

APPENDIX – 15(R&S)
UNIVERSITY OF MADRAS
MADRAS CHRISTIAN COLLEGE (Autonomous)
CHOICE BASED CREDIT SYSTEM

BACHELOR OF SCIENCE (Psychology)
(w.e.f.2021 – 2022)

REGULATIONS
Choice based credit system
As per common Regulations framed by University of Madras

Programme Description

The primary goal of the degree program on Psychology is to provide students with a fundamental understanding of the human mind. In the process of doing so, other goals will also be achieved: the knowledge on the traditional theories in psychology; the methodologies of psychological research and statistical concepts; the biological processes underlying behaviour; sensation, perception, information processing and retention; how behaviours develop and change; how internal, environmental, and social factors influence behaviour, individual differences in behaviour, Including those related to gender, ethnicity, and culture; different perspectives on the origin and treatment of abnormal behaviour through practical applications; ethical issues in teaching, research, and the practice of professional psychology.

Thus, the Bachelor's Degree course provides solid preparation for students who wish to pursue a career in any field that involves people, including education, business, and health care, sports, or community development. The Bachelor's degree in Psychology is ideal for individuals who seek an understanding of behavioural principles while pursuing a well- rounded education and is also designed to provide a strong foundation for Master's degree programs.

Objectives

The main objectives of the program are as follows:

- i. To develop the conceptual and practical skills of the students aimed at the intellectual pursuit of knowledge of Psychology.

- ii. To ensure that the students have adequate knowledge and skills so that they are work ready at exit point of the programme.
- iii. To enable them to acquire complete basic and intermediary practical knowledge of Psychology with the sole purpose of making them self-dependant, contributing to the society and easily employable.

BACHELOR OF SCIENCE – PSYCHOLOGY

Part I – Language	4 papers x 3 Credits	12 Credits
Part II – English	4 Papers x 3 Credits	12 Credits

Part III		
	Semester I – 8 Credits	
	Semester II- 8 Credits	
Core Subjects	Semester III- 8 Credits	} 60 Credits
	Semester IV- 8 Credits	
	Semester V- 16 Credits	
	Semester VI- 12 Credits	
	Allied Subjects	
Elective Paper	3 Papers x 5 Credits	15 Credits

Part IV		
NME/BT/AT	2 Papers x 2 Credits	4 Credits
<u>Soft Skills</u>		
Inter disciplinary	3 Credits	} 12 Credits
Personality Development	3 Credits	
Skill Based Course	3 Credits	
General Elective	3 Credits	
Environmental Studies		2 Credits
Value Education		2 Credits

Part V	Extension Activity	1 Credit
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Total: (12 + 12+ 60 + 20 + 15 + 4 + 12 + 2 + 2 + 1) = 140 Credits

COURSE STRUCTURE

FIRST SEMESTER

Course Content	Name of the Course	Theory/ Practical	Hrs/week	Credits	CA Marks	ESE Marks	Total
Part – I	Language -I	T	4	3	50	50	100
Part –II	English- I	T	4	3	50	50	100
Part- III	Core Paper: General Psychology I	T	5	4	50	50	100
	Core Paper: Biological Psychology I	T	5	4	50	50	100
	Allied: Issues and Ethics of Helping profession	T	6	5	50	50	100
Part – IV	Value Education	T	2	1	50	50	100
	General Course*	T	4	2	50	50	100

Total Credits: 22

Teaching Hours per Week: 30 hours

SECOND SEMESTER

Course content	Courses	Theory / Practical	Hrs/week	Credits	CA Marks	ESE Marks	Total
Part – I	Language -II	T	4	3	50	50	100
Part –II	English- II	T	4	3	50	50	100
Part- III	Core Paper: General Psychology II	T	5	4	50	50	100
	Core Paper: Biological Psychology II	T	5	4	50	50	100
	Allied: Applied Psychology	T	6	5	50	50	100
Part – IV	Value Education	T	2	1	50	50	100
	General Course*	T	4	2	50	50	100

Total Credits: 22

Teaching Hours per Week: 30 hours

*List of General Courses

1. Psychology and Mental Health
2. Psychology of Health and Wellbeing
3. Youth, Gender and Sexuality
4. Intergroup Relationships

THIRD SEMESTER

Course Content	Name of the Course	Theory / Practical	Hrs/week	Credits	CA Marks	ESE Marks	Total
Part – I	Language –III	T	4	3	50	50	100
Part –II	English- III	T	4	3	50	50	100
Part- III	Core Paper: Developmental Psychology I	T	5	4	50	50	100
	Core Paper: Social Psychology I	T	5	4	50	50	100
	Allied: Statistics in Psychology I	T	6	5	50	50	100
Part – IV	Personality Development	T	2	0	50	50	100
	Interdisciplinary	T	4	3	50	50	100

Total Credits: 22

Teaching Hours per Week: 30 hours

FOURTH SEMESTER

Course Content	Name of the Course	Theory / Practical	Hrs/week	Credits	CA Marks	ESE Marks	Total
Part – I	Language –IV	T	4	3	50	50	100
Part –II	English- IV	T	4	3	50	50	100
Part- III	Core Paper: Developmental Psychology II	T	5	4	50	50	100
	Core Paper: Social Psychology II	T	5	4	50	50	100
	Allied: Statistics in Psychology II	T	6	5	50	50	100
Part – IV	Environmental Studies	T	4	2	50	50	100
	Personality Development	T	2	3	50	50	100

Total Credits: 24

Teaching Hours per Week: 30 hours

FIFTH SEMESTER

Course Content	Name of the Course	Theory/ Practical	Hrs/week	Credits	CA Marks	ESE Marks	Total
Part- III	Core Paper: Psychopathology I	T	5	4	50	50	100
	Core Paper: Experimental Psychology	P	5	4	50	50	100
	Core Paper: Counselling Psychology	T	5	4	50	50	100
	Core Paper: Introduction to Research Methodology	T	5	4	50	50	100
	Core Elective: Organizational Psychology / Educational Psychology	T + P	5	5	50	50	100
Part –IV	Skill Based Course: Basic Counselling Skills	T + P	2	3	50	50	100
	General Elective: Psychology of Leadership	T	3	3	50	50	100

Total Credits: 27

Teaching Hours per Week: 30 hours

SIXTH SEMESTER

Course Content	Name of the Course	Theory/ Practical	Hrs/week	Credits	CA Marks	ESE Marks	Total
Part- III	Core Paper: Psychopathology II	T	6	4	50	50	100
	Core Paper: Psychological Testing	P	6	4	50	50	100
	Core Paper: Health Psychology	T	6	4	50	50	100
	Core Elective: Integration of Faith and Psychology/ Positive Psychology	T+ P	6	5	50	50	100
	Core Elective: Trauma Psychology/ Sports Psychology	T+P	6	5	50	50	100
Part- V	Extension Activities			1			

Total Credits: 23

Teaching Hours per Week: 30 hours

***This syllabus aligns with the 75% of TANSICHE Syllabus.**

GENERAL PSYCHOLOGY- I

Semester: I

Credits: 4

Nature of the Course: Core Paper

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To offer the students a comprehensive overview and understanding of

- The Origins, Goals, Research Methods and Fields of Specialization in Psychology.
- The basic principles of sensation for vision, hearing, smell, taste and bodily senses.
- The principles of Perception and Illusion.
- Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning.
- Memory, its stages and functions and strategies to improve memory.

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 Acquire knowledge on the history, methods and special areas in the field of psychology
- CO2 Explain sensory systems through which information processing happens
- CO3 Relate the process of attention to perception and infer how we make sense of the world around us
- CO4 Critically examine the process of learning
- CO5 Understand and apply the process of encoding, storing and retrieval of information

COURSE OUTLINE

Unit I Introduction

(15 Hours)

Psychology: Definition, Goals. Pseudo psychology. The History of Psychology, Schools, Modern Perspectives, and Psychology in India, Psychology: The Science, Methods: Introspection, Observation, Survey, Experiment, Case Study, Correlation Research, Scope of Psychology: Branches of basic Psychology, Branches of applied Psychology.

Unit II Sensation and Perception

(15 Hours)

Sensation: Basic concepts and processes in sensation, Types of senses- visual, auditory, olfactory, vestibular and kinaesthetic, Sensory adaptation, habituation and integration of senses, Perception- basic concepts, learning, set, motivation and emotion; figure ground separation, Different processes of perception: laws of organization, depth perception, constancy of perception, perception of movement

Unit III Attention and Consciousness

(15 Hours)

Forms of attention and models of attention, Fundamental Process, nature of consciousness, Variations in levels of consciousness and brain activity, Sleep and dreams: stages of sleep and sleep disorders, Dreams: theory of dreams, Meditation, Hypnosis, psi phenomena, psychoactive drugs

Unit IV Learning Process

(15 Hours)

Definition of learning, Fundamental theories: Thorndike, Guthrie, Hull, Classical conditioning, Operant conditioning, Cognitive Learning, Social Learning and Recent trends in learning – Neurophysiology of learning.

Unit V Memory and Forgetting

(15 Hours)

Meaning and Stages of memory, Atkinson and Shiffrin Model: sensory, short-term, long term memory, Levels of processing theories, Long term memory-organizations and process, Organization of long term memory, Encoding and storing long term memories, Retrieval from long term memory, Forgetting- Motivated forgetting, Interference, amnesia, Techniques of improving memory.

TEXT BOOK

- Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5thed.) India, U.P.: Pearson India Inc.
- Hilgard, E.R., Atkinson, R.L., Atkinson R.C. (2009) *Introduction to Psychology* (14th ed.) Wordsworth Pub. Co.
- Morgan, C.T., King, R.A., Weisz, J.R. & Schopler J. (2007) *Introduction to Psychology* (7th ed.) Singapore: McGraw- Hill.

- Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3rd ed.) New York: Worth Publishers.
- Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd

BOOKS FOR REFERENCE

- Atkinson & Hilgard. (2014) *Introduction to Psychology* (16thed.) Delhi: Cengage Learning India Pvt Ltd
- Feldman, R.S. (2006) *Understanding Psychology* (6thed.) New Delhi: Tata McGraw Hill.
- Ciccarelli, S.K., & White, J.N. *Psychology* 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd
- Coon, D. & Mitterer (2007) *Introduction to Psychology – Gateways to Mind and Behaviour* (11th ed.) Delhi: Thomson Wadsworth
- Passer, M.W. & Smith R.E. (2007) *Psychology- The Science of mind and Behavior* (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd
- Wade, C. & Tavris, C. (2006) *Psychology* (8thed.) Delhi: Pearson Education.
- Kalat, J. (2007). *Introduction to Psychology* (8thed.) Wordsworth Pub. Co.

JOURNALS

1. Frontiers in Psychology (<https://www.frontiersin.org/journals/psychology>)
2. Archives of Scientific Psychology
(<https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1>)
3. BMC PSYCHOLOGY (<https://bmcp psychology.biomedcentral.com/>)

E LEARNING RESOURCES

1. <https://www.psywww.com/careers/specialt.html>www.worthpublishers.com/hockenbury
2. <https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/>
3. <https://www.youtube.com/watch?v=D-RS80DVvrg>
4. https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory?language=en

BIOLOGICAL PSYCHOLOGY –I

Semester: I

Credits: 4

Nature of the Course: Core Paper

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To offer the students a comprehensive overview

- To place emphasis on the perspectives and research methods of Biological Psychology.
- To examine the structure and Communication of the cells of the nervous system
- To understand synaptic transmission.
- To understand the Nervous System
- To examine the nature and functions of the endocrine glands.

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 Describe recent research methods and perspectives on the emerging field of behavioural neuroscience
- CO2 Understand anatomy and functions of the basic cell of the nervous system
- CO3 Explain the process of communication between neurons
- CO4 Describe the complex orchestrated functioning of the nervous system
- CO5 Understand the function of endocrine glands and relate the knowledge to understanding various human behaviour

COURSE OUTLINE

Unit I Biological basis of behaviour

(15 Hours)

Definition of Biopsychology, Biological approach to behaviour, Biological explanations of behaviour, Genetics and Behaviour, Mendelian Genetics, Heredity and Environment, The Evolution of Behaviour. Effects of Brain Stimulation, Recording Brain Activity, Correlating Brain Anatomy with Behaviour, Brain Size and Intelligence, The Use of Animals in Research, Reasons for Animal Research, The Ethical Debate

Unit II Nervous system

(15 Hours)

Structure of the Vertebrate Nervous System, The Spinal Cord, The Autonomic Nervous System, The Hindbrain, The Midbrain, The Forebrain, The Ventricles, The Cerebral Cortex,

Organization of the Cerebral Cortex, The Occipital Lobe, The Parietal Lobe, The Temporal Lobe, The Frontal Lobe, Functioning of the Cerebral Cortex

Unit III Nerve Cells and Nerve Impulses (15 Hours)

The Cells of the Nervous System, Anatomy of Neurons and Glia, Blood–Brain Barrier, Nourishment in Vertebrate Neurons, The Nerve Impulse, The Resting Potential of the Neuron, The Action Potential, Propagation of the Action Potential, The Myelin Sheath.

Unit IV Synapses and Synaptic transmission (15 Hours)

The Concept of the Synapse, the Properties of Synapses, Relationship among EPSP, IPSP, and Action Potentials Chemical Events at the Synapse, the Discovery of Chemical Transmission at Synapses the Sequence of Chemical Events at a Synapse.

Unit V Hormones and Behaviour (15Hours)

Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.

TEXT BOOKS

- Kalat, J.W. (2015) *Biological Psychology* (11thed.) New Delhi: Cengage Learning India Private Limited.
- Pinel, J.P.J.& Barnes, J.S. (2018) *Introduction to Biopsychology* (9th ed.) Uttar Pradesh: Pearson India Education Services Pvt Ltd
- Levinthal, C.F. (2003) *Introduction to Physiological Psychology*. (3rd ed.) New Delhi: Pearson Education, Inc.

BOOKS FOR REFERENCE

- Barnes, J. (2013) *Essentials of Biological Psychological*. New Delhi: Sage Publications Pvt Ltd
- Carlson, N. R. (2005) *Foundations of Physiological Psychology* (6th ed.). New Delhi: Pearson.
- Bremnar, J.D. (2005) *Brain Imaging Handbook*. New York: W.W Norton & Company Inc.

- Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

JOURNALS

1. Behavioural and Brain Functions
(<https://behavioralandbrainfunctions.biomedcentral.com/>)
2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>)

E-LEARNING RESOURCES

1. <http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf>
2. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function>
3. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse>
4. <https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/hormonal-endocrine-system>

ISSUES AND ETHICS OF PROFESSIONAL PRACTICE

Semester: I

Credits: 5

Nature of the Course: Allied

Teaching Hours: 90 Hours

COURSE OBJECTIVES

To offer the students a comprehensive overview to

- Understand concepts regarding the professional functioning of Psychologist
- Explain history, roles, professional organizations, ethics, legalities, standards, and credentialing.
- Current issues in the practice of psychology in a professional setting are explored.
- Apply ethical principles to specific cases.
- Integrate ethical concepts in practice.

COURSE OUTCOMES

As a result of this course, students will be able to:

- Understand history and philosophy of the psychology profession in general
- Identify professional roles and functions of psychologists, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communication
- Relate professional organizations, Including membership benefits, activities, services to members, and current issues.
- Understand the diversity of issues and manages boundaries and multiple relationships.
- Become familiar with ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in profession.

COURSE OUTLINE

Unit I Introduction to Professional Ethics

(18 Hours)

Definition of Ethics and Professionalism, psychology as a profession in historical perspective and professional identity. Professional codes of Ethics, Ethical decision making and steps involved.

