

**MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER**

**B.A. THREE-YEAR PASS COURSE, 2023-2024**

**DISCIPLINE- PSYCHOLOGY (CORE COURSE)**

**CURRICULUM STRUCTURE**

**&**

**SCHEME OF EXAMINATION**

## **Scheme of Examination**

### **Scheme of Examination for End of Semester Examination applicable to all Undergraduate Courses (Pass Course)**

The question paper of Semester Examination for the Disciplinary Centric Core Course (DCCC), Discipline Specific Elective (DSE), Ability Enhancement Course (AEC), Value Added Course (VAC) and Skill Enhancement Course (SEC) will be of 70 marks and it will be divided in two parts (Part A and Part-B).

#### **Part-A**

Part A will consist of 10 compulsory questions. There will be at least three questions from each unit and answer to each question shall be limited up to 50 words. Each question will carry two marks (Total 20 Marks).

#### **Part-B**

Part B will consist of 10 questions. There will be atleast three questions from each unit and student will have to answer five questions, selecting atleast one question from each unit. The answer to each question shall be limited to 400 words. Each question carries 10 Marks (Total 50 Marks).

#### **Internal Continuous Evaluation (30 Marks)**

At the end of Course Structure a list of Practicum has been provided. Students are expected to administer the test, learn scoring and analysis of results and report writing in consultation with the course instructor. The objective of this exercise is to give students hands- on- training on various psychological and social processes to enhance their understanding of human behaviour in social settings. With this training students would acquire skills of administering psychological tests, their scoring, analysis and interpretations of the scores of the tests explaining various psychological processes to enable them to have greater insight and understanding of human behaviour.

The Internal Evaluation of the students would be done by the instructor/s who teaches the core course and assist students on hands-on- training.

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-I (Odd)**

**Basic Psychological Processes and Social Psychology**

Course Code	Total No. of Contact Hours- 60
No of Credits 04	(70 Marks)

**Objective –**

- 1.To understand the fundamentals of psychology in light of different approaches and schools of psychology, so that student gains basic knowledge and application of psychological principles.
2. To understand social structures and functions and apply principles of social psychology and in various social settings.

**Learning Outcome:**

1. The students would understand and apply the basic principles and theories of psychology in day to day life of self and others to enhance effectiveness.
2. The students would have better understanding of social structures and their functions. They would acquire skills of social interaction and apply these social skills in different social situation for effective personal and professional transactions.

**Unit-I**

Introduction - Definition, Fields and Goals of psychology. Historical and modern perspectives. Nature, Goals and Scope of social psychology and its relationship with other sciences; Methods of general and social psychology.

Learning: Meaning and Definition of learning; Operant Conditioning, Classical Conditioning, Cognitive Learning; Trial and Error Learning -Laws and Curves of learning. Memory and Forgetting: Basic processes of memory, Models of memory, Causes of forgetting.

## Unit-II

Attention and Perception: Definition, Characteristics and Selective Attention; Perceptual Organization, Figure and Ground perception, Gestalt Laws of Organization, Depth Perception Perceptual Constancy, Illusions.

Perceiving Others and Ourselves: Self-Concept, Self Esteem, Self-Presentation and Self-Expression. Forming Impressions; Prejudice and Stereotypes.

Attitude: Nature and Formation of attitude, Measurement of attitude, Theories of Change of attitude.

## Unit-III

Emotion and Motivation: Meaning, types and functions of emotions, theories of emotions;

Motivation: Nature and types of motives, theories of motivation.

Aggression: Nature, causes and control of aggression; Acculturation- Its framework and measurement, psychological and socio-cultural adaptations, behavior shifts and acculturative stress, Collective behavior and mass hysteria.

