



**Integral University, Lucknow**

Effective from Session: 2019-22							
Course Code	HS307	Title of the Course	ORGANIZATIONAL BEHAVIOUR	L	T	P	C
Year	III	Semester	VI	3	1	0	4
Pre-Requisite	Intermediate (10+2)	Co-requisite	None				
Course Objectives	To develop an awareness of the concepts related to organizational behavior and help the students to develop connectivity between concepts and practices of organizations.						

Course Outcomes	
CO1	Explain the Historical antecedents of Organizational Behaviour and Challenges in the Indian Setting.
CO2	Describe Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour.
CO3	Analyse the Contemporary theories and their applications.
CO4	Familiarize with the dynamics of organizational behaviour.
CO5	Acquaint with Inspirational approaches to leadership, Challenges and Indian perspective on leadership.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting	12 hrs.	CO1
2	Individual Level Processes	Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation.	12 hrs.	CO2
3	Early Theories	Maslow, McClelland, Two factors; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign.	12 hrs.	CO3
4	Dynamics of Organizational Behavior	Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism, Emotional Intelligence, Performance Quotient (PQ), Lifestyle at workplace.	12 hrs.	CO4
5	Leadership: Basic Approaches	Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership.	12 hrs.	CO5

**Reference Books:**

- Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
- Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi
- Biztantra publishers. Landy, F.J. & Conte, J.M. (2007). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill



**e-Learning Source:**

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<https://egvankosh.ac.in/handle/123456789/1>

PO-PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3	3	1	2	2	3	3	3
CO2	3	3	3	3	3	3	3	1	2	2	3	3	3
CO3	3	3	3	3	3	3	3	1	2	2	3	3	3
CO4	3	3	3	3	2	3	3	1	2	2	3	3	3
CO5	3	3	3	3	3	3	3	1	2	2	3	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 <b>DR. RUBENA KHATOON</b> (Name & Sign of Program Coordinator)	 <b>Zeba Agha</b> Head Humanities & Social Science Integral University, Lucknow (Sign & Seal of HoD)
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**Integral University, Lucknow**

Effective from Session: 2019-20							
Course Code	HS308	Title of the Course	COUNSELLING PSYCHOLOGY	L	T	P	C
Year	III	Semester	VI	5	1	0	6
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	The course is aimed to give students knowledge and skills of counseling.						

Course Outcomes	
CO1	After the successful course completion, learners will develop the knowledge about counseling in psychology.
CO2	Learners will learn the characteristics of a good counselor.
CO3	Learners will be able to describe and use counseling process.
CO4	Learners will be competent to explain techniques of counseling.
CO5	Learners will be skilled to apply the knowledge of counseling following attributes.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Nature And Goals; Counseling As A Profession; Professional Ethics (Latest Version of American Counseling Association – ACA)	18 hrs	CO1
2	The Effective Counselor	Qualities of A Good Counselor, Counseling Status of Counseling Psychology in India	18 hrs	CO2
3	Counseling Process:	Building counseling relationships; Working in a counseling relationship; Closing counseling relationships	18 hrs	CO3
4	Techniques of Counseling:	Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation	18 hrs	CO4
5	Counseling Applications	Child Counseling; Family Counseling; Career Counseling; Crisis Intervention: suicide, grief, and sexual abuse	18 hrs	CO5

**Reference Books:**

- Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8th Ed.) Philadelphia: Mosby.
- Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.



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PO-PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)												
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CO4	3	3	3	3	3	3	3	1	2	3	3	3	3
CO5	3	3	3	3	3	3	3	1	2	3	3	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 <b>DR. RUBEENA KHATOON</b> (Name & Sign of Program Coordinator)	 Head Humanities & Social Science Integral University, Lucknow (Sign & Seal of HoD)
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## Integral University, Lucknow

<b>Effective from Session:</b> 2019-20							
<b>Course Code</b>	HS309	<b>Title of the Course</b>	HEALTH PSYCHOLOGY	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	VI	5	1	0	6
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	Provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.						