Unit II Values in Helping Relationship**(18 Hours)**

Values, definition, values respective to the profession, nature of helping relationships, Different types of relationship based on the area of interest. Clarifying professionals value and their role in their work, ethics of imposing values on help seeking individuals, value conflicts regarding sexual attitude, abortion, religious, spiritual values and end of life decisions.

Unit III Ethical Principles and code of conduct**(18 Hours)**

Beneficence and Non-maleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's rights and dignity. Ethical standards: competence, human relations, privacy and confidentiality, record keeping, Ethical violations and ethical considerations.

Unit IV Managing Boundaries and Multiple Relationships**(18 Hours)**

Ethics of Multiple Relationships, controversies on Boundary Issues, managing multiple relationships in a small community, bartering for professional services, social relationships with clients, Ethics of therapeutic relationships.

Unit V Burnout and self-care**(18 Hours)**

Burn out – definition, signs and symptoms – physical, emotional and behavioural, difference between stress and burnout, causes and ways to prevent burnout, Self-care – definition and importance of self-care in the helping profession.

TEXT BOOKS

- Bersoff, D.N. (Editor) (1999) *Ethical Conflicts in Psychology*. Washington, DC: American Psychological Association.
- Nagy, T.F. (2000) *Ethics in Plain English: An Illustrative Casebook for Psychologists*. Washington, DC: American Psychological Association.
- Corey, G., Corey, M.S., Corey, C. & Callanan, P. (2015) *Issues and ethics in the helping professions* (9th Ed.) Stamford, CT: Brooks/Cole.
- Koocher, G.P. & Keith, Spiegel P. (2016) *Ethics in psychology and the mental health professions* (4th Ed.) Oxford, England: Oxford University Press.

BOOKS FOR REFERENCE

- Batson C. D. & Thompson E.R. (2001) *Why don't moral people act morally?* Motivational considerations. *Current Directions in Psychological Science*, 10, 54,57.

- Knapp S., Gottlieb M., Berman J., & Handelsman, M.M. (2007). *When laws and ethics collide: What should psychologists do? Professional Psychology: Research and Practice*, 38, 54,59.
- Fuqua D. R., Newman J.L., Simpson D.B., & Choi N. (2012). *Who is the client in organizational consultation? Consulting Psychology Journal: Practice and Research*, 64(2), 108,118.

GENERAL PSYCHOLOGY –II

Semester: II

Credits: 4

Nature of the Course: Core Paper

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To offer the students a comprehensive overview and understanding on

- Components of thought, strategies of problem solving, decision making and reasoning and characteristics of Language.
- Theoretical contributions to intelligence and measurement of intelligence.
- Emotions and theoretical perspectives of emotions.
- Theoretical approaches to motivation and emotional intelligence and creativity.
- Theories of personality and its measurement.

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 Critically examine the process of thinking and reasoning and applying the principles in problem solving and infer the role of language in thinking.
- CO2 Gain insight into complex emotional experiences of human being and analyse the experience of self in day to day life.
- CO3 Examine components of intelligence and understand the role of technology in simulating human intelligence.
- CO4 Critically analyse approaches to the study of personality and its measurement
- CO5 Summarize and point out factors that drive human behaviour.

COURSE OUTLINE

Unit I Theoretical Perspectives on Thought Process, Reasoning and Problem Solving

(15 hours)

Definition and Basic concepts of thought process, propositions and images, Reasoning, Decision Making, Problem Solving, Language. Theories of reasoning and problem solving.

Unit II Intelligence and Creativity

(15 hours)

Definition and determinants of Intelligence, Theories of intelligence: Factor theories and cognitive theories; assessment of intelligence, Recent trends in intelligence-multiple

intelligence, emotional intelligence, social Intelligence, environmental intelligence, Creative Thinking- insight in creative thinking, stages in creative thinking, nature of creative thinking and characteristics of creative thinkers. Role of technology in simulating human intelligence.

Unit III Motivation

(15 hours)

Definition of Motivation, Characteristics and Types of Motivation, Theories of motivation – Instinct, Drive reduction, Arousal, Incentive, Cognitive, Humanistic approaches, Types - Biological motives, Social motives, Frustration and conflict of motives, Motivational Competence

Unit IV Emotion

(15 Hours)

Definitions of Emotions: Nature of emotions, Cognitive appraisal and emotion, Subjective experience and emotion, bodily changes and emotion, facial expression and emotion, Theories of emotion – James Lange Theory, Cannon Bard Theory, Cognitive Theory, Assessment of Emotions- Management of emotions.

Unit V Personality

(15 Hours)

Definition and Concept of Personality, Determinants of Personality, Approaches - Psychoanalytic approach, Behaviouristic approach, Cognitive approach, Humanistic approach, Assessment of Personality – Questionnaire, Rating Scales and Projective Tests

TEXT BOOKS

- Baron, R.A. & Misra, G. (2017) *Psychology: Indian Subcontinent Edition*. (5th ed.) India: Pearson India Education Services Inc.
- Khatoon, N. (2012) *General Psychology*, Dorling Kindersley India Pvt Ltd
- Hilgard, E.R., Atkinson, R.L., Atkinson, R.C. (2014) *Introduction to Psychology* (16th ed.) Wordsworth Pub. Co.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler J. (2007) *Introduction to Psychology* (7thed.) Singapore: McGraw- Hill.

BOOKS FOR REFERENCE

- Feldman R.S. (2006) *Understanding Psychology* (6th ed.) New Delhi: Tata McGraw Hill.
- Kalat J. (2007) *Introduction to Psychology* (8th ed.) Wordsworth Pub. Co.
- Myers D.G. (2004) *Psychology* (5th ed.) New York: Worth Publishers.
- Ciccarelli S.K. & White J.N. *Psychology* 5th ed. (2018) Adapted Misra G. Noida: Pearson India Education Services Pvt Ltd
- Ciccarelli S.K. & Meyer G. E. (2006) *Psychology* Delhi: Pearson Education.
- Coon D. & Mitterer (2007) *Introduction to Psychology – Gateways to Mind and Behaviour* (11th Ed.) Delhi: Thomson Wadsworth
- Passer M.W. & Smith R.E. (2007) *Psychology- The Science of mind and Behavior* (3rd Ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd

JOURNALS

1. Judgment and Decision making (<http://journal.sjdm.org/>)

ELEARNING RESOURCES

1. <https://faculty.washington.edu/robinet/Learning.htm>
2. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/>
3. <http://ncert.nic.in/ncerts/l/kepy108.pdf>
4. <https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf>
5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf

BIOLOGICAL PSYCHOLOGY –II

Semester: II

Credits: 4

Nature of the Course: Core Paper

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To understand Biological Rhythms, and Biological Basis of sleeping and dreaming.
- To learn the Brain mechanisms of Thirst and Hunger
- To learn the Brain mechanisms in Emotions
- To comprehend the Biological Basis of Learning and Memory
- To explain lateralization of brain's functions and the production and comprehension of Speech.

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 Describe the physiological basis of sleep and dream
- CO2 Explain the physiological mechanisms underlying basic needs
- CO3 Explain the role of central and peripheral nervous system in the experience of emotions
- CO4 Describe the biological basis of learning and memory
- CO5 Explore the difference in functions of the right and left hemisphere and list brain areas that are involved in speech functions.

COURSE OUTLINE

Unit I Circadian Rhythms, Sleep and Dreaming

(15 Hours)

Rhythms of Waking and Sleeping: Endogenous Cycles. Setting and Resetting the Biological Clock. Mechanisms of the Biological Clock. Sleep and Brain Mechanisms: Sleep and other Interruptions of Consciousness, The onset of Sleep and Hypnologic Hallucinations, Stages of Sleep. Paradoxical or REM sleep. Brain Mechanisms of Wakefulness and Arousal. Brain Functions in REM Sleep. Functions of Sleep. Dreaming: REM sleep and dreaming, Biological Perspectives on Dreaming.

Unit II Biological Basis of Thirst and Hunger

(15 Hours)

Thirst: Mechanisms of Water Regulation. Osmotic Thirst, Hypovolemic Thirst and Sodium Specific thirst. Hunger: Digestion and Food Selection: Short and Long Term Regulation of Feeding and Brain Mechanisms.

Unit III Biological Basis of Emotions

(15 Hours)

Emotions: Introduction. Emotions, Autonomic Arousal and the James-Lange Theory. Brain Areas Associated with Emotions. The Functions of Emotions, Attack and Escape Behaviours: Attack Behaviours, fear and anxiety.

Unit IV Biological Basis of Learning and Memory

(15 Hours)

Localized representations of Memory: Types of Memory. The Hippocampus, Theories of the Function of the Hippocampus, the Basal Ganglia. Other Types of Amnesia: Korsakoff's syndrome and Alzheimer's disease. Other Brain Areas in Memory: Parietal Lobe, Temporal Lobe and Prefrontal Cortex.

Unit V Lateralization and Language

(15 Hours)

Lateralization of Functions: The Left and Right Hemispheres, Visual and Auditory Connections to the Hemispheres, Corpus Collosum. Language: Speech Production- Broca's Aphasia Speech Comprehension: Wernicke's Aphasia.

TEXT BOOKS

- Carlson N.R. (2001) *Physiology of Behavior*. (7thed.) Massachusetts: Pearson Education.
- Kalat J.W. (2015) *Biological Psychology* (11thed.) New Delhi: Cengage Learning India Private Limited.
- Pinel J.P.J. (2007) *Biopsychology*. (6thed.) New Delhi: Pearson Education, Inc.

RECOMMENDED BOOKS

- Barnes J. (2013) *Essentials of Biological Psychological*. New Delhi: Sage Publications Pvt Ltd
- Pinel J.P.J & Barnes J.S. (2018) *Introduction to Biopsychology* (9th Ed.) Uttar Pradesh: Pearson India Education Services Pvt Ltd

- Rosenweig M.R., Leiman A.L. & Breedlove S.M. (1999) *Biological Psychology: An Introduction to Behavioral, Cognitive and Clinical Neuroscience*. (2nded.) U.S.A: Sinauer Associates, Inc.
- Wagner H & Silber K. (2004) *Physiological Psychology*. New York: BIOS Scientific Publishers
- Carlson N.R. & Birkett M. (2017) *Physiological of Behavior* (12th ed.) Noida: Pearson.

JOURNALS

1. Behavioural and Brain Functions
(<https://behavioralandbrainfunctions.biomedcentral.com/>)
2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>)

E LEARNING RESOURCES

1. <https://www.tuck.com/stages/https://slideplayer.com/slide/8024292/>
2. <https://courses.lumenlearning.com/boundless-psychology/chapter/biology-of-emotion/>
3. http://www.elaine-m-hull.com/lectures/biology_learning_memory_russia.pdf
4. <https://www.slideshare.net/alxndr01/chapter-14-lateralization-language-presentation>

APPLIED PSYCHOLOGY

Semester: II

Credits: 5

Nature of the Course: Allied

Teaching Hours: 90 Hours

COURSE OBJECTIVES

To enable the students

- To introduce to the various fields of application of social psychology and to the roles of psychologists working in these specialized fields.
- To understand the application of cognitive psychology.
- To understand the effects of media on the thoughts and behaviours of viewers.
- To highlight the values and approaches of the field of community psychology and to understand the effects of stigmatization and how social barriers can be removed to bring about social change.
- To understand the cognitive errors and how it operates on the thinking and behaviour of the individual and nature of forensic psychology.

COURSE OUTCOMES

- CO1 Identify various areas in which social psychology principles can be applied.
- CO2 Apply the cognition in the technology specifically in the cognitive psychology
- CO3 Critically analyse the role of media on social cognition and action.
- CO4 Devise ways to build better environment by identifying social barriers to change
- CO5 Apply psychology principles in the field of forensic.

Unit I Introduction to Applied Psychology

(18 Hours)

Meaning and definition of applied Psychology as a Science, The Role of personal values, Areas of Focus and Various roles of applied psychologists.

Unit II Technology and Psychology (Applied Cognitive Psychology)

(18 Hours)

Introduction to Applied Cognitive Psychology: Nature, Scope, and History, perception and attention: Applications to Driving and Aviation (especially in avoiding accidents), Face identification: Face -processing models, factors affecting accuracy of eyewitness identification, facial composite systems, psychology and Technology: Human-Computer Interaction, Psychological applications of virtual reality, Psychology of Artificial Intelligence.

Unit III Forensic Psychology**(18 Hours)**

Definition and meaning of Forensic and its application in psychology, nature and scope of Forensic Psychology, application areas of Forensic Psychology, Role of Forensic Psychologist.

Unit IV Media Psychology**(18 Hours)**

Effects of Media violence: The Consequences of Viewing Media Violence, Imitation of Violence, Media and Aggressive Thoughts, Media Violence and Fear, Effects of long term exposure to Pornography, Effects of negative Media Coverage. Media and Perceptions on Mental Illness. Media and Positive Social Change.

Unit V Community Psychology**(18 Hours)**

Community Psychology: Definition, Origins, Community psychology values and approaches. Sense of Community: Person and Environment fit. The Internet as a source of community and help. Diversity versus prejudice and stigmatization, bringing about social change, influencing policy and changing structural/social barriers.

TEXT BOOKS

- Coutts M.L., Gruman A.J. & Schneider W.F. (2012) *Applied Social Psychology* (2nd Ed.) New Delhi: Sage Publications.
- Bartol RC. (2012) *Forensic Psychology*. New Delhi: Sage Publications.
- Gregory W.L. & Burroughs W.J. (1989) *Introduction to Applied Psychology*. Scott, Foresman and Company.
- Schaie W. & Willis S.L. (2011) *Hand Book of the Psychology of Aging*. New York: Elsevier Publication.
- Sharma R. (2004) *Advanced Applied Psychology* Atlantic. New Delhi.
- Groome D. & Eysenck M.W. (2016). *An Introduction to Applied Cognitive Psychology*. London; Routledge, Taylor & Francis.
- Martin P. R., Cheung F. M., Knowles M. C., Kyrios M., Littlefield L., Overmier J. B., Prieto J. M. (Eds) (2011). *IAAP Handbook of Applied Psychology*. UK: Wiley Blackwell.

RECOMMENDED BOOKS

- Kassin S., Fein S. & Markus H.R. (2014) *Social Psychology* (9th Ed.) New Delhi: Cengage Learning.
- Davey G. (2011) *Applied Psychology* (1st Ed.) Britain: BSP Blackwell and British Council Library.

JOURNALS

1. Basic and Applied Social Psychology (<https://www.tandfonline.com/loi/hbas20>)
2. Journal of Applied Psychology (<https://onlinelibrary.wiley.com/loi/15591816>)

E- LEARNING RESOURCES

1. https://assets.cambridge.org/97805218/69799/excerpt/9780521869799_excerpt.pdf
2. <https://memberfiles.freewebs.com/37/84/82578437/documents/1841695815>
3. https://elibrary.bsu.az/books_163/N_55.pdf
4. <https://www1.psych.purdue.edu/~willia55/120/LectureSocialF10.pdf>
5. <https://www.apadivisions.org/division-46/about/what-is>

SEMESTER - III
DEVELOPMENTAL PSYCHOLOGY –I

Semester: III

Credits: 4

Nature of the Course: Core

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To Compare the different theories of development
- To understand Prenatal development, the birth process and postpartum period
- To learn Physical, cognitive, language, emotional and personality development in infancy, early childhood and middle and late childhood
- To have Knowledge on attachment styles and Influence of social contexts in infant's development
- To comprehend the influence of families, school and cultural environment on various domains of development in childhood.