### References:

1. Morgan, K., & Schopler, W Introduction to Psychology, 7th Edition. New Delhi: McGraw Hill, (1989).
2. Ciccarelli, S.N. & White, J.N. *Psychology: An exploration (5th ed.)*. Pearson Publications. 2017.
3. Robert A. Baron, *Psychology, 3rd Edition*. India: PHI. 1995).
4. R.A. Baron, N.R. Branscombe, D. Byrne, G. Bhardwaj, *Fundamentals of social psychology (13<sup>th</sup> ed.)*, New Delhi: Dorling Kindersley (2017).
5. D.G. Myers, *Social psychology, (7<sup>th</sup>ed.) international*, NY: McGraw Hill (2002).
6. R.J. Crisp, R.N. Turner, *Essential social psychology, (3<sup>rd</sup>ed)* .New Delhi: Sage Publications (2014).

## **Internal Continuous Evaluation (30 Marks)**

Course Code

Total No. of Contact Hours- 30

No of Credits 2

**Objective** – To assess students' understanding of the subject during hands on training on various psychological and social processes continuously and to enhance their understanding of human behaviour in social settings.

**Learning Outcome:** The students would acquire skills of administering psychological tests, their scoring, and analysis and interpretations of the scores of the test.

Students are expected to administer the test, learn scoring and analysis of results and report writing in consultation with the course instructors.

### **List of practical:**

1. Assessment of Personality: Administration and Interpretation of any 1 Test of Personality as per mutual choice of instructor and students.
2. Assessment of Intelligence: Administration and Interpretation of any 1 Test of Intelligence as per mutual choice of instructor and students.
3. Demonstration of learning curves through trial-and-error method of learning.
4. Assessment of Self-esteem: Administration and Interpretation of any 1 Test of self-esteem as per mutual choice of instructor and students.
5. Assessment of Prejudice: Administration and Interpretation of any 1 test of prejudice as per mutual choice of instructor and students.

### **References:**

7. R.M. Kaplan, D.P. Saccuzzo, *Psychological testing: Principles, applications and issues (7th ed.)*. USA: Wadsworth (2009).
8. R.J. Gregory, *Psychological testing: History, principles, and applications. (4th ed.)*, Pearson Education (2005).
9. Manuals of the tests

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-II (Even)**

**Developmental and Educational Psychology**

Course Code

Total No. of Contact Hours- 60

No of Credits 04

(70 Marks)

**Objective**

1. To understand psychological, cognitive, social and emotional development through theories and models of psychology applied to life span developmental model of human behaviour.
2. To understand application of psychological principles in educational setting (classroom climate) to make schooling an enriching experience for students, teachers, and parents of the students.

and how they would support teaching and training processes in classroom learning.

**Learning Outcome:**

1. After pursuing these course students would be able to understand the process of growth and development in various domains, namely- psychological, social, emotional and cognitive. Knowledge in this course would help in promoting and optimizing smooth development to become healthy and happy adult.
2. After pursuing this course, students would be able to counsel schools the ways to promote healthy classroom climate, mutually enriching student- teacher interaction that maximises students' potential, stimulate creativity and enhance educational performance.

## UNIT I

Introduction to human development: Theories, Principles, Stages and Domains of development. Nature, Meaning, Scope and Functions of Educational Psychology. Methods of studying Behaviour: Introspection, Observation and Experimental method, Case Study method, Longitudinal and Cross-Sectional methods.

## Unit-II

Cognitive Development: Theories and Processes of Cognitive Development, Theories of Language Development. Thinking Processes and their role in learning, Multiple Intelligence (Howard Gardner), Divergent Thinking (creativity) Transfer of Learning, Individual Differences in learning and assessment.

## Unit-III

Social and Emotional Development: Theories and Processes. Social Adjustment: Causes and Impact of maladjustment and ways to address it. Classroom Climate and Classroom Management.