Course Outcomes	
<b>CO1</b>	After the successful course completion, learners will know the concept and characteristics of health Psychology.
<b>CO2</b>	Learners will be acquainted with various components of health.
<b>CO3</b>	Learners will develop a sense among students regarding behavior and health.
<b>CO4</b>	Learners will be competent to develop awareness regarding health enhancing behaviour.
<b>CO5</b>	Learners will be able to get deep understanding regarding Health and well being.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Introduction to Health Psychology, nature, meaning and scope of health psychology, goals of health psychology, Bio-psychosocial model of health.	18 hrs	CO1
2	Components of Health	Social, emotional, cognitive and physical aspects, mind-body relationship.	18 hrs	CO2
3	Behavior And Health	Characteristic of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.	18 hrs	CO3
4	Health Enhancing Behaviours	Exercise, nutrition, safety, pain, stress management.	18 hrs	CO4
5	Health And Well-Being	Happiness; Life satisfaction; Resilience; Optimism and Hope.	18 hrs	CO5

**Reference Books:**



1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
2. Michael, W., Passer, Smith, R.E. (2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill.
3. Taylor, E.S., (2018). Health Psychology. New York NY: McGraw Hill Education

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Course Articulation Matrix: (Mapping of COs with POs and PSOs)													
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CO4	3	3	3	3	3	3	3	1	2	3	3	3	3
CO5	3	3	3	3	3	3	3	1	2	3	3	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Dr. Rubeeha Khatun (Name & Sign of Program Coordinator)	 (Sign & Seal of HoD)
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**Integral University, Lucknow**

<b>Effective from Session: 2019-20</b>							
<b>Course Code</b>	HS310	<b>Title of the Course</b>	PSYCHOLOGICAL PERSPECTIVES IN EDUCATION	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	VI	5	1	0	6
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	The course is aimed to provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.						

<b>Course Outcomes</b>	
<b>CO1</b>	After the successful course completion, learners will know the relation between Education and Psychology.
<b>CO2</b>	Learners will be acquainted with various debates and issues in Educational psychology.
<b>CO3</b>	Learners will be able to develop a sense among students regarding classroom management and Assessment in psychology.
<b>CO4</b>	Learners will develop awareness regarding undergoing Inclusive Education.
<b>CO5</b>	Learners will get deep understanding regarding inclusive classroom.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Education And Psychology	An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centered' and 'progressive' education	18 hrs	CO1
2	Debates And Issues In Educational Psychology	De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue	18 hrs	CO2
3	Classroom Management & Assessment	Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment	18 hrs	CO3
4	Inclusive Education	Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity	18 hrs	CO4
5	Towards An Inclusive Classroom	Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labeling	18 hrs	CO5

**Reference Books:**


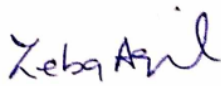
- Bartlett, S., & Burton, D. (2012). Introduction to education studies. London: Sage.
- Combs, A. (1979). Myths in education: Beliefs that hinder progress and their alternatives. London: Allyn & Bacon.
- Dearden, R. (1967). The concept of play. In R. Peters, The concept of education (pp. 51-63). London: Routledge & Kegan Paul.
- Leicester, M. (2008). Creating an inclusive school. London: Continuum International Publishing Group.
- Long, M. (2000). The Psychology of Education. Sussex: Routledge.
- Mathews, M. (1980). The marxist theory of schooling: A study of epistemology and education. Sussex: The Harvester Press.
- Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, The study of education (pp. 133-178). London: Routledge & Kegan Paul.