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 Describe the course of development of human and the influence of genetic and environmental factors on human life.
- CO2 Explain the significance of development in various domains
- CO3 Examine the influence of attachment styles and social contexts in the process of development
- CO4 Compare and contrast healthy and unhealthy family environments on the developing child, relate it to real life situations and utilize this knowledge for fostering healthy environment
- CO5 Infer the outcomes of development influenced by other environmental factors and plan strategies to create positive environment.

Unit I Human Development

(15 Hours)

Introduction to Human Development through the Life Span, Psychosexual development (Freud), Cognitive Development (Piaget), Psychosocial Development – Eric Erickson, Moral Development – Kohlberg, Social Learning theory – Albert Bandura

Unit II Conception through Birth**(15 Hours)**

Meaning of developmental changes, significant facts about development, Developmental stages, Developmental Issues, Conception of Age. Characteristics of the Prenatal Period, How Life begins, Importance of Conception, Periods of Conception, Periods of Prenatal development, Stages of child Birth, Types of childbirth, Attitudes of significant people, Prenatal hazards & complications of low birth weight.

Unit III Infancy and Babyhood**(15 hours)**

Characteristics of Infancy, developmental tasks, Major adjustment of Infancy, Conditions influencing adjustment to Post-natal life, Characteristics of the Infant, Hazards of Infancy. Characteristics of Babyhood, Developmental tasks of babyhood, Physical development, Physiological development, Muscle Control, Speech development, Emotional behaviour, Socialization, Interesting Play, Development of Understanding, Beginnings of Morality, Beginnings of Sex, Role typing, Family Relationships, Personality development, Hazards and Happiness.

Unit IV Early Childhood**(15 hours)**

Characteristics of Early Childhood, Developmental tasks, Physical development, Physiological habits, Skills of Early Childhood, Improvement in Speech, Emotions, Socialization, Play, Development of Understanding, Moral development, Common Interests, Sex, Role typing, Family Relationship, Personality development, Hazards and Happiness.

Unit V Late Childhood**(15 hours)**

Characteristics of Late Childhood, Developmental tasks, Physical development, Skills, Speech improvement, Emotions and Emotional Expressions, Social groupings and Social behaviour, Play interest and activities, Increase in Understanding, Moral attitudes and behaviour, Interests, Sex, role typing, Changes in Family relationships, Personality Changes, Hazards and Happiness.

TEXT BOOKS

- Papalia D. E, Olds S. W.& Feldman R.D. (2004) *Human Development* (9thEd.)
Chennai: McGraw-Hill Education (India) Private Limited.

- Santrock J.W. (2011) *Life-Span Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited.
- Santrock J.W. (2013) *Child Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited.
- Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach*, Tata McGraw, Hill Education Pvt Ltd

RECOMMENDED BOOKS

- Bee H. & Boyd D. *The Developing Child* (10th Ed.) Delhi: Pearson Education.
- Berk L.E. (2013) *Child Development* (9th Ed.) New Delhi: PHI Learning Pvt Limited.
- Feldman R.S. & Babu N. (2019) *Child Development* (8th Ed.) Noida: Pearson.
- Feldman R.S. (2015) *Development across the lifespan* (7th Ed.) Delhi: Pearson.
- Shaffer D.R. & Kipp K. (2007) *Developmental Psychology – Childhood and Adolescence* (7th Ed.) Haryana: Thomson Wadsworth.

JOURNALS

1. Genes and Environment (<https://genesenvironment.biomedcentral.com/>)
2. Developmental psychology commons (<http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/>)

E LEARNING RESOURCES

1. <https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/>
2. <https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development>
3. <https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding>
4. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-age-26/physical-development-age-26>
5. https://us.sagepub.com/sites/default/files/upm-binaries/97496_Chapter_9_Physical_and_Cognitive_Development_in_Middle_Childhood.pdf
6. <https://www.webmd.com/children/piaget-stages-of-development#1>

SUGGESTED PRACTICALS

1. Learning Social development through play: Observation of children playing in the park: participant or non-participant observation. Using Patton's typology to understand different types of plays and children's socio-emotional development.
2. Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

SOCIAL PSYCHOLOGY –I

Semester: III

Credits: 4

Nature of the Course: Core

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To identify the aspects of social psychology in real life.
- To understand how attitudes can be formed and changed.
- To demonstrate understanding of social pressure and prosocial behaviour.
- To evaluate and critique the theoretical concepts of social psychology.
- To communicate knowledge of the various theoretical underpinnings of interpersonal attraction.

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 Understand human behaviour in social setting
- CO2 Compare and contrast the reasons for difference in behaviours of individuals in the presence of others
- CO3 Infer and predict causal factors for social behaviour and thought
- CO4 Examine the sources of prejudice and devising ways to reduce it
- CO5 Analyse reasons for being with and deviating from the group

Unit I Introduction to Social Psychology

(15 Hours)

Meaning and Definition of Social Psychology, Nature of Social Psychology, Scope of Social Psychology (Traditional theoretical perspective).

Unit II Social Perception

(15 Hours)

Definition of Self-concept: self- image, self-esteem, self-presentation, Impression Formation and Impression Management, Attribution- Meaning and definition, Theories of attribution; attribution errors and Cognitive dissonance.

Unit III Social Attitude**(15 Hours)**

Nature and Formation of Attitudes, Theories of attitude change, Persuasion- meaning and definition, Resistance to Persuasion, Change of Attitude within Cultural Context.

Unit IV Group and Social Influence**(15 Hours)**

Definition of Conformity, Factors influencing conformity, Classic studies- Sheriff, Asch, Milgram's obedience studies, Resisting Social Pressure and Social Power

Unit V Interpersonal Attraction and Altruism**(15 Hours)**

The Beginning of Attraction: Proximity, physical attraction, similarity, the need to affiliate, Theories of interpersonal attraction- Sternberg's love triangle, learning and cognitive theory, Altruism, Prosocial Behaviour: meaning and definition, Internal and external influences on decision to help, Increasing helping Behaviour.

TEXT BOOK

- Baron R.A. & Byrne D. (2014) *Social Psychology* (13th Ed.) Prentice-Hall of India.
- Myers D.G. (2012) *Social psychology* (11th Ed.) New York, NY: McGraw.

BOOKS FOR REFERENCE

- Fiske S.T. (2010) *Handbook of Social Psychology*. New Jersey: John Wiley and Sons.
- Gruman J.A., Schneider F.W. (2012) *Applied Social Psychology-Understanding Social problems and Practical Problems*. New Delhi: Sage South Asia.

JOURNALS

1. Journal of Social and Political Psychology (<https://jspp.psychopen.eu/index.php/jspp>)
2. International Review of Social Psychology (<https://www.rips-irsp.com/about/>)

E LEARNING RESOURCES

1. https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf
2. <https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf>
3. <https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/>

4. <https://courses.lumenlearning.com/wsu-sandbox/chapter/prejudice-and-discrimination/>
5. <https://courses.lumenlearning.com/boundless-psychology/chapter/social-influence/>
6. <https://www.youtube.com/watch?v=wdUu3u9Web4>
7. <https://www.youtube.com/watch?v=NyDDyT11DhA>

SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)

1. Assessment of implicit and explicit attitudes towards homosexuality using Implicit association test (Conducting Harvard University's IAT for attitude towards homosexuality) Other issues that can be taken up for study/discussion are ageism/casteism/ sexism etc., enabling awareness of subtle and unconscious level at which prejudices exist and discrepancies between explicit and implicit attitudes amongst the students.
2. To study bystander effect: Using actor and confederates to see how children standing outside the canteen/ garden of college respond to the actor fainting. Behavioural response as well as the time taken by children in responding to the "fainting" actor is recorded and analysed.
3. Role of gender in impression formation: Subjects are given the same verbal description for male/female targets, but gender is manipulated by changing the name (like using Kumar / Kumari or Ankit/Ankita). Subjects are asked to rate the given person "Ram/Rama" on the basis of the description provided on different dimensions.
4. Analysis of news in National daily's (Newspapers in Hindi, English and other languages), identifying news of unethical/immoral incidents, making a list of incidents for a month, then classifying it according to types of incidents and also analysing underlying values and bases of moral behaviour, and the kind of social problem associated with it.

STATISTICS IN PSYCHOLOGY –I

Semester: III

Credits: 5

Nature of the Course: Allied

Teaching Hours: 90 Hours

COURSE OBJECTIVES

To enable the students

- To emphasize basic concepts, need and importance of statistics and education.
- To impart knowledge on graphical representation of data
- To enable students to plan, collect and organize data.
- To familiarize students with steps and procedures involved in computing measures of central tendency and variability.
- To enable them to select and choose appropriate statistical tools for analysing and interpreting data.

COURSE OUTCOME

On successful completion of the course, students will be able to

- CO1 List the need and importance of statistics in psychology
- CO2 Draw and make charts for easy analysis and interpretation of data
- CO3 Organize and categorize data
- CO4 Select and use relevant computational procedures for describing data
- CO5 Apply appropriate statistical techniques for data analysis and interpretation.

COURSE OUTLINE

Unit I Introduction

(18 Hours)

Meaning of statistics, need and importance of statistics in psychology and education, Branches of statistical methods. Basic Concepts: Variables, Values and Scores. Scales of measurement- nominal, Ordinal, interval and ratio; organization of data- statistical tables, Frequency distribution.

Unit II Graphical and Diagrammatic representation of data

(18 Hours)

Objectives, Utility and Limitations. Types of Diagrams. Rules for drawing diagrams. Construction of frequency distribution graphs: Histograms, Pie chart and Bar graphs, Frequency Polygon and O-give. Percentiles and percentile ranks.

Unit III Measures of Central Tendency

(18 Hours)

Mean, Median and Mode; Process of Computation and its Properties. Selecting a measure of central tendency.

Unit IV Measures of Variability

(18 Hours)

Range, Quartile deviation, Average deviation. Standard deviation and variance. Selecting a measure of variability.

Unit V Correlation

(18 Hours)

Meaning and Types; Correlation and Causation; coefficient of correlation and its interpretation; Rank difference method and product moment method (computation in ungrouped data)

TEXT BOOKS

- Garrett H.E. (1981) *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd
- Gravetter F.J. & Wallnau L.B. (2013) *Statistics for behavioural sciences* (9th Ed.) Cengage Learning India Private Ltd
- Gupta S.P. (2014) *Statistical Methods*. (44th ed.) New Delhi: Roopak Printers.
- Mangal S.K. (1987). *Statistics in Psychology and Education*. New Delhi: PHI Learning PrivateLtd

RECOMMENDED BOOKS

- Aron E.N., Coups E. (2012) *Statistics for Psychology* (3rd Ed.) Prentice Hall.
- Bali N.P, Gupta P.N. & Gandhi C.P. (2015) *Quantitative Techniques* (2nd Ed.) Laxmi Publication Pvt Ltd
- Gravetter F.J. & Wallnau L.B. (1995) *Essentials of statistics* (2nd Ed.) West Publishing Company.
- Haslam S.M. & McGarty C. (2003) *Research Methods and statistics in Psychology* Sage Publications Ltd
- King B.M. & Bear G. (2001) *Statistical Reasoning in Psychology and Education* (3rd Ed.) John Wiley & Sons Inc.

JOURNALS

1. Statistics Education Research Journal(https://iase-eb.org/Publications.php?p=SERJ_issues)
2. Open Journal of Statistics(<https://www.scirp.org/journal/ojs/>)

E LEARNING RESOURCES

1. <https://www.mv.helsinki.fi/home/jmisotal/BoS.pdf>
2. <https://byjus.com/maths/graphical-representation/>
3. <https://www.psychologydiscussion.net/educational-psychology/statistics/measures-of-central-tendency-and-how-it-helps-in-educational-psychology/2741>
4. https://us.sagepub.com/sites/default/files/upm-binaries/66956_Tokunaga_Chapter_4.pdf
5. <https://www.simplypsychology.org/correlation.html>

PSYCHOLOGY OF RELATIONSHIP

Semester: III

Credits: 3

Nature of the Course: Inter disciplinary

Teaching Hours: 60 Hours

COURSE OBJECTIVES

To enable the students

- To emphasize philosophical and psychological Basis of Relationship.
- To impart knowledge on basics of relationship science
- To comprehend psychological consequence of loss and grief
- To understand the importance of positive relational attitudes and also practice them in their own lives.

COURSE OUTCOME

On successful completion of the course, students will be able to

- CO 1 Understanding of the philosophical and psychological basics of relational interconnectedness that exists between and among members.
- CO 2 Acquainting with the basics of relationship science so as to foster an appreciation of the dynamics of establishing, maintaining, and dissolving relationships
- CO 3 Appreciating the developmental and social origins of human relationships
- CO 4 Developing insights about the psychological consequences of loss and grief (death, divorce, break-up) as well as the healing process; through both theories grounded in empirical research as well as through their own self reflexivity grounded in introspection and sharing with peers and friends.
- CO5 Appreciating the importance of positive relational attitudes like self-acceptance, gratitude, forgiveness in establishing and maintaining healthy relationships and also practice them in their own lives

COURSE OUTLINE

Unit I Relational Interconnectedness

(15 Hours)

Understanding our 'connected self', Importance of nurturing the self and practicing self-extension to nurture others, exploring relationship with animals, plants and nature and cosmos.

Unit II Social Psychology of Relationships

(15 Hours)

Developmental perspective on relating with children, adolescents, adults and the elderly, Understanding the relational dynamics of social exclusion, violence and marginalization (e.g., disabled, LGBT, caste and tribal status etc.).

Unit III Young Adult Relationship

(15 Hours)

Interpersonal attraction, love and attachment, Relationship satisfaction: social exchange, equity, power, biased attribution and Illusions, sex, Relationship Problems: Jealousy, loneliness, conflict, possessiveness.

Unit IV Loss, Grief and Healing

(15 Hours)

Understanding the effect of loss of relationships (death, divorce, and break-up) on people, healing through deeper listening, mindfulness and compassion.

Unit V Healthy Relationship

(15 Hours)

Understanding the dynamics of broken and flourishing relationships, practicing positive relational attitudes like self-acceptance, gratitude, forgiveness, emotional calm and somatic awareness etc. creating future flourishing communities – friendship, family and social support.

TEXT BOOKS

- Axiline V.M. (1964). *Dibs: In Search of Self*. London: Penguin Books.

REFERENCE BOOKS

- Diener E., & Oishi S. (2005). The non-obvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.
- Diener E., & Seligman M.E.P. (2002). Very happy people. *Psychological Science*, 13, 81- 84
- Gala J., & Kapadia S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*. 58(4), 406-418.
- Gordon A.M., Impett E.A., Kogan A., Oveis C., & Keltner D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.
- Kumar S. (2002). *You are therefore I am: A declaration of dependence*. New Delhi, India: Viveka Foundation.

- Saint-Exupery, Antoine de. (1977). *The Little Prince*. London: Piccolo Books.
- Snyder C.R., Lopez S.J., & Pedrotti J.T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi, India: Sage Pub. Chapter 12: Attachment, love and Flourishing relationships.
- Valmiki O. P. (2008). *Joothan: An untouchable's life*. New Delhi, India: Timeless Books.

Suggested Practical Work (Illustrations only)

1. Understanding conflicts, forgiveness, love, acceptance, loss, grief etc. inter- personal relations through analyses of short films: A discussion in the class can be done using short films to help students understand the nuances of these.
2. Sharing, analysis and dialogue on stories, movies and narratives could be used to deepen the cultural structuring and flow of human relationships.

SEMESTER - IV
DEVELOPMENTAL PSYCHOLOGY –II

Semester: IV

Credits: 4

Nature of the Course: Core

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To learn the physical and cognitive changes in adolescence and adulthood and address the various issues in health.
- To comprehend the self, identity, spiritual and religious development along with understanding sexuality and influence of families and peers in adolescence.
- To explicit socio-emotional development and aspects of sexuality, attraction, love and close relationships in all stages of adulthood.
- To learn the factors influencing longevity, course of physical and cognitive functioning, ageing, work and retirement and mental health problems in older adults.
- To compare different theories of socio-emotional development, personality development and discussing families and social relationships of aging adults.