### **References:**

1. L. Berk Child development (8th ed.). New Delhi: Prentice Hall (2012).
2. D. Papalia, S. Olds, R. Feldman, Human Development (9th Edition). New Delhi : MHI (2017).
3. B. Hopkins, The Cambridge encyclopaedia of child development. New York. Cambridge University Press , (2013).
4. J.W. Santrock, Life span Development, 13th Edition. New Delhi: McGraw Hill (2017).
5. Aggarwal J. C., (2004) Psychology of Learning & Development, Shipra Publishers, Delhi.
6. Bhatia H. R. (1997) A Textbook of Educational Psychology, MacMillan, New Delhi.
7. R.B. Graham J. E., & others (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
8. Mangal, S.K. (2004) Educational Psychology, Tandon Publishers, Ludhiana.
9. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

### **Internal continuous Evaluation (30 Marks)**

Course Code

Total No. of Contact Hours- 30

No of Credits 2

**Objective** –To assess students' understanding of the subject during hands-on training on various developmental processes and their application in learning, teaching and training processes in classroom learning continuously.

**Learning Outcome:** The students would acquire skills of administering psychological tests, their scoring, and analysis and interpretations of the scores of the test.

Students are expected to administer the test, learn scoring and analysis of results and report writing in consultation with the course instructors.

#### **List of practical:**

1. Administration and Interpretation of Developmental Screening Test
2. Administration and Interpretation of Learning styles of children
3. Administration and Assessment of Classroom Climate
4. Administration and Assessment of Multiple Intelligence of children
5. Administration and Assessment of Emotional Maturity of children
6. Administration and Assessment of Interest Profile of children

#### **References:**

1. R.M. Kaplan, D.P. Saccuzzo & Psychological testing: Principles, applications and issues (7th ed.). USA: Wadsworth (2009).
2. R.J. Gregory, Psychological testing: History, principles, and applications. (4th ed.), Pearson Education (2005).

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-III (Odd)**

**Biological Basis of Behaviour**

Course Code	Total No. of Contact Hours- 60
No of Credits 04	(70 Marks)

**Objective**

1. To understand the biological determinants and physiological mechanism of human behaviour.
2. To help the student gain knowledge about the neural mechanisms involved in bodily processes and their relation to psychological processes of learning, memory, emotions, sleep and waking etc.

**Learning Outcome:**

1. After pursuing the course students would be able to understand the functioning of nervous system in human body and understand the brain mechanisms and neuroendocrine system affecting human behaviour.
2. After pursuing this course, students would be able to apply the knowledge in understanding the mechanisms of human learning, memory, emotions and motivation.

UNIT I

Introduction to biological bases of behaviour: Nature and scope; Methods and ethics in biopsychology; Structure and Function of nerve cell, types of nerve cells, Communication within and between neuron- Generation and conduction of action potential, resting potential, graded potential, synaptic transmission and neuromuscular transmission.

## Unit-II

Organization of Nervous system: CNS & PNS: Structure and functions. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization). Sleep and Waking: Physiological mechanism of sleep and waking- Stages and functions of sleep- REM and NREM, Biological Clock- circadian Rhythm and Zeitgebers

## Unit-III

Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal. Biological bases of mental processes - Learning, memory, emotions and motivation

### References:

1. J. P. J. Pinel, *Biopsychology*, (8th e). New Delhi: Pearson Education (2011).
2. Carlson, N. (2013). *Physiology of behavior*. New Delhi: Pearson Education Inc.
3. S. M. Breedlove, M. R. Rosenzweig, N. V. Watson, *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience* (5<sup>th</sup>e). Sinauer Associates, Inc., Sunderland, Massachusetts (2007)
4. Levinthal, C.F. (2005). *Introduction to physiological psychology*, 3<sup>rd</sup> Edition. New Delhi:

PHI

### Internal continuous Evaluation (30 Marks)

Course Code

Total No. of Contact Hours- 30

No of Credits 2

**Objective** –To assess students' understanding of the subject during hands- on- training on various developmental processes and their application in learning, teaching and training processes in classroom learning continuously.

**Learning Outcome:** The students would acquire skills of administering psychological tests, their scoring, and analysis and interpretations of the scores of the test.

Students are expected to administer the test, learn scoring and analysis of results and report writing in consultation with the course instructors.

