learning the different methods ranging from carefully controlled experimental conditions of the lab to the more subjective method of introspection, to understand human mental processes.</li> <li>3. Acquiring basic knowledge of core concepts in human cognition (e.g. attention, memory, reasoning and decision making).</li> <li>4. Developing critical awareness about the classic and current experimental research relating to various cognitive processes.</li> <li>5. Demonstrating appropriate skills essential in designing and conducting experiments in cognitive psychology.</li> </ol>	



ch-,- ikB~;Øe ¼मनोविज्ञान½ / B.A. Programme (Psychology)

IsesLVj&IV /Semester - IV

vk/kkj ikB~;Øe@Skill Enhancement- (S.E.) -404

Credits- 04  
Max. Marks - 60  
Min. Marks -

uSfrd ewY; ,oa O;fDrRo fodkl

Moral values and Personality Development

<b>mìs';</b>	<b>bl ikB~;Øe dk mìs'; fo  kfFkZ;ksa dks O;fDrRo fodkl gsrq uSfrd ewY;ksa dh f'k{kk nsuk gSA</b>	
<b>Objective -</b>	The objective of this course is to teach the students the moral values for their personality development.	
<b>bdkbZ</b>	<b>fo"k;</b>	<b>O;k[;ku dh la[;k</b>
<b>bdkbZ-I</b>	<b>ewY;</b> 1- ewY; dk vFkZ 2- ewY;ksa dk oxhZdj.k 3- uSfrd ewY; dh vo/kkj.kk 4- uSfrd ewY;ksa dk egRo	12 ?k.Vs
<b>Unit-I</b>	<b>Values</b> 1. Meaning of values 2. Classification of values 3. Concept of Moral values 4. Importance of Moral values	12 Hours
<b>bdkbZ-II</b>	<b>pfj=&amp;fuekZ.k</b> 1- pfj= dk vFkZ vkSj ifjHkk"kk 2- mÙke pfj= & fuekZ.k dk lk/ku 3- mÙke pfj= ds y{k.k 4- pfj= fuekZ.k esa f'k{kk dh Hkwfedk	12 ?k.Vs
<b>Unit-II</b>	<b>Character Building</b> 1- Meaning and definition of character 2- Means of Good character building 3- Traits of Good character 4- Role of Education in character Building	12 Hours
<b>bdkbZ-III</b>	<b>In~xq.k</b> 1- ;e 2- fu;e 3- deZ;ksx 4- olq/kSo dqVqEcde	12 ?k.Vs
<b>Unit-III</b>	<b>Virtues</b> 1- Yama 2- Niyama 3- Karmayoga 4- Vasudhaiva Kutumbakam	12 Hours
<b>bdkbZ-IV</b>	<b>vknrSa</b> 1- vuq'kklu 2- le;&izca/ku 3- fu;fer fnup;kZ 4- ldkjRed fpUru	12 ?k.Vs
<b>Unit-IV</b>	<b>Habits</b> 1- Discipline 2- Time Management	12 Hours

	<b>3-</b> Regular routine <b>4-</b> Positive thinking	
<b>bdkbZ-V</b>	<b>O;fDrRo fodkl</b> <b>1-</b> O;fDrRo dh vo/kkj.kk <b>2-</b> O;fDrRo fodkl dk vFkZ <b>3-</b> O;fDrRo fodkl ,oa pfj= O;fDrRo fodkl esa uSfrd ewY;ksa dh Hkwfedk	12 ?k.Vs
<b>Unit-V</b>	<b>Personality Development</b> <b>1-</b> Concept of Personality <b>2-</b> Meaning of Personality Development <b>3-</b> Personality Development and Character Role of Moral values in Personality Development	12 Hours
<b>Suggested Readings :</b>	<b>1-</b> Lokeh foosdkuUn] O;fDrRo dk lEiw.kZ fodkl] izdk'kd jkeÑ".k eB] ukxiqj] 2006 <b>2-</b> MkW-,e,-, csx] O;fDrRo fodkl ,oa fu[kkj] e/; izns'k fgUnh xzUFk vdkneh] Hkksiky] 1997 <b>3-</b> cStukFk flag] O;fDrR vkSj lkeqnf;d fodkl] fczfV'k cqd fMiks] gtjrxat y[kuÅ] 1961 <b>4-</b> v#.k lkxj] f'k"Vkpkj ,oa O;fDrRo fodkl] vkuUn] oh ,.M ,l ifCy'klZ] ubZ fnYyh] 2017 <b>5-</b> MkW- lqjs'kpUnz 'kekZ] O;fDrRo fodkl vkSj Hkxon~xhvk] eatqy ifCyf'kax gkml] Hkksiky] 2016 <b>6-</b> izks- lekuh _tqizKk] O;fDrRo fodkl vkSj ;ksx] tSu fo'o Hkkjrh cqd LVksj] jktLFkku] 2015 <b>7-</b> vftr ukjk;.k f=ikBh] uSfrd vkSj ekuoh; ewY;] izfrJqfr izdk'ku] dydÜkk] 2017 <b>8-</b> Barun K. Mitra, Personality Development and soft skills, Oxford University Press, 2016	
ifjyfC/k	bl ikB~;dze ds v/;;u ds mijkar fo kFkhZ ln~xq.kksa ls ;qDr gksdj lekt ds csgrjh ds fy, dk;Z dj ldsaxsA	
<b>Course Outcomes</b>	1 .On the basis of this course the students will be able to work for betterment of their society. 2. Students will learn to implement coping strategies for better adjustment. 3. Acquisition of life skills based on happiness and positive thinking. 4 Self Development, health and hygiene, self regulation skills. 5 Ability to relate and connect concepts with personal experiences and using critical	