COURSE OUTCOME

On successful completion of the course, students will be able to

- CO1 List and describe critical biological changes during adolescence and adulthood.
- CO2 Explore the influence of structured learning environments on cognitive functioning.
- CO3 Analyse the role of psychosocial factors on the developing self.
- CO4 Evaluate and differentiate changes in development with respect to physical, cognitive and sexual self from different stages of development and its implications for everyday life.
- CO5 Understand and devise ways to initiate and sustain positive interpersonal relationships.
- CO6 Evaluate the experience of aging, death and Dying in different cultural contexts.

COURSE OUTLINE

Unit I Puberty

(15 Hours)

Meaning, Characteristics, Criteria, Process of Puberty, growth spurt, Body changes, Effects of puberty changes, Hazards & Happiness.

Unit II Adolescence

(15 Hours)

Characteristics of Adolescence, Developmental tasks, Physical changes, Emotional changes and Social change, Interests, Morality, Sex interest and Behaviour, Family relationships, Personality change, Hazards & Happiness.

Unit III Young Adulthood

(15 Hours)

Characteristics of Adulthood, Developmental tasks, Changes in interest, Social Mobility, Sex role adjustments, Vocational adjustments, Marital Adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and Marital adjustment, Success of Adjustment to adulthood.

Unit IV Middle Age

(15 Hours)

Characteristics of Middle Age, Developmental tasks, Adjustment to physical changes and mental changes. Social Adjustment, Vocational Adjustment: Adjustment to changed family patterns, being single, loss of a spouse, Adjustment to approaching retirement, Vocational and Marital Hazards, Adjustment to approaching old age.

Unit V Old Age

(15 Hours)

Characteristics of Old Age, Developmental tasks, Adjustment to physical changes, Change in motor and mental abilities - Changes in interests, Vocational Adjustment, Retirement, Changes in family life, loss of spouse, Living arrangement for elderly hazards.

Text Books

- Santrock J.W. (2011) *Life-Span Development* (13th Ed.) New Delhi: Tata McGraw Education Private Limited.
- Hurlock E.B. (2010) *Developmental Psychology: A Life, Span Approach*. Tata McGraw, Hill Education Pvt Ltd

BOOKS FOR REFERENCE

- Birren E. James. & Schaie K Warner (2001) *Handbook of the Psychology of Aging*. San Diego: Academic Press. 5thEd.
- Hurlock E.B. (1980) *Developmental Psychology – A Lifespan Approach* (5th Ed.) New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Santrock J.W. (2007) *Adolescence* (11thEd.) New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Shaffer D.R. (1996) *Developmental Psychology – Childhood and Adolescence* (4th Ed.) California: Brooks/Cole Publishing Company.
- Shaffer D.R. & Kipp K. (2007) *Developmental Psychology – Childhood and Adolescence* (7thEd.) Haryana: Thomson Wadsworth.
- Sigelman C.K. & Shaffer D.R. (1995) *Life span Development* (2nd Ed.) California: Brooks/Cole Publishing Company.

JOURNALS

1. Work, Aging and Retirement (<https://academic.oup.com/workar/issue>)
2. Journal of Youth and Adolescence (<https://link.springer.com/journal/10964>)
3. Journal of Aging and Geriatric Psychiatry (<http://www.alliedacademies.org/aging-and-geriatric-psychiatry/>)

E LEARNING RESOURCES

1. [https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspective_\(Lally_and_Valentine-French\)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood](https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspective_(Lally_and_Valentine-French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood)
2. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-age-4565/crisis-in-middle-adulthood-age-4565>
3. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-65/physical-development-age-65>
4. <https://courses.lumenlearning.com/lifespandevelopment2/chapter/psychosocial-development-3/>
5. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/death-and-dying/the-stages-of-dying-and-death>

SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)

1. Interview of elderly participants (staying with family and in old age homes). This helps build conversational skills, interviews skills, qualitative/Content analysis, professional ethics, sensitivity to the problems of aged, responsibility, awareness of policies etc. in the students.
2. Life review of an old person or a middle aged person. They also learn how to transcribe data from audio-recording.
3. Learning Social development through play: Observation of children playing in the park: participant or non-participant observation. Using Patton's typology to understand different types of plays and children's socio-emotional development.
4. Discussion on moral dilemmas like from the movie "Rang de Basanti", asking students voice their opinions and whether the protagonists behaved ethically.
5. The clinical interview method, particularly the moral judgment interview if combined with self-constructed dilemmas offers a more in-depth valence into how moral intentions and behaviours are shaped. The vignettes on personally relevant topics of personal relationships; life death situations etc. when constructed by students themselves teach not just the intricacies of how a situation can be construed differently from different perspectives but also how responses differ according to individuals' stances. Such activities help to build the critical thinking skill while dilemma construction leads to enhance in-depth knowledge of the stages and sub levels of Kohlberg's Theory and also allows for critical appreciation of Gilligan's critique. It also helps in perspective taking while creating a scoring scheme which allows for nuances in responses to be picked up and classified in the stage model.
6. Observation based study on the interaction between individuals and contexts (family, school, peers, culture)
7. Evaluating quality of service in old-age homes or orphanages
8. Identifying the moral challenges by noting the incidents reported over certain time duration in newspapers and classifying them according to the age of offender.

SOCIAL PSYCHOLOGY –II

Semester: IV

Credits: 4

Nature of the Course: Core

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.
- To understand the dynamics of intimate relationships such as friendship and love.
- To get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour.
- To comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.
- To understand the nature of conflict and ways to promote peace in the society.

COURSE OUTCOME

On the successful completion of this course, students will be able to

- CO1 Illustrate group influences and apply the knowledge to explain day to day events
- CO2 Critically examine intimate relationships and infer the dynamics of intimate relationship such as friendship and love.
- CO3 Identify reasons for why, when people help and devise strategies to promote pro-social behaviour
- CO4 Summarize factors that cause aggression and apply the knowledge to avert and reduce aggression
- CO5 Understand the dynamics involved in conflict and explore ways of Peace Making.
- CO6 Summarize different applied areas of social psychology

COURSE OUTLINE

Unit I Group Dynamics

(15 Hours)

Meaning and Definition Group, Formation of groups, Types of Groups, Social facilitation, social loafing, Deindividuation, Group Polarization, Group thinking and leadership influence.

Unit II Aggression**(15 Hours)**

Meaning and Definition of aggression, Types of Aggression, Theoretical Perspectives- Biological theories, Drive theories, Social learning theories, frustration-aggression theory, Influence on aggression- Social determinants, Situational determinants and Management of aggression.

Unit III Prejudice and Confirmation bias**(15 Hours)**

Meaning and definition of prejudice, The Nature of Prejudice, Sources of Prejudice- Social, cognitive, motivational sources, features of prejudice- discrimination, Stereotypes, Racism, Sexism, Ageism, Consequences of prejudice; methods to reduce prejudice, Confirmation bias and favouritism.

Unit IV Conflict and Peace Making**(15 Hours)**

Meaning and Definition of conflicts, Conflict: Social dilemmas, competition, perceived injustice, Misperception, Conflict resolution – concept and strategies and theories, peace-making; meaning and definition, Strategies for peace.

Unit V Application of Social Psychology**(15 Hours)**

Legal System: Effects of police procedures and media coverage; Eyewitness, Testimony- Effects of judges and defendants, Clinical Settings-accuracy of clinical judgments, social-psychological approaches to treatment. Applying Social Psychology in political behaviour- causes of political behaviour, political attitudes and beliefs.

TEXT BOOKS

- Baron A & Byrne (2003) *Social Psychology* 10th Edition, Prentice Hall.
- Bramcombe N.R., Baron R.A. & Kapur P. (2017). *Social Psychology*. (14th ed.) Noida: Pearson India Education Services Pvt Ltd
- Myers, David G. (2002) *Social Psychology* 7th Edition, McGraw Hill Book Co.

BOOKS FOR REFERENCE

- Kool V.K. & Agarwal R. (2006) *Applied Social Psychology*. A Global perspective. Atlantic Publishers (P) Ltd

JOURNALS

1. Journal of Social and Political Psychology (<https://jspp.psychopen.eu/index.php/jspp>)
2. International Review of Social Psychology (<https://www.rips-irsp.com/about/>)

E LEARNING RESOURCES

1. <https://facultystaff.richmond.edu/~dforsyth/pubs/ForsythBurnette2010Proofs.pdf>
2. https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia_Insights_1e_Ch10.pdf
3. <https://opentextbc.ca/socialpsychology/chapter/understanding-altruism-self-and-other-concerns/>
4. <https://2012books.lardbucket.org/pdfs/social-psychology-principles/s13-aggression.pdf>
5. https://www.slideshare.net/Davis_1304/conflict-and-peacemaking

STATISTICS IN PSYCHOLOGY - II

Semester: IV

Credits: 5

Nature of the Course: Allied

Teaching Hours: 90 Hours

COURSE OBJECTIVES

To enable the students

- To understand the concepts in inferential statistics
- To familiarize students with the procedure for hypothesis testing and procedure for estimating the population mean
- To understand procedure involved in determining significance of mean
- To understand procedure involved in determining significance of mean difference
- To throw light on the difference between parametric and non-parametric tests and enable computation of chi-square analysis.

COURSE OUTCOME

On the successful completion of this course, students will be able to

- CO1 Comprehend basic ideas about making conclusions about population from data collected from samples
- CO2 Develop skills to generate hypothesis depending on the nature of the research Question
- CO3 Understand the process involved in testing the population mean from sample mean and infer appropriately
- CO4 Compare the populations with respect to variable under study to evaluate whether statistical significant difference indicate real difference
- CO5 Gain knowledge on non-normal distributions and statistics associated with it

COURSE OUTLINE

Unit I Key concepts in Inferential Statistics

(18 hours)

Introduction to inferential statistics, Measures of asymmetry: Skewness & kurtosis, Applications of the normal curve, Sample vs. Population, Distribution of sample means, Standard error and Probability. Z scores, the normal curve- Characteristics and properties

Unit II Introduction to hypothesis testing and Estimation (18 hours)

The logic of hypothesis testing, Uncertainty and errors in hypothesis- Type I and Type II errors, Factors that influence a hypothesis test, assumptions for hypothesis test with z scores, Directional and non-directional hypothesis test. Comparison of one tailed versus two –tailed tests of significance. Introduction to Parametric test.

Unit III Introduction to the t statistic (18 hours)

The t statistic: An alternative to Z Hypothesis tests with the t statistic. The t statistic for Independent measures and related measures research design.

Unit IV Introduction to ANOVA (18 hours)

Procedure for determining significance of difference. ANOVA- Meaning; Logic of ANOVA, Computation of one-way analysis of variance.

Unit V Introduction to Non–parametric test (18 Hours)

Non- Parametric test, Difference between parametric and non-parametric test. Chi Square Statistic: Tests of goodness of fit and independence. Assumptions, Uses and Limitations of chi square test. Non-Parametric Alternatives to t- test, ANOVA and Correlation - The Mann Whitney U Test, Kruskal Wallis Test and Spearman’s Rank Correlation.

TEXT BOOKS

- Garrett H.E. (1981) *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd
- Gupta S.C. & Kapoor V.K. (2000) *Fundamentals of Mathematical Statistics* (10th Ed.) Sultan Chand and Sons
- Gravetter J. & Wallnau L.B. (1995) *Essentials of statistics* (2ndEd.) West Publishing Company.
- Gravetter F.J. & Wallnau L.B. (2013) *Statistics for behavioural sciences* (9th Ed.) Cengage Learning India Private Ltd
- Mangal S.K. (1987) *Statistics in Psychology and Education*. New Delhi: PHI Learning Private Ltd

RECOMMENDED BOOKS

- Aron., E. N. Coups E. (2012) *Statistics for Psychology* (3rd Ed.) Prentice Hall.
- Bali N.P., Gupta P.N. & Gandhi C.P. (2015) *Quantitative Techniques* (2nd Ed.) Laxmi Publication Pvt Ltd
- King B.M. & Bear G. (2001) *Statistical Reasoning in Psychology and Education* (3rd Ed.) John Wiley & Sons Inc.
- Haslam S.M. & McGarty C. (2003) *Research Methods and statistics in Psychology* Sage Publications Ltd
- Gupta, S.P. (2014) *Statistical Methods* (44th Ed.) New Delhi: Roopak Printers.

JOURNALS

1. *Statistics Education Research Journal* (https://iase-web.org/Publications.php?p=SERJ_issues)
2. Open Journal of Statistics (<https://www.scirp.org/journal/ojs/>)

E-LEARNING RESOURCES

1. <https://allpsych.com/researchmethods/distributions/>
2. https://www.sagepub.com/sites/default/files/upm-binaries/40007_Chapter8.pdf
3. <https://www.statisticshowto.datasciencecentral.com/probability-and-statistics/t-test/>
4. <https://www.statisticshowto.datasciencecentral.com/probability-and-statistics/hypothesis-testing/anova/>
5. http://sphweb.bumc.bu.edu/otlt/mph-modules/bs/bs704_nonparametric/BS704_Nonparametric_print.html

SEMESTER - V
PSYCHOPATHOLOGY – I

Semester: V

Credits: 4

Nature of the Course: Core

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To understand the evolution of Abnormal Psychology and the Classification Systems.
- To know the Causes and Treatment of the Problem of Mood.
- To classify the causes and treatment of Panic and Obsessive Compulsive Disorder
- To delineate the manifestation, causes and treatment of Somatoform and Trauma Related disorder
- To learn the Types and Treatment of Sexual Disorder and Gender identity disorder

COURSE OUTCOME

On the successful completion of this course, students will be able to

- CO1 Understand abnormal behaviour patterns and apply the knowledge to assessment. Diagnosis and classification systems
- CO2 Enhance personal and social functioning by understanding and analysing reasons for neurotic conditions
- CO3 Identify symptoms of panic and obsession, analyse the impact of these conditions and control them
- CO4 Comprehend the categories of sexual and gender identity disorder and its treatment
- CO5 Examine the manifestations of somatoform and trauma related disorder and critically evaluate the trauma informed care and treatment.

COURSE OUTLINE

Unit I Introduction to Abnormal Psychology

(15 Hours)

Psychological Abnormality -Definition of abnormal behaviour, Historical views of abnormal behaviour and its treatment, Current Perspectives of abnormality, Incidence of mental disorders. Classification of mental disorders. International Classification of Diseases: 10 (ICD-

10) and Diagnostic and Statistical Manual of Mental Disorders (DSM): An Overview, Humanitarian approach, Contemporary views of abnormal behaviour

Unit II Mood Disorders (15Hours)

Mood Disorders- Unipolar Mood Disorders, Biological, psychosocial, socio-cultural causal factors in Unipolar Mood Disorders, Bipolar Disorders, Biological, Psychosocial and socio cultural causal factors affecting Bipolar Disorders, Treatment and Management.

Unit III Anxiety and obsessive-compulsive related disorders (15 Hours)

Anxiety disorders – Generalized Anxiety Disorder, Panic Disorders, Phobias - Specific Phobias, Social Phobia, Biological, Psychosocial and Socio Cultural causal factors of anxiety disorders, Treatment of anxiety disorders, Obsessive compulsive disorder- causes, diagnostic criteria, and treatment outcomes. Overview of intermittent explosive disorder, pyromania, kleptomania, gambling, excoriation disorder, trichotillomania.