**List of practical:**

1. Administration and Interpretation of Sleep Quality
2. Conduction of Experiment on Memory
3. Conduction of Experiment on Learning
4. Administration and Assessment of psychometric test on Emotional Maturity
5. Administration and Assessment of psychometric scale on Stress.

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**Discipline- PSYCHOLOGY**

**Curriculum Structure**

**Semester-III (Odd)**

**Wellbeing, Happiness and Flourishing  
(Skill enhancement course)**

Course Code

Total No. of Contact Hours- 30

No of Credits 02

**Objective** – To understand positive aspects of mental health. To understand the authentic meaning of happiness and learn the ways to enhance it and see the positive effects of happiness on their life and on others who are associated.

**UNIT I**

Wellbeing: Definition, types, and skills in enhancing wellbeing, Wellbeing and performance, Meaning and significance of happiness. Eastern and Western approaches to happiness. Science of happiness, flourishing and well-being

**UNIT II**

Genetic and personality predisposition of wellbeing and happiness. Circumstantial and demographic determinants of Wellbeing and happiness.

**UNIT III**

Flourishing, emotional and psychological well-being, Flourishing attachments and relationship behaviours, diagnostic criteria for flourishing

**References:**

- Peterson, C. (2006). *A primer in Positive Psychology*. Oxford University Press
- Seligman, M. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.
- *Happiness Is A Habit* Dr. Kris Heap, *Successify.net* <http://successify.net/wp-content/uploads/2017/09/Happiness-Is-A-Habit-eBook-3.pdf>
- Boniwell, I. (2012). *Positive Psychology In a Nutshell: The Science of Happiness* (3rd edition). London: McGraw Hill.
- Snyder, C.R. & Lopez, S.J. (2015). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. (3<sup>rd</sup> Ed). London: McGraw Hill.

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-IV (Even)**

**Statistics and Research methods in Psychology**

Course Code	Total No. of Contact Hours- 60
No of Credits 04	(70 Marks)

**Objective** – To acquaint the students with statistical techniques and tools used in psychology to interpret and convert data into meaningful units.

**Learning Outcome:** After pursuing this course students would be able to employ some parametric and non-parametric statistical techniques to interpret empirical data.

**Unit-I**

Meaning and Purpose of Statistics. Types of Statistics: Descriptive and Inferential Statistics. Application and Importance of Statistics in Psychology. Scales of Measurement. Parametric and Non-Parametric Statistics, Normal Probability: Concept and principles, characteristics of NPC. Graphical representation of data

**Unit-II**

Descriptive and Inferential Statistics: Measures of Central Tendency and Variability; Inferential Statistics: Standard error of mean, significance of difference between means (t test), One-way ANOVA. Correlation: correlation, rank-order correlation

**Unit-III**

Introduction to Research: Meaning, Purpose, Steps involved in Research process with special emphasis on concepts like problem, Hypothesis, Constructs and variables, Sampling methods. Experimental Designs: Between-group and Within-group designs, Quasi-experimental designs, Group vs. Single subject designs, methods of controlling variance in experimental designs.

**REFERENCES:**

- Kerlinger, Fred, N. (1980). *Foundations of Behavioral Research* (Revised Edition) Holt, Rinehart and Winston, N.Y.
- Kothari, C.R. (1987). *Research Methodology*, Wiley Eastern, New Delhi.

- Broota, K.D. (1992). *Experimental Design in Behavioral Research*. Willey Eastern Ltd.
- H.E. Garret, R.S Woodworth (2005). *Statistics in psychology and education*. Bombay: Vakils Feffer & Simons Ltd.

### **Internal continuous Evaluation (30 Marks)**

Course Code

Total No. of Contact Hours- 30

No of Credits 2

**Objective** – To give students hands on training in planning and conducting psychological researches in psychology and learn steps and procedures of report writing.

**Learning Outcome:** Students would be able to plan and conduct psychological researches and would apply some statistical techniques to interpret the results and would be acquainted with procedures of report writing

Plan a research study and administer a psychological test on a sample of 30 and interpret the results with application of appropriate statistics in consultation with the course instructor and write a report with a short review of literature.