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<b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b>													
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CO4	3	3	3	3	3	3	3	1	2	3	3	3	3
CO5	3	3	3	3	3	3	3	1	2	3	3	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 <b>Dr. Rubema Khatoon</b> (Name & Sign of Program Coordinator)	 <b>Zeba Anil</b> (Sign & Seal of HoD)
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## Integral University, Lucknow

Effective from Session: 2019-20							
Course Code	HS311	Title of the Course	PSYCHOLOGY OF DISABILITY	L	T	P	C
Year	III	Semester	VI	5	1	0	6
Pre-Requisite	Intermediate (10+2)	Co-requisite	None				
Course Objectives	<p>The objective of the course is to provide students with an overview of the disability from the psychological perspective.</p> <ul style="list-style-type: none"> <li>• Students will understand knowledge about disability as a social, cultural, historical and political phenomenon.</li> <li>• Drawing from the four units students will be exposed to varying disability definitions, cultural meanings and representations.</li> </ul>						

Course Outcomes	
CO1	After the successful course completion, learners will be able to define conceptualizing disability, i.e. What does it mean to be “disabled”? How has this meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?
CO2	Learners will be able to understand the role of various support systems in making of a Disabled Identity in personal zone.
CO3	Learners will be able to develop a concept of documenting disability and systems in making of a Disabled Identity in professional zone.
CO4	Learners will develop an understanding about theorizing disability and awareness about charity model.
CO5	Learners will get deep understanding regarding designing intervention based on various approaches.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Conceptualizing Disability	An Introduction a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique, b) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust, c) Issues of language and its consequent labeling: How disability gets constructed: the power of language.	18 hrs	CO1
2	Making of A Disabled Identity In Personal Zone	a) Family, Care & Support Structures b) Intimacy and Sexuality: Marriage, Companion relationships.	18 hrs	CO2
3	Making of A Disabled Identity In Professional Zone	Documenting Disability: Problems of Certification b) Issues of Access: Built and Psychological. Issues of Education and Employment.	18 hrs	CO3
4	Theorizing Disability	Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model.	18 hrs	CO4
5	Designing Interventions	a) Legislations, Psychotherapeutic approaches b) Appreciating heterogeneity of different disabilities c) Contemporary debates: euthanasia and prenatal selection.	18 hrs	CO5

<b>Reference Books:</b>	
1.	Chib, M. (2011). One Little Finger. New Delhi: Sage Publications Pvt. Ltd.
2.	Dalal A .K & Misra, G.(2010). The Core and Context of Indian Psychology and Developing Societies, 22, (1), 121–155
3.	Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. Arab Journal of Rehabilitation, 5, 15-21.
4.	Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. Psychology and Developing Societies, 12: 67-82
<b>e-Learning Source:</b>	
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	<a href="https://www.mapsofindia.com/mv-india/government/welfare-of-physically-disabled-in-india-government-initiatives">https://www.mapsofindia.com/mv-india/government/welfare-of-physically-disabled-in-india-government-initiatives</a>

PO- PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3	3	1	2	3	3	3	3
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CO3	3	3	3	3	3	3	3	1	2	3	3	3	3
CO4	3	3	3	3	3	3	3	1	2	3	3	3	3
CO5	3	3	3	3	3	3	3	1	2	3	3	3	3

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<p><b>DR. RUBENA KHATOON</b> (Name &amp; Sign of Program Coordinator)</p>	<p><b>Xeba Agil</b> Head Humanities &amp; Social Sciences (Sign &amp; Seal of HoD) Integral University, Lucknow</p>
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## Integral University, Lucknow

<b>Effective from Session: 2019-20</b>				
<b>Course Code</b>	HS312	<b>Title of the Course</b>	PSYCHOLOGY OF PEACE	<b>L T P C</b>
<b>Year</b>	III	<b>Semester</b>	VI	5 1 0 6
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None	
<b>Course Objectives</b>	The objective of the course is to explore concepts of peace and conflict from a psychological perspective, and to create awareness about national and international peace and conflict process and how psychology can play an important role.			