Unit IV Somatoform and Trauma Related disorder (15 Hours)

Somatoform Disorder- Conversion Disorder, Somatization Disorder, Pain Disorder, Hypochondriasis and Body Dysmorphic Disorder, Dissociative Disorders- Dissociative Amnesia and Fugue, Depersonalization Disorder, Dissociative Identity Disorder, Stressor and Trauma Related Disorders, Acute Stress Disorder and Post Traumatic Stress Disorder, Overview of Adjustment Disorders, Biological, Psychosocial and Socio cultural causal factors of Somatoform, Dissociative, Stress and Trauma Related Disorders, Treatment and Management.

Unit V Sexual Disorders and Gender Identity Disorder (15 Hours)

Sexual dysfunctions, Causes and treatment of sexual dysfunctions, Paraphilia – causes and treatment. Sexual variants, Sexual and gender variants, Gender Identity Disorder, Treatment and Management.

TEXT BOOKS

- Butcher J.N., Hooley J.M., Mineka S. & Dwivedi C.B. (2017) *Abnormal Psychology*. (16th Ed.) India: Pearson Education, Inc.
- Carson R.C., Butcher J.V. & Mineka S. (2000) *Abnormal Psychology and Modern Life* (13th Ed.) Allyn & Bacon Publishers.

- Yarhouse, M. A., Butman, R. E., & McRay, B. W. (2005). *Modern psychopathologies: A comprehensive Christian appraisal*. Inter-Varsity Press.

RECOMMENDED BOOKS

- Barlow H David & Durand V Mark (2002) *Abnormal Psychology* 2ndEd. Brooks/Cole Publishing Company
- Sarason I.G. & Sarason B.R. (2002) *Abnormal Psychology- Problem of maladaptive behavior*, 11th edition, Pearson education INC.
- Nietzel S., McCauley & Bernstein (1998) *Abnormal Psychology* Allyn & Bacon.
- Ray W.J. (2015) *Abnormal Psychology- Neuroscience perspectives on human behaviour and experience*. New Delhi: Sage Publications.
- Bennet P. (2010) *Abnormal and Clinical Psychology- An Introductory Textbook*. (2nd Ed.) New Delhi: Tata McGraw Hill Education Private Limited

JOURNALS

1. Journal of Psychiatry and Neuroscience(<https://jpn.ca/>)

E LEARNING RESOURCES

2. <https://courses.lumenlearning.com/abnormalpsychology/chapter/history-of-abnormal-behavior/>
3. <https://courses.lumenlearning.com/wsu-sandbox/chapter/anxiety-disorders/>
4. <https://www.mayoclinic.org/diseases-conditions/obsessive-compulsive-disorder/symptoms-causes/syc-20354432>
5. http://www.csun.edu/~hcpsy002/0135128978_ch07.pdf
6. <https://www.psychiatry.org/patients-families/personality-disorders/what-are-personality-disorders>

SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)/ CLASS ACTIVITY

1. Watching the video recording of the counselling sessions of Carl Rogers, Fritz Perls and Albert Ellis with the client Gloria and doing a comparative analysis.
2. Formulating a case using diagnostic techniques on a subject: behavioural assessment, psychological assessment, cognitive and personality assessment
3. Mental health in the youth and creating an awareness campaign: A two phase project with the students can be designed.

4. One phase involving Focus group discussion with youth in different colleges/institutes and collecting data on the nature of psychological issues, concerns and problems faced by them, barriers in seeking help, their response to someone who is having mental health problems, their support system etc.
5. Based on the needs analysis conducted in phase 1, an awareness campaign can be created (video on awareness or any other form of campaign)
6. Helps in building societal competence: *Analysing social problems and understanding social dynamics*

EXPERIMENTAL PSYCHOLOGY

Semester: V

Credits: 4

Nature of the Course: Core

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To gain knowledge of test conduction procedures.
- To acquire knowledge on how to record, present and draw conclusions from the data, from the observations made.

COURSE OUTCOMES

On the successful completion of this course, students will be able to

- CO1 Experiment with testing human capacities such as perception, attention, learning and memory.
- CO2 Relate the acquired knowledge of psychological processes to the method employed in testing.
- CO3 Demonstrate understanding of how psychological processes can be established objectively.
- CO4 Make observation, interpret and use the data obtained from measurement to analyse individual differences in human capacities

CONCEPTS

1. Attention
 2. Perception
 3. Learning
 4. Motivation & Emotion
 5. Psychomotor abilities
 6. Intelligence tests
- A minimum of 10 experiments should be conducted.
 - At least one experiment from each concept should be chosen

REFERENCES

1. Wood Worth and Scholerberg. (2018). *Experimental psychology*. New Delhi: Oxford & IBH publishing Co.
2. Postman and Egan (1960). *Experimental psychology*. New York: Harper and Row.
3. Anastasi, A and Urbina, S. (2002). *Psychological testing*. New Delhi: Pearson Education.
4. Cohen, R, J and Swerdlik, M, E. (2010). *Psychological testing and Assessment: An Introduction to Tests and Measurement*. Boston: Mcgraw-Hill Higher Education.
5. Harris, P. (2002). *Designing and Reporting Experiments in Psychology*. Buckingham: Open University Press.
6. Myers, Anne., Hansen, Christine. (2011) *Experimental Psychology*. Wadsworth Publishing.
7. Francis, G. and Neath, I. (2015). *Introduction to Psychology*, Cengage Learning

WEB RESOURCES

1. The beginners guide to personality psychology: Big five traits – www.udemy.com

JOURNALS

1. The Quarterly Journal of Experimental Psychology
(<https://www.tandfonline.com/loi/pqje20>)

E LEARNING RESOURCES

1. <https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-motivation/>
2. <https://webpages.uidaho.edu/psyc325/secure/14/14.slides.pdf>
3. <http://static1.squarespace.com/static/55d262f2e4b05b3ce73b91a7/t/56313343e4b0afb11c59914a/1446064963519/%5BLena+H.+McCain%5D+Thesis+2013.pdf>

INTRODUCTION TO RESEARCH METHODOLOGY

Semester: V

Credits: 4

Nature of the Course: Core

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To learn basic research concepts.
- To understand the process involved in the formulation of the research problem.
- To get knowledge on the criteria for selecting appropriate sample.
- To understand techniques of observation and data collection
- To enable the students to make use of report writing skills in their project work.

COURSE OUTCOMES

On the successful completion of this course, students will be able to

- CO1 Explain the fundamental research concepts
- CO2 Examine and develop a feasible research question and generate hypothesis
- CO3 Select appropriate sampling techniques for choosing participants for the research study.
- CO4 Explain and use appropriate methods to collect data
- CO5 Produce scientific report of the obtained research results

COURSE OUTLINE

Unit I Research Methodology: An Introduction (15 Hours)

Definition; Meaning of Research, Objectives of Research, Motivation in Research, Types of Research, The Research Process, Criteria of a Good Research; Problems encountered by Researches in India.

Unit II The Research Problem, the Hypothesis and Reviewing the Literature (15 Hours)

Research Problem: Meaning and characteristics of a problem, ways in which a problem is manifested, Types of Problems. Hypothesis: Meaning and characteristics of a good hypothesis, Types of hypotheses, Sources of Hypotheses and Functions of Hypotheses. Reviewing the Literature: Purpose of Review, Sources of Review.

Unit III Sampling Design and Data Collection

(15 Hours)

Sampling Design: Census and sample survey, Criteria of selecting a sampling procedure, Characteristics of a Good sample design, Different types of sample design. Questionnaire and schedule, Interview, Observation as a tool of Data Collection, Difference between Participant observation and non- participant observation, Processing and Interpretation of Data

Unit IV Measurement and Scaling Techniques

(15 Hours)

Measurements in Research, Levels of Measurements, scaling techniques, - Guttman, Likert, Thurstone and semantic differential scales. Reliability: test – retest, split half, parallel forms, interrater. Validity: content, construct, criterion. Sources of error in measurement.

Unit V Writing a Research Report

(15 Hours)

General purpose of writing a research report, Structure of a research report, Styles of writing a research report, typing the research report, evaluating a research report.

TEXT BOOKS

- C.R. Kothari (2004) *Research Methodology: Methods & Techniques*. New Delhi: New Age International Pvt Ltd
- Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001) *Essentials of Research Methods in Psychology*. Singapore: McGraw-Hill International Edition.
- Singh A.K. (2012) *Tests, Measurements and Research Methods in Behavioral Sciences*. (5thEd). Patna: B.B. Printers

RECOMMENDED BOOKS

- Cochran W.G. (1999) *Sampling Techniques* (3rdEd.) New Delhi: Wiley India.
- Harris P. (2007) *Designing and Reporting Experiments in Psychology* (2nd Ed.) UK: Open University Press.
- Haslam S Alexander & McGarty Craig (2003) *Research Methods and Statistics in Psychology*. New Delhi: Sage Publications
- *MLA Handbook for Writers of Research Papers* (7th Ed.) (2009) New Delhi: East-West Press Pvt Ltd
- Ramadass P., Aruni Wilson A. (2009) *Research and writing across the disciplines*, Chennai; MJP Publishers.

JOURNALS

1. Methods in Psychology (<https://www.journals.elsevier.com/methods-in-psychology/>)
2. Journal of Research Practices (<http://jrp.icaap.org/index.php/jrp>)

E LEARNING RESOURCES

1. <https://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>
2. https://shodhganga.inflibnet.ac.in/bitstream/10603/94178/10/10_chapter%204.pdf
3. <https://stattrek.com/survey-research/sampling-methods.aspx>
4. <https://courses.lumenlearning.com/boundless-psychology/chapter/methods-of-collecting-data/>
5. https://www.sas.upenn.edu/~baron/from_cattell/labrep.html

COUNSELLING PSYCHOLOGY

Semester: V

Credits: 4

Nature of the Course: Core

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To understand the basic skills and ethics required of a counsellor
- To know the steps and stages in the process of counselling
- To understand the various theoretical approaches and their implications in practice
- To be introduced to the special areas of counselling and specific skills required of a counsellor to handle these special groups

COURSE OUTCOMES

On the successful completion of this course, students will be able to

- CO1 Comprehend the basic concepts and requirements to become a counsellor
- CO2 Demonstrate verbal and non-verbal skills required in the process of Counselling
- CO3 Explain key assumptions and apply strategies to relevant cases
- CO4 Apply counselling skills appropriately to monitor, regulate and develop self
- CO5: Apply counselling skills appropriately various special populations

COURSE OUTLINE

Unit I Introduction to Counselling

(15 hours)

Counselling: Definition, History of counselling, current trends in counselling, Counselling in the Indian context, Qualities of an effective Counsellor – Ethics and counselling, counsellor as a professional: attitude, values, beliefs, relationships, burn – out. Stress management and self-renewal. Client as a person: voluntary client, involuntary client, expectations and client's behaviour.

Unit II Counselling Process and Approaches

(15 Hours)

Building counselling relationships, Factors that influence the counselling process. Stages of counselling and required skills, Exploration and Identification of goals, Counsellors skills, closing counselling relationships. Respectful Model, Overview of alternate approaches.

Unit III Psychoanalytic, Adlerian, and Humanistic theories of counselling (15 hours)

Introduction, View of Human Nature, Role of the Counsellor, Goals, Techniques, Strengths, Limitations – Psychoanalytic, Adlerian, Existential, Person centred, Gestalt approaches

Unit IV Behavioural, Cognitive, Systemic, and Brief theories of Counselling (15 hours)

Introduction, View of Human Nature, Role of the Counsellor, Goals, Techniques, Strengths, Limitations – Behavioural, Cognitive and Cognitive, Behavioural, Systems, Brief approaches.

Unit V Special areas of Counselling (15 hours)

Career Counselling, Marriage, Couple and family counselling, Counselling in Schools and Colleges, Abuse, Addiction, Grief Counselling, Rehabilitation and Counselling.

TEXT BOOKS

- Ivey Allen E. (2003) *Intentional interviewing and counseling: facilitating client development in a multicultural society*. Australia; Pacific Grove, CA: Thomson/Brooks/Cole
- Okun F Barbara (2002) *Effective helping – Interviewing and counseling technique*. 6th edition. USA: Brooks / Cole Thomson Learning.
- Hough Margaret (2002) *A practical approach to counseling*. Harlow: Pearson Education Limited.
- Gibson R.L. & Mitchell H.M. (2003) *Introduction to counselling and guidance* (6thEd.) New Delhi: Pearson education.
- Nelson, Jones R. (2011) *Theory and Practice of Counselling and Therapy*. 5th edition. New Delhi: Sage Publications India Pvt Ltd

RECOMMENDED BOOKS

- Egan Gerard (1994) *The Skilled Helper, A Problem management approach to helping*. 5th edition. California: Brooks / Cole Publishing Company.
- Patrika R Vasantha (2003) *Counselling Psychology*. New Delhi: Authors Press.
- Jones Nelson Richard (2008) *Basic Counselling skills – A Helper's Manual*. 2nd Edition. New Delhi: Sage Publications India Pvt Ltd
- Burnard Philip (1995) *Counselling Skills Training – A sourcebook of Activities*. New Delhi: Viva Books Private Limited

- Gerald Corey (2001) *Theory and Practice of Counseling and Psychotherapy*. USA: Cengage Learning

JOURNALS

1. The European Journal of Counselling Psychology
(<https://ejcop.psychopen.eu/index.php/ejcop>)
2. Journal of Psychology & Psychotherapy
(<https://www.longdom.org/psychology,psychotherapy.html>)
3. Research in Psychotherapy: Psychopathology, Process and Outcome
(<https://www.pagepressjournals.org/public/news/ripppo.html>)
4. Indian Journal of Applied Psychology
5. Journal of the Indian Academy of Applied Psychology
6. Journal of Psychological Researches – An International Journal
7. International Journal of Social Sciences Review

ELEARNING RESOURCES

1. http://www.universityofcalicut.info/SDE/Counselling_psych_27Sept2013.pdf
2. <https://www.mhinnovation.net/sites/default/files/downloads/innovation/tools/PMHP,Basic,Counselling,Skills.pdf>
3. <https://eclass.upatras.gr/modules/document/file.php/PDE1367/Theories%20of%20counseling.pdf>
4. <https://www.lcia.com.au/masteryaudios/Solution%20Focused%20Therapy.pdf>
5. <http://www.al.edu.com/wp,content/uploads/2014/05/Carr,Family,Therapy,Concepts,Process,and,Practice.pdf>
6. www.isabs.org
7. www.counseling.org
8. www.AAMFT.org

ORGANISATIONAL PSYCHOLOGY

Semester: V

Credits: 5

Nature of the Course: Core Elective

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To identify the role of attitudes, personality, values and decision making of individuals in organization
- To learn the various motivation theories and its organizational applications
- To understand the basis of team working, effective communication and conflict resolution in organizations
- To comprehend the effect of leadership on organizational effectiveness
- To emphasis the influence of organizational culture and structure in organizational effectiveness

COURSE OUTCOME

On successful completion of the course, students will be able to

- CO1 Explain the influence of human attributes in the functioning of organization
- CO2 Identify the factors that motivate individuals at work
- CO3 Critically examine interpersonal skills for effective organizational functioning
- CO4 Analyse and inspect the human factor behind optimal functioning of an organization
- CO5 Compare and Contrast various organizational practices and structure contributing to organizational effectiveness

COURSE OUTLINE

Unit I The Individual: Attitudes, Personality, Values, Motivation and decision making

(15 hours)

Organizational Behaviour: Definition; Attitudes; Personality, Values, linking an Individual's personality and values to the workplace, International values; Decision making in organizations, ethics in decision making, Creativity, Creative Decision-Making and Innovation in Organizations. Defining Motivation: Early theories of motivation, Contemporary theories of

motivation, integrating contemporary theories; Motivating by job design: Job Characteristics Model, Employee Involvement, rewards to motivate employees.