**References:**

- B. Mohanty, S. Misra, *Statistics for behavioral and social sciences*. New Delhi: Sage Publications India (2016).
- A.E.N. Aron, A.E. Coups, *Statistics for psychology*, (6th ed.). New Delhi: Pearson Education (2006). 5. S.K. Mangal, *Statistics in psychology and education*, New Delhi: PHI (2012).
- E.W. Minium, B.M. King, G. Bear, *Statistical reasoning in psychology and education*. New York: John Wiley (1993).

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY**

**Curriculum Structure**

**Semester-IV (Even)**

**Developing Emotional Competence**

**(Skill enhancement course)**

Course Code

Total No. of Contact Hours- 30

No of Credits 02

**Objective:** To develop emotional competence in students in order to acquaint them to apply the skills in everyday life.

**LearningOutcome:** Afterpursuingthiscoursestudentswouldbeabletoacquire emotional competence skills.

**Unit 1**

Introduction: Defining Emotional Intelligence, Emotional Competence and wisdom. Models of Emotional Intelligence.

**Unit 2**

Constructs of Emotional Competence: Self Awareness, Self-regulation, Empathy, Interpersonal Skills, Motivation. Correlates of Emotional Intelligence: Happiness, Self Esteem, Stress, Depression, Anxiety, Fear.

**Unit 3**

Applications of Emotional Competence: Managing stress and preventing Suicide through Emotional Intelligence, Spirituality and Meditation.

**ESSENTIAL READINGS:**

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

**REFERENCES:**

1. R.Bar-On, J.D.A. Parker, *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros (2000).
2. D. Singh, *Emotional intelligence at work (2nd Ed.)* New Delhi: Response Books (2003).

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-V (Odd)**

**Psychopathology**

Course Code

Total No. of Contact Hours- 60

No of Credits 4

**Objective** – To understand etiology, causes, symptoms and psychodynamics of abnormal behaviour through theories, principles and models of psychology.

**Learning Outcome:** After pursuing this course students would have better understanding of abnormal behaviour

**Unit-I**

Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioural, Cognitive, Humanistic-Existential, and Sociocultural, Classification of maladaptive behaviour-DSM-V;

**Unit-II**

Clinical picture and etiology of anxiety disorders and Obsessive-Compulsive Disorders, Clinical picture and etiology of Mood Disorders and Suicide

**Unit-III**

Clinical picture and etiology of Schizophrenia: Schizophrenia Spectrum disorders, Paranoid disorder; somatoform disorders and adjustment disorders

**References:**

1. J. Butcher, J. Hooley, M. Susan, C. Dwivedi *Abnormal Psychology* (16th e.) New Delhi: Pearson Education (2017).
2. T.F. Oltmanns, R.E. Emery, *Abnormal psychology*, (8th ed.). New Delhi: Pearson Education (2017).
3. D.H. Barlow, V.M. Durand, *Abnormal Psychology: An integrative approach*, (6th e.), New Delhi: Cengage learning (2012).

4. J. Naved, S. Rathus, S.A. Greene, Abnormal psychology in a changing world (9th e.), New York: Pearson (2014).

### **Internal continuous Evaluation (30 Marks)**

Course Code

Total No. of Contact Hours- 30

No of Credits 2

**Objective** – To give students hands on training on various psychological processes to enhance their understanding of human behaviour.

Conduct a case study of an individual suffering from some clinical symptoms under the supervision of a mental health professional and/or clinical psychologist and course instructor.