Course Outcomes	
CO1	After the successful course completion, learners will be able to conceptualizing Peace, and will learn that why should people in psychology learn about this matter?
CO2	Learners will be able to understand the significance of Psychoanalytical Approach to psychological understanding of Peace and conflict.
CO3	Learners will develop a sense of building peace
CO4	Learners will develop an understanding about the peace process in India
CO5	Learners will get deep understanding about the process of peace at world level.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Introduction</b>	Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peace building, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.	18 hrs	CO1
2	<b>Psychological Understanding of Peace and Conflict</b>	Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross.	18 hrs	CO2
3	<b>Building Peace</b>	Structure, Process, Integrated framework for peace building, peace education.	18 hrs	CO3
4	<b>Peace Process and Transformation In India</b>	Kashmir, North-East – Manipur, Nagaland, Assam, stories of peace challenge in India.	18 hrs	CO4
5	<b>Peace Process and Transformation In World</b>	Pakistan, Northern Ireland- inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross community network model, stories of peace challenge in World.	18 hrs	CO5

**Reference Books:**

1. Bose, S. (2005). Kashmir at the Crossroads: Problems and Possibilities, In Das, S. K. (Ed.) Peace Process and Peace Accord, 142-171, New Delhi: Sage.
2. Cheistie, D. J., Hare, A. P., & Winter, D. D. (2001). Peace, Conflict and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.
3. CQ Researchers (2011). Issues in Peace and Conflict Studies, New Delhi, Sage.
4. Das, S. K. (2005). Nobody's Communiqué: Ethnic Accords in North-East. In Das, S. K. (Ed.)
5. Peace Process and Peace Accord, pp120-141, New Delhi: Sage.
6. Delahaye, P., & Krishnan, B. (2003). Imagine Nagaland: The Courage to be Positive, In Sampson,
7. C., Abu-Nimer, M., et al. (Ed.) Positive Approaches to Peace building, pp169-186, Washington, DC: Pact Publications.
8. Fox, M. A. (2014). Understanding Peace: A Comprehensive Introduction, New York, Routledge.
9. Freud, S. (1930). Civilization and its Discontents, Penguin Books Ltd.
10. Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). Searching for Peace: The Road to Transcend, London: Pluto Press

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**Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

PO-PSO CO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)													
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1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 <b>DR. RUBEENA KHATOON</b> (Name & Sign of Program Coordinator)	 <b>Zeba Agni</b> Head Humanities & Social Science Integral University, Lucknow (Sign & Seal of HoD)
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**Integral University, Lucknow**

<b>Effective from Session: 2019-20</b>							
<b>Course Code</b>	HS399	<b>Title of the Course</b>	ORGANIZATIONAL BEHAVIOUR PRACTICAL	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	VI	0	0	4	2
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None	*			
<b>Course Objectives</b>	This course will develop the understanding of the standard steps for empirical report writing and interpretations of the results, and help the students to develop connectivity between concepts and practices of organizations.						

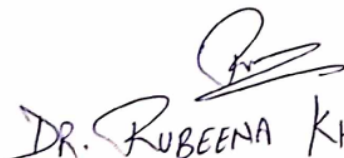

<b>Course Outcomes</b>	
<b>CO1</b>	Learners will be able to analyse the <i>Entrepreneurial Effectiveness</i> in individuals.
<b>CO2</b>	Learners will be skilled to measure <i>Organizational Trust</i> of employees.

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Entrepreneurial Effectiveness Scale – Sangeeta Jain, Ritu Joshi and Vivek Sharma	Problem, Introduction, Method, Procedure of Data collection, Data analysis & discussion, and conclusion.	15 hrs	CO1
2	Organizational Trust Scale – Santosh Dhar and Upinder Dhar	Problem, Introduction, Method, Procedure of Data collection, Data analysis & discussion, and conclusion.	15 hrs	CO2

<b>Reference Books:</b>	
1. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi.	
2. Biztantra publishers. Landy, F.J. & Conte, J.M. (2007). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.	
3. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.	
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<b>PO-PSO</b>	<b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b>												
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 <b>DR. RUBEENA KHATOON</b> (Name & Sign of Program Coordinator)	 Head Humanities & Social Science Integral University, Lucknow (Sign & Seal of HoD)
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