Unit II The Group: Understanding work teams, Conflict and Negotiation, Communication

(15 hours)

Differences between groups and teams, types of teams, creating effective teams, turning individuals into team players; The conflict process, Negotiation; Organizational Communication, Choice of communication channel, Persuasive channel, Barriers to effective communication.

Unit III The Group: Leadership

(15 hours)

Leadership; Trait theories, Behavioural theories, Contingency theories, LMX theory, Charismatic leadership and transformational leadership, Authentic leadership: Ethics and trust, leading for the future: Mentoring, Challenges to the leadership construct, Finding and creating effective leaders.

Unit IV Assessment of job, performance and people

(15 hours)

Job analysis- definition, Job oriented approach, person oriented approach, Purpose of job analysis, Performance appraisal- definition, Reasons for appraisal, Methods of performance appraisal, Selecting employees- definition, Recruitment process, interviews and psychological tests, Training-Definition, Training methods- on the job and off the job training.

Unit V Organization System: Foundations of Organization structure, Organizational culture

(15 hours)

Organizational structure, Common organizational designs, new design options, Reason for structures to differ, Organizational culture, Role of cultures, Creating and sustaining culture, Employees learning culture, creating an ethical organizational culture, Creating a positive organizational culture, Spirituality and organizational culture.

TEXT BOOKS

- Luthans Fred (2013) *Organizational Behaviour, An Evidence-based approach*(12thEd.) Tata McGraw Hill
- Robbins, Judge and Vohra (2019) *Organizational Behavior* (18th Ed.) Pearson India Educational Services.

- Schultz D. & Schultz S.E. (2015) *Psychology and Work Today*: Pearson New International Edition Course Smart e Textbook. New Delhi, England: Pearson India.
- Spector P.E. (2016) *Industrial and Organisational Psychology: Research and Practice*, 7th Edition: Research and Practice. Hoboken, NJ: Wiley Global Education.

BOOKS FOR REFERENCE

- Keith Davis (2000) *Human Behavior at work*, Tata McGraw Hill
- Moorhead and Griffin (2001) *Organizational Behaviour* (5th Ed.) AITBS Publishers & Distributors.
- Afsaneh Nahavandi; Robert B Denhardt & Maria P Aristigueta (2015) *Organizational Behavior* New Delhi: Sage Publications.
- Aswathappa K. (2018) *Organizational Behavior* (13th Ed.) Mumbai: Himalayan Publishing House.
- Robbins, Judge and Vohra (2017) *Organizational Behavior* (6th Ed.) Pearson India Educational Services.

JOURNALS

1. Journal of Work and Organizational Psychology (<https://journals.copmadrid.org/jwop/>)
2. Journal of Organizational Behavior (<https://onlinelibrary.wiley.com/journal/10991379>)
3. Journal of Organizational Behavior Management (<https://www.tandfonline.com/toc/worg20/current>)

E LEARNING RESOURCES

1. <https://elibrarywcl.files.wordpress.com/2015/02/introduction-to-organizational.pdf>
2. https://shodhganga.inflibnet.ac.in/bitstream/10603/21361/10/10_%20chapter%202.pdf
3. http://ebooks.lpude.in/commerce/mcom/term_1/DMGT103_ESSENTIALS_OF_ORGANIZATION_BEHAVIOUR_DCOM401_ORGANISATION_BEHAVIOUR.pdf
4. <http://repository.up.ac.za:8080/bitstream/handle/2263/25691/04chapter4.pdf?sequence=5&isAllowed=y>
5. http://dl.motamem.org/organizations_behavior_structure.pdf

SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)

1. A study of women leaders in organizations through the use of secondary data (website, online interviews, newspaper articles etc.) Themes like traits of women leaders, work-life balance etc. is quite interesting to be discussed in class.

2. Experiential activities/ workshops for skill building.

Team building: Walking as a team with balloons in between without touching the balloon, ensuring that the balloon doesn't fall off. The group is lead to do some physical tasks without letting the balloon fall.

Leadership emergence: With a group of participants standing on the bed-sheet, asking them to flip the bed sheet upside down, without anyone's foot touching the floor.

3. Case study of an organization

A group wise visit to an organization multiple times, interviewing employees (related to one or the other aspects of organizational functioning), collating the data, analysing it.

Data from observation as well as records of the organization may be studied.

4. Self-reflection exercises on the relevance of motivation and emotion referring to one's personal goals

EDUCATIONAL PSYCHOLOGY

Semester: V

Credits: 5

Nature of the Course: Core Elective

Teaching Hours: 75 Hours

COURSE OBJECTIVE

To enable the students to

- Understand the meaning and purpose of education
- Explain the theoretical perspectives of learning and cognition
- Comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity
- Differentiate the social process of learning in various societal contexts

COURSE OUTCOME

On the successful completion of the course, students will be able to

- CO1 Understanding the meaning and processes of education at individual and social plains in the Indian context.
- CO2 Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- CO3 Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self-processes.
- CO4 Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

COURSE OUTLINE

Unit I Introduction

(15 Hours)

Aims of education in relation to relationship of self, society and education. Education and self-knowledge: Becoming a reflective practitioner. Brief introduction to problems of schooling in contemporary India. Transformative education for individual and social change.

Unit II Cognition and Learning

(15 Hours)

An overview of the key theoretical approaches: Behaviourism, Individual- Constructivism, Social-constructivism, Social learning theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.

Unit III Learning and Motivation

(15 Hours)

Critical reflection on the folk understanding of ‘intelligence’, ‘ability’ and ‘achievement’ in contemporary India. Motivation and developmental dynamics. Creativity and Imagination, Learning Styles, Cooperative Learning. Creating an emotionally secure classroom that encourages democracy, self- expression, and self-determination.

Unit IV Learning theories and schooling

(15 Hours)

Application of learning theories in school, the child and the curriculum, the process of education, learning in and out of school in diverse environment, exploring sociocultural perspectives on culture, gender, environment and learning. Understanding the design of learning environments – brain, mind, experience and school.

Unit V Education in the Indian Context

(15 Hours)

Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.

TEXT BOOK

- Badheka G. (1997). *Divaswapan*. New Delhi, India: NBT.
- Bruner J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Cornelissen M., Misra G., & Varma S. (2010). *Foundations of Indian psychology* (Vol. 2). New Delhi, India: Pearson.
- Dewey, J. (1937) *The child and the curriculum*. Chicago: University of Chicago Press.
- Krishnamurti J. (1974). *On education*. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In *National Curriculum Framework 2005*. New Delhi, India: NCERT.
- Rogers C. (1983). *Freedom to learn in the 80s*. USA: Charles R. Merrill Pub. Co.

- Thapan M. (Ed.) (2014). *Ethnographies of schooling in contemporary India*. New Delhi, India: Sage Pub.
- Woolfolk A., Misra G., & Jha A. (2012). *Fundamentals of educational psychology*. New Delhi, India: Pearson Pub.

SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)

1. A focus group discussion on how to create an emotionally secure classroom environment with openness to share ideas.
2. Case studies on bullying, examination stress, parental pressure, coaching centres like Kota in Indian context.
3. Interviewing one's grandparents and parents and drawing a comparative analysis of change in education system with reference to one's own schooling.

MULTICULTURAL COMPETENCE

Semester: V

Credits: 5

Nature of the Course: Elective

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To describe key concepts, principles, and overarching themes in multicultural psychology.
- To understand the historical backgrounds, cultural values, and worldviews of individuals from different socio cultural groups, and of the diversity within these socio cultural groups.
- To differentiate issues related to diversity and multiculturalism as related to the various professional activities of psychologists (i.e., clinical practice, education and training, research, and social advocacy).
- To understand the applications of multicultural psychology theory and research.
- To apply the skills for being an ally/ advocate for social justice in their personal lives and professional roles

COURSE OUTCOME

On the successful completion of this course, students will be able to

- Recognize that social and cultural systems develop out of adaptation to environmental and World views.
- Communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed.
- Evaluate pertinent information and assertions for relevance, bias, stereotyping, manipulation, and completeness.

COURSE OUTLINE

Unit I Introduction to the Multicultural Psychology

(15 Hours)

What is Multicultural Psychology? Cultural Differences in Worldviews and communications, Multi-cultural competence, making psychology work through strength and wellness approach. Culture in Context (Ours vs. Theirs), cultural competence, framing the issues

Unit II Diversity and Multiculturalism

(15 Hours)

Social Class, Classism, and Social Justice, Sex, Gender, and Gender Identity; and Sexism and Transgender Oppression the Social Construction of Feminism and Psychology, Sexual Orientation and Heterosexism, Homophobia, LGBTQ issues. Working with diverse population.

Unit III Diversity and Multiculturalism

(15 Hours)

Disabilities and Prejudice, Ableism, young people and disabilities, Ageism and the cultural issues with aging. Race, ethnicity and racism, Religion, spirituality and religious oppression

Unit IV Cultural Intelligence

(15 Hours)

A general Lens of culture, subculture and cultural changes, cultural frames, culture and cognition, culture and memory, process models linking cultural process and social psychological process.

Unit V Cultural Literate Practitioner

(15 Hours)

Stepping back – Understanding the others perspective, Individual Impact, Internal Psychological Dynamics. The culturally literate practitioner, Increasing cultural literacy, the cultural “other”, stereotypism, prejudice and bias, social justice advocacy.

TEXT BOOKS

- Mendoza Denton R. & Worrell F. (2019) *Culture, race, ethnicity, and personality*, pp 748, 767. In Cohen D. & Kitayama S. (Eds.) *Handbook of Cultural Psychology*. NY: Guilford Press.
- Pope Davis D.B., Coleman H.L.K., Liu W.M. & Toporek R.L.(Eds.). (2003) *Handbook of multicultural competencies: In counseling & psychology*. Sage Publications, Inc.
- Mio J.S., Barker L.A. & Tumambing J.S. (2012) *Multicultural psychology: Understanding our diverse communities* (3rd Ed.) New York, NY: Oxford University Press.

BOOKS FOR REFERENCE

- Fu M., Nee J. & Shen Y.C. (2016) *Gender, sexism, heterosexism, and privilege across cultures*. In P.B. Pedersen W.J. Lonner J.G. Draguns J.E. Trimble & M. R. Scharrón, del Río (Eds.), *Counseling across cultures* (7thEd.) (pp. 273,295). Los Angeles: Sage.

- Solomon D.T., Heck N., Reed O.M. & Smith D.E. (2017) Conducting culturally competent intake interviews with LGBTQ youth. *Psychology of Sexual Orientation and Gender Diversity*, 4(4), 403–411. DOI:10.1037/sgd0000255.
- Sue D.W. (2010) *micro aggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley.
- Sue D.W. (2015) *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. Hoboken, N.J.

PSYCHOLOGY OF LEADERSHIP

Semester: V

Credits: 3

Nature of the Course: General Elective

Teaching Hours:45 Hours

COURSE OBJECTIVES

To enable the students to

- Have better understanding and recognize the psychological, social, and cultural forces involved with leadership and followership;
- Appreciate the complexity of the leadership role from a psychological and managerial point of view;
- Have learned how to navigate cross-cultural differences first hand
- Have developed an understanding of one's own leadership style and abilities

COURSE OUTCOME

On successful completion of the course, students will be able to

- Understand the process of becoming a leader.
- Identify the significant aspects that cultivate strong teams and foster positive group dynamics.
- Distinguish effective and ineffective leadership in complex systems.
- Value the significance of multiculturalism, diversity, and social justice in effective leadership.
- Understand how ethics influences leadership behaviours.
- Impact of emotional Intelligence on leadership
- Assemble a personal profile of skills and characteristics for effective leadership.

COURSE OUTLINE

Unit I Becoming a Leader

(9 Hours)

Emotional needs of the Leader, responsibility and learned behaviours, emotional intelligence, self-awareness, interpersonal relations, leadership skills and mind sets, avoiding the trap of derailment, and building personal development plan.

Unit II Nature of Leadership

(9 Hours)

The Nature in Leadership: Evolutionary, Biological and Social Neuroscience Perspectives.
Nature of leadership development.

Unit III Characteristics of a Leader

(9 Hours)

Relationship Builder - listening, coaching and feedback, delegation and building effective teams. Influencer -influence, conflict management, handling difficult conversations, negotiation and decision making. Change agent - Lewin's foundational model of change, Kotter's influential framework of change management, levels of resistance to change and change leadership competencies.

Unit IV Types of Leadership

(9 Hours)

Transformational leadership, Servant Leadership, Authentic leadership, Team Leadership, Charismatic leadership, Relational Leadership – Resonance and dissonance leadership

Unit V Culture and Leadership

(9 Hours)

Culture defined, Dimensions of culture, leadership behaviour and culture cluster, Gender and leadership, Centrality of Ethics to leadership and Principles of leadership.

TEXT BOOK

- *Psychology of Success: Finding Meaning in Work and Life*, 5e, (2010), by Denis Waitley, McGraw-Hill Higher Education, ISBN-13: 978-0-07-337517-5.
- *The Nature of Leadership*, 2e, (2012), by David V. Day and John Antonakis, eds., Sage Publications, ISBN-13: 978-1-4129-8020-3.
- *Mindset: The New Psychology of Success* by Carol S. Dweck, Ph.D. Publisher: Ballantine Books; 2006; 246 pages; ISBN 978-0-345-47232-8;
- *On Becoming a Leader* by Warren Bennis, PhD. Publisher: Basic Books, 2009; 254 pages; ISBN 978-0-465-01408-8,
- Haslam S. A., Reicher S. D. & Platow M. J. (2011): *The New Psychology of Leadership: Identity, Influence and Power*. New York, NY: Psychology Press
- Messick, David M. and Roderick M. Kramer (2005): *The Psychology of Leadership: New Perspectives and Research*. New York: Lawrence Erlbaum Associates

REFERENCES

- Brinkmann, Svend (2017), *Stand Firm. Resisting the Self-Improvement Craze*. Cambridge: Polity Press
- Eysenck, Michael (2010, 6thEd.): *Cognitive Psychology. A Student's Handbook*. Hove: Psychology Press
- Goffee R., & Jones G. (2007). *Leading Clever People*. Harvard Business Review, [www.hbrreprints.com/Preview the document reprint R0703D](http://www.hbrreprints.com/Preview-the-document-reprint-R0703D)
- Gordon, Nathan & William Fleischer (2011), *Effective Interviewing and Interrogation Techniques*. Elsevier.
- Hammerich, K., & Lewis, R. D. (2013). *Fish can't see water*. Wiley.
- Häuser, Ivan (2017). Compendium. Not published, only for use at DIS.
- Hersey, P., Blanchard, K. H., Dewey E., & Johnson (2008). *Management of Organizational Behavior*. 9th Edition. New Jersey: Pearson/Prentice Hall.
- Hofstede, Geert (2009). *Culture's Consequences*. London: Sage Publications.
- Ibarra, Herminia (2015), *The Authenticity Paradox*. Harvard Business Review, January-February 2015.

BASIC COUNSELLING SKILLS

Semester: V

Credits: 3

Nature of the Course: Skill-based Course

Teaching Hours: 30 Hours

COURSE OBJECTIVES

To enable the students to

- Understand counselling and its importance
- Differentiate Counselling and guidance and from related professions
- Have learned the stages of counselling and the process involved
- Have learned the models of counselling and theories
- Apply the counselling skill in the case conceptualisation

COURSE OUTCOME

On successful completion of the course, students will be able to

- Understand the definition of counselling, characteristics of counsellor and other values of helping profession
- Comprehend different stages of counselling and the process involved.
- Apply different models of counselling relevant to individual cases.
- Understand and practice the counselling skills required in different stages.