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-V (Odd)**

**Industrial Psychology**

**Course code-**

**Total no. of Contact Hours-60**

**No. of Credits- 04**

**Objective** – To help Students to learn and apply principles of industrial Psychology in workplace settings

**Unit 1**

**Introduction of Industrial Psychology-** Principles, development of Industrial psychology, Industrial psychology: present and future, research methods in Industrial psychology. Principles and techniques of selection and recruitment, psychological testing, determining job requirements: uses and types of job information, and job analysis, recruitment techniques, assessment and testing in organizations- Interviews, psychological testing and assessment methods;

**Unit 2**

**Training,** Development and Job Performance Evaluation: training design, training programme evaluation; Appraisal :Uses of performance evaluation, sources of evaluation- the evaluator and performance information, appraisal rating systems and non-rating evaluation methods;

**Unit 3**

**Leadership:** Meaning, nature and styles, theories of leadership; Specific leader skills for effective leadership; Women in leadership roles. **Application of Industrial Psychology:** Application of motivation theory at work place

**Internal continuous Evaluation (30 Marks)**

Course Code

Total No. of Contact Hours- 30

No of Credits 2

**Course Objective**—To enable students to have an empirical experience of psychological processes in real life situation.

**Learning Outcome:** Through this course students would gain first-hand experience in field. This would provide them guided observation/ intervention in real situation.

**Supervised Internship/Project** in any organization for 30 hours. The student will have to present and submit the final report of internship/project. This must be mentored by the course instructor.

**References:**

1. Blum, M.L. & Naylor, J.C. (2002). *Industrial psychology: Its theoretical and social foundations*. New Delhi: CBS Publishers & Distributors.
2. Schultz, D. & Schultz, E. (2009) *Psychology and Work Today*. 10/E, New Delhi: Pearson Publications.
3. Luthans, F. (2010). *Organizational Behavior* (12th ed.). New Delhi: McGraw Hill.
4. Robbins, S.R., Judge, T.A. & Vohra, N. (2013). *Organizational Behavior* (15th ed.). New Delhi: Pearson.

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-V (Odd)**

**Positive Psychology**

**Course code-**

**Total no. of Contact Hours-60**

**No. of Credits4**

**Objective** – To acquaint students of psychology with the positive model of mental health and psychological well-being.

**Learning Outcome:** Students would be able to comprehend the alternate model (positive Health and happiness instead of sick model of mental health) and its impact on health (mental and physical), happiness performance, interpersonal relations and transactions.

**UNIT I**

Historical roots and goals of positive psychology, Positive emotions, Positive Individual traits, and positive subjective experience, Contribution of Martin Seligman, Albert Bandura, Abraham Maslow to positive psychology, Indian perspective of positive psychology

**UNIT II**

Discovering positive strength: Character strength, Altruism, Hope and Optimism, Positive thinking, Resilience, Increasing optimism, Self-direction, Purpose, gratitude, Mindfulness

**UNIT III**

Effects of exercise, Yoga, meditation, and spiritual intelligence on development of positive psychology; Positive psychology in building relationship

**References:**

1. Seligman, M.E. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment: Oxford University Press
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
3. Mohanty, G.B. (2018). Positive Psychology. Kalyani Publisher, New Delhi

### **Internal continuous Evaluation (30 Marks)**

Course Code

Total No. of Contact Hours- 30

No of Credits 2

**Objective** – To give students hands on training on various test related to positive psychology

**Learning Outcome:** The students would acquire skills of administering psychological tests, their scoring, and analysis and interpretations of the scores of the test.

#### **List of Practicals**

1. Administration and Assessment of PERMA scale of Happiness
2. Administration and Assessment of Altruism or Empathy Scale
3. Administration and Assessment of Character Strength
4. Administration and Assessment of Spiritual Intelligence
5. Administration and Assessment of Positive and Negative Affect

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY**

**Curriculum Structure**

**Semester-V (Odd)**

**Leadership and Team Building**

**(Skill enhancement course)**

Course Code

Total No. of Contact Hours- 30

No of Credits 02

**Objective** – to understand the importance of Leadership and team management in organizations.

**Learning Outcome:**This will also help students gain an understanding of the interpersonal processes, group dynamics, leadership practices in organizations.

**Unit I**

Leadership as a Process, Leader Development, skills for developing oneself as a leader, Power and Influence, Leadership Ethics and Traits, leadership Attributes, Leadership Behavior, Motivation, satisfaction, and Performance,

**Unit II**

Groups, teams and leadership, Skills for developing others, The Situation, Contingency theories of Leadership, Leadership and Change, The dark side of Leadership,

**Unit III**

Teams: conceptual foundations, Team effectiveness, Leading teams: Enhancing teamwork within group: The leader's role in team-based organizations, Team work, Understanding team processes and Team Coaching, Virtual teams, managing multicultural teams.

**References:**

1. Hughes, R., Ginnett, R. and Curphy, G., Leadership: Enhancing the Lessons of Experience, McGraw Hill Education, (2015).
2. Katzenback, J.R., Smith, D.K., The Wisdom of Teams: Creating the High Performance Organizations, Harvard Business Review Press, (2015).

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**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-VI(Even)**

**Organizational Behaviour**

**Course Code**

**No. of Contact Hours 60**

**No. of credits- 4**

**Objective** – To understand the principles of Organizational psychology and its application in organizational and industrial settings.

**Learning Outcome:** After pursuing this course students would be able to assist organizations to apply theories and principles of psychology in organizational setting to enhance organizational climate, employees' performance, satisfaction and well-being.

**UNIT I**

Introduction to Organizational Behaviour: Definition, Evolution of the field of OB, Challenge and Opportunities, Models of OB study, Individual Dimensions of organizational behaviour: Attitudes and Job Satisfaction, Components of Attitude, Major Job Attitude, Job Satisfaction, Personality and Values, Personality Determinants, MBTI, Big – Five Model, Values, Formation, Types of Values, Perception, Factors influencing perception.

**UNIT II**

Motivation and Leadership: Definition, Theories of Motivation, Maslow's need Theory, ERG Theory, Theory X and Theory Y, Two Factor Theory, McClelland's Theory, Equity Theory, Vroom's Expectancy Theory; Leadership: Theories of leadership, Traits of good Leader, Difference between Leader and Manager.

**UNIT III**

Organizational Culture: Concept and impact; Organizational effectiveness: Concept and approaches; Organizational change: Nature, factors, processes, Organizational development: Concept and process.

References:

1. Robbins, S.P. Judge, T.A. & Vohra, N., "Organizational Behavior," 18th Ed, Pearson Education. (2019)
2. Pareek, U. & Khanna, S., "Understanding Organizational Behavior," 4th Ed, Oxford University Press. (2018).
3. Luthans, F. (2010). *Organizational Behavior* (12th ed.). New Delhi: McGraw Hill

**Internal continuous Evaluation (30 Marks)**

Course Code

Total No. of Contact Hours- 30

No of Credits 2

**Objective** – To give students hands on training on various test related to organizational behaviour

**Learning Outcome:** The students would acquire skills of administering psychological tests, their scoring, and analysis and interpretations of the scores of the test.

**List of practicals:**

1. Assessment of Job satisfaction: Administration and Interpretation of any 1 Test of Job satisfaction as per mutual choice of instructor and students.
2. Assessment of work motivation: Administration and Interpretation of any 1 Test of work motivation as per mutual choice of instructor and students.
3. Assessment of Leadership: Administration and Interpretation of any 1 Test of Leadership as per mutual choice of instructor and students.
4. Assessment of Organizational commitment: Administration and Interpretation of any 1 Test of Organizational Commitment as per mutual choice of instructor and students.
5. Assessment of Organizational Culture: Administration and Interpretation of any 1 Test of Leadership as per mutual choice of instructor and students.

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**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-VI (Even)**

**Environmental Psychology**

**Course Code**

**No. of Contact Hours 60**

**No. of credits- 4**

**Objective** – The objective of this course is to introduce the area of environmental psychology which seeks to understand the relationship between human behaviour and well-being in relation to the socio-physical environment.

**Learning Outcome:** Through this course the students will understand the nature, scope and basic concepts of environmental psychology and environmental influence.