COURSE OUTLINE

Unit I Counselling – an overview

(6 Hours)

Definition and Goals of Counselling, Characteristics of a Counsellor, Concepts of Advice, Guidance and Psychotherapy in relation to counselling, Ethics in counselling, Individual and Group Counselling.

Unit II Basic Counselling Approaches

(6 Hours)

Techniques and skills of the following counselling approaches: person centred, psychodynamic, behavioural and cognitive behavioural approaches

Unit III Models of Counselling Skills

(6 Hours)

Nature and importance of counselling skills and working alliance, Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training.

Unit IV Specific Counselling Skills- I

(6 Hours)

Attending Behaviour: the foundation of Listening, skills of Listening, Visual/ Eye Contact, Vocal qualities tone and speech rate, Verbal tracking, Body language, Empathy, Attending in challenging situation.

Unit V Specific Counselling Skills- II

(6 Hours)

Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving, inside and outside skills of counselling. Self-monitoring skills as a counsellor, Training clients in relaxation, Improving client's self-talk and self-perceptions, termination process.

TEXT BOOK

- Ivey, Allen E. (2003) *Intentional interviewing and counseling: facilitating client development in a multicultural society*. Australia; Pacific Grove, CA: Thomson/Brooks/Cole

BOOK FOR REFERENCE

- Baron A. Robert Psychology. New Delhi: Prentice Hall, 2007.
- Patterson Lewis, Welfel. Reynolds, Elizabeth. *The Counselling Process*. Bangalore: Eastern Press, 2001

WEB RESOURCES

1. <https://youtu.be/OwW8x0YGLI>
2. <https://www.youtube.com/watch?v=iMi7uY83z>

SEMESTER - VI
PSYCHOPATHOLOGY- II

Semester: VI

Credits: 4

Nature of the Course: Core

Teaching Hours: 90 Hours

COURSE OBJECTIVES

To enable the students

- To learn the clinical picture, causal factors and treatment for Disruptive, Impulsive – control and conduct disorder
- To understand the clinical picture, causal factors and treatment for Schizophrenia.
- To analyse the pattern and effects of substance use, causes and treatment of Alcohol Related Disorders and an overview of Psychoactive Drugs.
- To classify personality disorder and its attributes.
- To understand the causes and treatment of Neuro-developmental disorders.

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 Comprehend the cause, symptom presentation, course and treatment for Disruptive, impulse – control and conduct disorder.
- CO2 Explain causes, onset, course, treatment and prognosis for schizophrenia
- CO3 Analyse the patterns and effects of substance use, abuse and dependence and gain knowledge on treatment options available for alcohol related disorders.
- CO4 Examine the different types of personality disorder and its characteristics.
- CO5 Examine and understand the categories, causes and treatment for neuro-developmental disorders in the course of the developmental period.

COURSE OUTLINE

Unit I Disruptive, impulse-control, and conduct disorders (18 hours)

Disruptive, Impulse- control and conduct disorder: An Overview, Type and Causal Factors: biological and psychological Causal Factors, social – cultural and spiritual factors and the case conceptualization and the treatment modalities.

Unit II Psychosis

(18 hours)

Schizophrenia- Clinical features, causes, subtypes and treatments of schizophrenia. Causal factors, treatment of other Psychotics Disorders.

Unit III Substance Related Disorders

(18 Hours)

Introduction to substance related disorder. Alcohol Related Disorders: Prevalence, Co-morbidity and Demographics. The Clinical Picture of Alcohol Related Disorders, Causal factors and treatment of Drug Abuse and Dependence.

Unit IV Personality Disorder and Neuro cognitive, developmental Disorders (18 hours)

Personality Disorders: Clinical features, causal factors, treatment and outcomes of Personality Disorders- Cluster A Personality Disorder, Cluster B Personality Disorders, Cluster C Personality Disorders. Clinical Features, Causes treatment and management of Neurocognitive and developmental Disorders.

Unit V Prevention and Treatment

(18 Hours)

Types of prevention- Primary, Secondary and Tertiary prevention, psychological approaches to treatment: Psycho dynamics therapy, Behaviour therapy, Cognitive and Cognitive Behavioral therapies, Humanistics, existential, Eclecticism and Indigenous therapies.

TEXT BOOKS

- Butcher J.N., Hooley J.M., Mineka S. & Dwivedi C.B. (2017), *Abnormal Psychology* (16thEd.) India: Pearson Education, Inc.
- Carson R.C., Butcher J.V. & Mineka S. (2000). *Abnormal Psychology and Modern Life*. (13thEd.) Allyn & Bacon Publishers.

RECOMMENDED BOOKS

- Barlow H David & Durand V Mark (2002). *Abnormal Psychology* 2nd Ed. Brooks/Cole Publishing Company
- Sarason I. G. & Sarason B.R. (2002), *Abnormal Psychology- Problem of maladaptive behavior*, 11th edition, Pearson education INC.
- Nietzel S., McCauley & Bernstein (1998), *Abnormal Psychology*, Allyn& Bacon.

- Ray W.J. (2015) *Abnormal Psychology- Neuroscience perspectives on human behaviour and experience*. New Delhi: Sage Publications.
- Bennet P. (2010). *Abnormal and Clinical Psychology- An Introductory Textbook* (2nd Ed.) New Delhi: Tata McGraw Hill Education Private Limited

JOURNALS

1. Journal of Psychiatry and Neuroscience (<https://jpn.ca/>)

E LEARNING RESOURCES

1. https://secure2.convio.net/dabsa/pdfs/brochures/understanding_your_mood.pdf
2. https://psychiatryonline.org/pb/assets/raw/sitewide/practice_guidelines/guidelines/schizophrenia.pdf
3. <http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20157-176.pdf>
4. <http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20239-258.pdf>

SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)

1. Making use of you-tube videos to help understand various disorders and their symptoms.
2. Clinical case analysis with use of secondary data including movies (signs, symptoms, etiology)
3. Interview of cases from the above list of disorders (mental status examination and case history)
4. Clinical assessment using 16PF, MMPI, Beck Cognitive Inventory etc.
5. Students develop a mental health awareness program for a common disorder prevalent in that community for e.g. depression and anxiety. For instance, the agenda of one such campaign could be to spread awareness, bust myths and instil sensitivity in the community on mental health, mental illness, suicide, and suicide prevention. The awareness program may be a week long and may consist of movie screening, interactive sessions, mental health awareness walk - street plays, group discussions, workshops and other simple fun activities such as “Pop the stress & Create Joy” where participants may write the major stressors of their lives on a balloon and burst the balloon, as a symbol of destroying that stress.

PSYCHOLOGICAL TESTING

Semester: VI

Credits: 4

Nature of the Course: Core

Teaching Hours:90Hours

COURSE OBJECTIVES

To enable the students

- To equip themselves with the knowledge and skills in the practice of psychological assessment for a variety of assessment such as Personality, Intelligence, Thinking and general attitudes and behaviour.
- To learn to administer and Score assessment measures.
- To evaluate objectively the results and draw inferences.
- To be able to write a report based on the data obtained.

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 Assess central human attributes such as personality, intelligence, thought and attitudes through standardized tests.
- CO2 Demonstrate skills in administering and scoring assessment measures.
- CO3 Demonstrate competence in drawing inferences from the results without bias.
- CO4 Demonstrate competence in writing a standard report.

CONCEPTS

1. Personality
 2. Aptitude
 3. Interest
 4. Achievement tests
 5. Stress and coping
 6. Attitudes and behavior
 7. Creativity
- A minimum of 10 experiments should be conducted.
 - At least one experiment from each concept should be chosen

REFERENCES

1. Rajamanickam, (2005). *Experimental Psychology with advanced experiments*. (Vol.1). New Delhi: Concept Publishing Company.
2. Rajamanickam, (2005). *Experimental Psychology with advanced experiments*. (Vol.2). New Delhi: Concept Publishing Company.
3. Sharma, R.N. & Sharma, R. (2003). *Experimental Psychology*. New Delhi: Atlantic Publishers & Distributors.
4. Anastasi, A. & Urbina, S. (2017). *Psychological Testing*, Noida: Pearson.
5. Mook, D. (2004). *Classic experiments in Psychology*. Westport: Greenwood Press.
6. Gregory, R. J. (2004). *Psychological Testing – History, Principles, and Applications*, Delhi: Pearson Education.

WEB RESOURCES

1. nptel.ac.in/courses/109/105/105109118/

JOURNALS

1. International Journal Of Testing (<https://www.tandfonline.com/toc/hijt20/current>)

E LEARNING RESOURCES

1. <http://download.nos.org/srsec328newE/328EL18.pdf>
2. <http://www.gcbtcollege.in/studymaterial/Intelligence%20Theories.pdf>
3. <http://egyankosh.ac.in/bitstream/123456789/23833/1/Unit-2.pdf>

HEALTH PSYCHOLOGY

Semester: VI

Credits: 4

Nature of the Course: Core Paper

Teaching Hours: 90 Hours

COURSE OBJECTIVES

To enable the students

- To understand need and perspectives of health psychology.
- To learn various models available to conceptualize health.
- To comprehend the Illness behaviours and importance of patient –practitioner communication.
- To understand the influence of stress and pain on health and the importance of social support in managing stress and pain.
- To learn the nature of pain and its management.

COURSE OUTCOME

On the successful completion of this course, students will be able to

- CO1 Trace the evolution of the field of medicine in the treatment of illness and the need and trends that shaped the emergence of the field of health psychology.
- CO2 Utilize the knowledge on health behaviour models to identify behavioural immunogen and pathogens and apply the understanding to personal health behaviours
- CO3 Comprehend stereotyped responses and behaviours to chronic illnesses and the role of health practitioners in treatment adherence and recovery.
- CO4 Analyse sources of stress and evaluate the effectiveness of various stress management strategies.
- CO5 Identify pain related physiological and psychological effects and explain ways of coping with it

COURSE OUTLINE

Unit I Introduction

(18 hours)

Definition of Health and its Domains, Definition and Goals of Health Psychology, Brief History of Health Psychology, Perspectives in Health Psychology.

Unit II Theoretical Models of Health Behaviour Change (18 hours)

Factors determining healthy behaviours: Biological, Psychological and Social. Key theories of Health behaviour change: Trans-theoretical Model, Health Belief Model, Theory of Reasoned Action and Planned Behaviour, The Health Action Process Model, SocialCognitive theory.

Unit III Chronic Illness and associated Behaviours (18 hours)

The model of illness Behaviour. Recognizing Symptoms: The confirmation bias, Attribution and Misattribution, Personality and help seeking behaviour. Personal issues in chronic illness, understanding delays, the hospital setting, Staff relations, Adherence to treatment. Patient practitioner Interactions: Nature, Results of poor patient provider communication, improving patient provider communication, Reducing Non-adherence and psycho social interventions.

Unit IV Pain and grief management (18 hours)

Pain: Definition and Types of Pain. Theories of pain: Specificity theory, Pattern theory, Affect theory, Gate control theory and Neuromatrix theory. Clinical Issues in pain management: Acute & Chronic pain, Pain & Personality. Cognitive behavioural Methods of pain control: Progressive relaxation, Meditation, Hypnosis & Biofeedback, Cognitive behaviour therapy. Self-Management of Chronic Pain. Definition of grief and the grief model, coping and external resources.

Unit V Stress, Coping and Social Support (18 hours)

Definition of Stress and Stressor; Theoretical Explanations of Stress- the General Adaptation Syndrome, Transactional Theory of Stress, Diathesis Stress Model, Life- Events Theory, Tend and Befriend Theory, Theory of Learnt Helplessness; Coping Strategies: Emotion-Focused and Problem-Focused types; Coping Interventions: Relaxation Mindfulness Training, Disclosure and Coping, Relaxation Training, Expressive writing & Self affirmation. Cognitive Therapies: Stress Inoculation Training, Rational Emotive Therapy. Social support: Main Forms of Social support, Theories of Social Support Change: Social Convoy Model and Socio-emotional Selectivity theory.

TEXT BOOKS

- Straub O. Richard (2002) *Health Psychology* New York: Worth Publishers.
- Taylor E. Shelley *Health Psychology* (7th Ed.) New Delhi: Tata McGraw Hill Education PvtLtd

- Gurang R.A.R. (2014) *Health Psychology - A Cultural Approach* (3rd Ed.) U.S.A: Wadsworth Cengage Learning.

RECOMMENDED BOOKS

- Allen F. (2011) *Health Psychology & Behaviour*, New Delhi: Tata McGraw Hill Education
- Dalal K. (2015) *Health Beliefs and Coping with Chronic Diseases*. New Delhi: Sage Publications India Pvt Ltd
- Khatoon N. (2012) *Health Psychology*; India: Pearson Education
- Marks D.F., Murray M., Evans B., Woodall C.W.C.& Sykes C.M. (2005) *Health Psychology - Theory, Research and Practice* (2nd Ed.) New Delhi: Sage Publications.

JOURNALS

1. Health Psychology Open (<https://journals.sagepub.com/home/hpo>)
2. International Journal of Clinical and Health Psychology (<https://www.journals.elsevier.com/international-journal-of-clinical-and-health-psychology/>)

E LEARNING RESOURCES

1. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-health-psychology/>
2. <https://www.ruralhealthinfo.org/toolkits/health-promotion/2/theories-and-models>
3. <https://www.blackwellpublishing.com/intropsych/pdf/chapter19.pdf>
4. <https://pdfs.semanticscholar.org/8bdd/71f8ffa51174d160fd67ef99139b243f6dce.pdf>
5. <https://www.apa.org/pubs/journals/releases/amp-a0036735.pdf>

TRAUMA PSYCHOLOGY

Semester: VI

Credits: 5

Nature of the Course: Core Elective

Teaching Hours: 90 Hours

COURSE OBJECTIVES

To enable the students

- To understand and critically evaluate the theoretical/research on concept, complexity and impact of traumatic experiences on human lives.
- To understand psychological trauma, recovery and growth pattern among individuals from diverse backgrounds.
- To understand the relationships among multiple factors and complexity involved in traumatic stresses, adaptation and healing processes.
- To understand the role of power/privilege in the experience of different traumatic experiences across individual and family levels. cultures, communities and global contexts.
- To understand scholarship and contributions of writers, researchers and practitioners in the field of trauma, adaptation and psychological well-being.

COURSE OUTCOME

On successful completion of the course, students will be able to

- CO1 Comprehend, critically evaluate, debate, perspective taking and scientific writings in the field of trauma.
- CO2 Explain and evaluate different standpoints and perspectives across familial, communities and cultural contexts of trauma.
- CO3 Analyse concepts and constructs of traumatic experiences.
- CO4 Explain how differences are constructed or reinforced for specific groups affected by trauma.
- CO5 Explain and critically evaluate the contextual issues in post-traumatic stresses, access to healthcare/healing practices and survivors' challenges in the recovery/growth processes.

COURSE OUTLINE

Unit I Introduction

(18 hours)

Psychology of Trauma: definition, types, signs and symptoms of trauma, identifying trauma events, trauma and its symptoms in different age group and gender.

Unit II Theories of Trauma Psychology

(18 hours)

Theories explaining trauma symptoms, Vulnerability, transmission of trauma across generations, developmental theories and traumatic stress, neuro cognitive psychological theories of trauma.

Unit III Impact of Trauma

(18 hours)

Impact on the individual – memory, cognition and relationship making and sustaining, family – influence on the family member and family health after trauma, Impact on particular race or group and coping.