**Unit 1**

Introduction to Environmental Psychology: Human Behaviour and Environment, Relationship of individuals with their physical settings, Natural Environment and Built Environment. Historical Emergence of Environmental Psychology. Theoretical Perspectives: Ecosystems and Ecological, Cognitive Approaches etc. Climate Change and Human Behaviour. Cognitive adaptation to global warming.

**Unit 2**

Psychological Processes and the Environment: Environmental Perception and Evaluation, Personal Space and Social Space, Place Identity and Attachment, Media and the Social Construction of Environment. Human Environments Issues: Crowding, Pollution, Territoriality.

**Unit 3**

Pro-Environmental Behaviour: Pro-environmental attitudes, values and behaviour as Volunteerism etc. Environmental awareness, Challenges of increasing Pro-environmental

behavior, Indigenous and Cultural and Cross-Cultural approaches to Environment and the Community. Contemporary Issues of Environmental Psychology: Environmental Psychology of the Internet, Virtual Environments.

## References

1. Bechtel,R.B and Churchman A. (2002). Handbook of Environmental Psychology. New York: John Wiley and Sons.
2. Gifford, R. (2013).Environmental Psychology: Principles and Practice. Allyn and Bacon Inc :Massachusetts.
3. Gifford,R. ( 2014).Environmental Psychology Matters. Annual Review of Psychology, 2014, 65, 541-579.
4. Hansen,A. (1991). Media and the Social Construction of the Environment. Media Culture and Society, 13,443-458.
5. Jain,U. (2012). Cultural Construction of Environmental Problems. Procedia : Social and Behavioural Sciences,68,6-15.

## Internal continuous Evaluation (30 Marks)

Course Code

Total No. of Contact Hours- 30

No of Credits 2

**Objective** – To give students hands on training on various test related to Environmental Psychology

**LearningOutcome:**Thestudentswouldacquireskillsofadministeringpsychologicaltests, their scoring, and analysis and interpretations of the scores of the test.

## List of Practicals

1. Administration and Assessment of Environment awareness scale
2. Administration and Assessment of Environment Attitude Scale
3. Administration and Assessment of Environmental Action Scale
4. Administration and Assessment of Environmental Concern Scale
5. Administration and Assessment of Eco anxiety Scale

**MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER**

**B.A. Three-year Pass Course, 2023-2024**

**Discipline- PSYCHOLOGY (Core course)**

**Curriculum Structure**

**Semester-VI (Even)**

## **Psychology of Entrepreneurship**

**(Skill enhancement course)**

**Course Code**  
**No. of credits-2**

**No. of Contact Hours 30**

**Course Objective** – To understand the concept and importance of entrepreneurship, its role in personal, social and national growth level. To identify what factors contribute to develop entrepreneurship and personality of an entrepreneur.

**Learning Outcomes:** After pursuing this course students would be able to identify their potential of entrepreneurship or develop to be a successful entrepreneur by acquiring skills required to become an entrepreneur.

### **UNIT I**

Entrepreneurship: Meaning, Importance and Evolution, Factors influencing entrepreneurship: Psychological, Social, Economic, Environmental; Types of entrepreneurs

### **UNIT II**

Entrepreneurial Motivation- achievement , Culture & Society, Values / Ethics, Risk taking behaviour, Creativity and entrepreneurship, Innovation and inventions, Legal Protection of innovation

### **UNIT III**

Skills of an entrepreneur, Decision making and Problem Solving (steps indecision making), Assistance to an entrepreneur, New Ventures, Financial assistance by different agencies, MSME Act Small Scale Industries, Policies, Rules, Acts and Legislation

### **Reference books:**

1. Ramachandran, Entrepreneurship Development, Mc Graw Hill
2. Katz, Entrepreneurship Small Business, Mc Graw Hill
3. Byrd Megginson, Small Business Management An Entrepreneur's Guidebook 7th ed, McGraw Hill
4. McClelland - The Achieving societies