Unit IV Post Traumatic stress disorder

(18 hours)

Definition, signs and symptoms, manifestations of complex trauma, psychology of victims and survivors, intergenerational transmission of PTSD.

Unit V Trauma and Coping

(18 hours)

Differentiate stress reactions from traumatic ones. Resilient coping with traumatic events and disasters, Post traumatic Growth.

TEXT BOOK

- Herman J.L. (1997) *Trauma and recovery*. NY: Basic Books.
- Joseph S. (2012) *What does not kill us? The new psychology of post traumatic growth*. NY: Basic Books.
- Briere J. & Scott C. (2006) *Principles of trauma therapy: A guide to symptoms, evaluation and treatment*. Thousand Oaks: Sage Publications
- McMackin R.A., Newman E.E., Fogler J.M. & Keane T.M. McMackin R.A. (Eds.) (2012) *Trauma Therapy in Context: The Science and Craft of Evidence, Based Practice*. Washington, D.C: American Psychological Association.

RECOMMENDED READING

- Read J.P., Ouimette P., White J., Colder C. & Farrow S. (2011) Rates of DSM, IV, TR trauma exposure and posttraumatic stress disorder among newly matriculated college students. *Psychological Trauma: Theory, Research Practice, and Policy*, 3(2), 148,156.
- Duax J.M., Bohnert K.M., Rauch S.A., Defever A.M. (2014) *Posttraumatic stress disorder symptoms, levels of social support, and emotional hiding in returning veterans*. *Journal of Rehabilitation Research and Development*. 51(4), 571–78.
- Graham, Bermann S.A., Castor L., Miller L.E. & Howell K.H. (2012) *The impact of additional traumatic events to trauma symptoms and PTSD in children exposed to intimate partner violence (IPV)*. *Journal of Traumatic Stress*, 25(4), 393,400.
- Stein P.T. & Kendall J.C. (2004) *Chapter 4: Complex PTSD in children: Brain and behavior. Psychological Trauma and the Developing Brain: Neurologically Based Intervention for Troubled Children*, pp. 97,132.
- Fallahi C.R. & Lesik S.A. (2009) *The effects of vicarious exposure to the recent massacre at Virginia Tech. Psychological Trauma: Theory, Research, Practice, and Policy*, 1(3), 220,230.
- Schultz T. & Estabrook H. (2012) *Beyond desolate: Hope versus hate in the rubble of sexual abuse*. Winona Lake, IN: BMH Books.

E LEARNING RESOURCES

1. International Society for Traumatic Stress Studies: <http://www.istss.org/>
2. National Center for PTSD: <http://www.ptsd.va.gov/>
3. Posttraumatic Growth Research Group: <https://ptgi.uncc.edu/what,is,ptg/>
4. The National Child Traumatic Stress Network: <http://www.nctsn.org/>
5. Jim Hopper: <http://www.jimhopper.com/>
6. Trauma Healing Institution: <http://thi.americanbible.org/>
7. Forgiveness: <http://www.evworthington,forgiveness.com/research/>
8. Treatment Advocacy Center:
<http://www.treatmentadvocacycenter.org/someone,i,know,is,in,crisis>

POSITIVE PSYCHOLOGY

Semester: VI

Credits: 5

Nature of the Course: Core Elective

Teaching Hours: 75 Hours

COURSE OBJECTIVES

To enable the students

- To understand the concepts of positive psychology.
- To understand the implications of positive psychology for the well-being of self and society.
- To generate research questions and strategies based on principles of positive psychology.

COURSE OUTCOMES

On the successful completion of this course, students will be able to

- CO1 Demonstrate an understanding of the aim and scope of positive psychology and implications to well-being and flourishing;
- CO2 Describe the implications of the science and application of positive psychology to biological, psychological, social and emotional outcomes; Identify research that supports the principles, strategies, tools and skills of positive psychology;
- CO3 Utilize their own strengths and virtues and employ strategies to Increase their happiness, overall quality of life and well-being;
- CO4 Integrate and apply core concepts of positive psychology and resiliency factors into their own lives and professional practice;
- CO5 Develop a toolkit of measures and activities for putting positive psychology scientific findings, theories and tools into real-world practice.

COURSE OUTLINE

Unit I Introduction to Positive Psychology

(15 hours)

Positive Psychology: History and Background, Assumptions, Goals and Definitions, Happiness and Classification, Personal Goals, self - Efficacy and Grit.

Unit II Positive Emotions, Optimism and Hope**(15 hours)**

Positive Emotions, The Broaden and Build Theory of Positive Emotions; Positive Emotions and Well-being; Cultivating Positive Emotions, Flow Experiences, Savouring. Optimism – Dispositional optimism, Optimism as explanatory style, Varieties of Optimism; Hope theory.

Unit III Altruism and Resilience**(15 hours)**

Empathy and Altruism: definition, measures and activities involved. Resilience, Definition; Sources of Resilience, In Children, In Disadvantaged Youth, In Adulthood and Later Life – Growth through Trauma.

Unit IV Gratitude and Forgiveness**(15 hours)**

Definition of Forgiveness and the process of forgiveness. Healing through forgiveness. Gratitude, increasing well-being by counting one's blessings, Neuro scientific evidence of gratitude.

Unit V Spirituality and Religion**(15 hours)**

Religion/Spirituality and well-being; Religious Orientation; Styles of Religious coping. Mindfulness and wellbeing; mindfulness meditation; mindfulness and Positive Psychology Research. Wisdom and courage: definition and its measures and positive social engagements.

TEXT BOOKS

- Baumgardner S.R. & Cothers M.K. (2009) *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd
- Joseph S. & Linley P.A. (2006) *Positive Therapy. A meta-theory for positive psychological practice*. London: Routledge.
- Lopez S. & Snyder C. (Eds.) (2011) *Oxford Handbook of Positive Psychology* (2nd Ed.) New York City: Oxford Press.

REFERENCES

- Carr A. (2004) *Positive Psychology a science of happiness and human strengths*. New York, NY: BR Publishers
- Csikszentmihalyi M. (2002) *Flow, the classic work on how to achieve happiness*. London: Rider.

- Lomas T., Hefferon K & Ivtzan I. (2014) *Applied Positive Psychology*. New Delhi. Sage Publications Limited

JOURNALS

1. Journal of Positive psychology and wellbeing
2. Journal of positive psychology

INTEGRATION OF FAITH AND PSYCHOLOGY

Semester: VI

Credits: 5

Nature of the Course: Core Elective

Teaching Hours: 90 Hours

COURSE OBJECTIVES

The students will be able to

- Get familiarized with approaches in integration
- Nurture a respect and understanding of differing worldviews on psychology and Christian faith
- Integrate Christian beliefs and psychology for themselves.
- Define a personal process to integrate psychological principles and Christian belief.

COURSE OUTCOMES

On successful completion of the course the students will be able to

- CO1 Appraise scholarly material published in the area of integration
- CO2 Identify and evaluate models of integration
- CO4 Examine cultural and personal differences in worldviews
- CO5 Articulate ethical concerns and guidelines for relating to those with differing views
- CO6 Analyse and express a Biblical worldview in relationship to their theory and practice of psychology

COURSE OUTLINE

Unit I Introduction of Integration

(18 hours)

Definition: theology and psychology. Foundation principles of integration, Importance of integration, Interdisciplinary integration and its challenges.

Unit II Towards Spiritual and Psychological Health

(18 hours)

Mapping of spiritual and psychological health, A pattern of Healing, Perspective of Imago Dei with the different waves of psychology, Marker of health in relation to theological views of the Imago - Dei

Unit III Five View of Christianity and Psychology – I**(18 hours)**

Christian's commitment to the discipline of Psychology. Different types of views that link psychology and Christianity. Levels of explanation view, An Integration View and Christian Psychology View.

Unit IV Five Views of Christianity and Psychology – II**(18 hours)**

A transformation Psychological view and a biblical counselling view. Integrative Model – detailed knowledge of human functioning, competing theories of human personality, practical application of psychotherapy and system of professional and institutional arrangements.

Unit V Concepts of integration**(18 hours)**

Establishing healthy sense of self and others with the integration of Psychological Perspective with the core concepts of Christianity like Sin, Scripture, Prayer, Confession, Forgiveness and Redemption.

TEXT BOOK

- Johnson E.L. (Ed.) (2010) *Psychology & Christianity: Five Views*. Downers Grove, IL: Inter Varsity Press.
- Entwistle D.N. (2004) *Integrative approaches to psychology and Christianity: An introduction to worldview issues, philosophical foundations and models of integration*. Eugene, OR: Wipf and Stock Publishers.
- Sandage S.J. & Brown J.K. (2018) *Relational integration of psychology and Christian theology: Theory, research, and practice*. New York, NY: Routledge. ISBN: 113893593X
- McMinn, *Psychology, Theology, and Spirituality in Christian Counseling* (2011).

BOOKS FOR REFERNCE

- Gorsuch R.L. (2002) *Integrating psychology and spirituality?* Westport, CN: Praeger.
- Lewis C.S. (1996) *Miracles*. New York, NY: Simon & Schuster.
- Lewis C.S. (1996) *The Problem of Pain*. New York, NY: Simon & Schuster.
- Miller W.R. & Delaney H.D. (Eds.) (2005) *Judeo, Christian perspective on psychology*. Washington, DC: American Psychological Association.
- SlifeB. (2004) *Taking sides: Clashing views on controversial psychological issues*, 13th Ed. Columbus, OH: McGraw, Hill/Dushkin.

E LEARNING RESOURCES

1. Watch “chapter 1” and “chapter 4” (lines on time bar mark each chapter)
<http://video.pbs.org/video/1757221034>
2. Summary of Entwistle’s Model of Integration
3. <http://paulgrosch.blogspot.com/2009/11/christianity,vs,psychology,5,models,of.html>
4. Thinking Ethically: A Framework for Moral Decision Making
<http://www.scu.edu/ethics/practicing/decision/thinking.html>

SPORTS AND EXERCISE PSYCHOLOGY

Semester: VI

Credits: 5

Nature of the Course: Core Elective

Teaching Hours: 90 Hours

COURSE OBJECTIVES

To enable the students

- To familiarize with the emerging field in sports and exercise psychology as a profession
- To integrate theory and practice in sports and exercise
- To understand the impact of personality and motivation in the performance
- To comprehend the influence of emotional intelligence on the performance
- To familiarize with the psychometric test associated with the sports

COURSE OUTCOMES

On successful completion of the course the students will be able to

- CO1 Familiarizing with the evolving field of sports and exercise psychology as a profession and having knowledge about its specialties particularly clinical-sport psychology and educational psychology
- CO2 Comprehending the links between theory and practice in sports and exercise psychology; understanding the current shifts from traditional paradigms and appreciating the role of practical theory to guide professional practice so that real life issues may be addressed
- CO3 Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.
- CO4 Being able to develop a psychological profile for a sportsperson/team to help assess the psychological skills that can improve self-awareness, goal setting and communication with the coach.
- CO5 Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.

COURSE OUTLINE

Unit I Introduction

(18 Hours)

History of sport and exercise psychology; what is sport and exercise psychology? Sport psychology specialties: Clinical-sport psychology, Educational psychology Role of exercise and sport psychologists – teaching, research and consultation Bridging science and practice gap.

Unit II Personality and Performance

(18 Hours)

Personality in sports: Approaches to personality, Assessment of personality, Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), Personality theories [Psychoanalysis, Humanistic, Trait Theories and models], Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan). Defining self-confidence, assessing and building self-confidence.

Unit III Motivation and Performance

(18 Hours)

Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sports persons. Inter-personnel Communication and Coach-Athlete Relationship Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination model, Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation-Performance Relationship.

Unit IV Emotion and Performance

(18 Hours)

Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory & IZOF], Emotion Performance Relationship.

Unit V Aggression and Sports

(18 Hours)

Aggression: Aggression in Sports – (Meaning, Definition and Types of Aggression), Dimensions and Theories [Biological and Psychosocial], Violence in Sport, Management of Aggression, Emotional States and their Effect on Performance

TEXT BOOKS

- Cashmore (2004). *Key concepts in sports psychology*. New York: Routledge.
- Jain R. (2005). *Sports Psychology*. New Delhi: D.K Publishers.
- Weinberg R.S., & Gould D. (1995). *Foundations of sport and exercise psychology* (Vol. 4). Champaign, IL: Human Kinetics.
- Cratty B.J. (2000) *Psychology of Contemporary sports*, Human Kinetics Publishers, Champaign Illinois

REFERENCES

1. Horn, T. S. (Ed.) (2002). *Advances in sport psychology*. USA: Human Kinetics Publishers.
2. Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology*. USA: Human Kinetics Publishers, Inc.

SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)

1. Measuring Cohesion (GEQ), Measurement of aggression, Assessment of Leadership style.
2. Measurement of Personality and Personality Profile (Questionnaire – Big Five and EPQ-R), Types, Assessment of Sports Anxiety (STAI by Spielberg, Martens, SCAT) Measurement of Motivation (Incentive Motivation, SMS-28, Achievement Motivation) Goal setting techniques (Task and Ego Orientation).
3. Analysing the personality of team captains of various sports like hockey, cricket, kabaddi etc. and studying its relationship with team motivation and performance. E.g. An analysis of personality and leadership styles of different captains of Indian Cricket team (e.g., MS Dhoni, Sachin Tendulkar, Virat Kohli or Kapil Dev). This can be done by observing their behaviour on ground, listening to/reading their interviews, their communication styles etc.
4. Students can visit the physical education department of their own institution and interact with the faculty as well as the students/players to understand their motivation and self-confidence.

GENERAL COURSES

PSYCHOLOGY OF HEALTH AND WELLBEING

Semester: I

Credits: 2

Nature of the Course: General Course

Teaching Hours: 60 Hours

COURSE OBJECTIVE

To enable the students to

- Understand the Basics of Psychology and its different perceptive
- Understand the significant facts about the development and its changes
- Explains stress and its effect on the everyday life and how to cope stress
- Introduce on personality and motivation and its role in the walk of life
- Have insights on human strengths and virtue

COURSE LEARNING OUTCOME

On successful completion of the course, students will be able to

- CO1 Demonstrate an understanding of psychology as the scientific study of human behaviour and how it is important in the everyday life
- CO2 Comprehend the identity formation and Decision making skills
- CO3 Understand stress and its impact on life and also practical ways to cope with stress
- CO4 Understand human strengths and virtues, and gain insights into positive aspects of work.

COURSE OUTLINE

Unit I Foundations of Psychology

(12 hours)

Definition of Psychology; Historical antecedents of Psychology; Psychology and scientific methods; Branches of Psychology; Approaches: Psycho-dynamic, Cognitive, Behavioural and Humanistic; Methods – Introspection, Observation, Case History, Experimental, Survey, Test.

Unit II Development and Decision Making

(12 hours)

Significant facts about Development and its impact on decision making, Meaning of Developmental Changes, Significant facts about development, Factors influencing Mastery of

Developmental tasks. Stages in the Life Span, Freud's Psychosexual Development, Jean Piaget's Cognitive Development, Kohlberg's Moral Development and Erik Erikson Psychosocial Development Theories; Developmental Tasks/Milestones of Development, Developmental Lag.

Unit III Stress and Coping (12 hours)

Stress and Coping: Nature and sources of stress; Personal and social mediators of stress; Effects of stress on physical and mental health; Coping and stress management.

Unit IV Personality and Motivation (12 hours)

Introduction to Personality, Approaches to the study of personality, Motivation, Emotions and Emotional regulation

Unit V Promoting Human strengths and life enhancement (12 hours)

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

TEXT BOOKS

- *Let your Life Speak: Listening for the voice of vocation*, Parker J. Palmer., 1st Edition, Jossey - Boss, 2000
- Carr A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
- DiMatteo M.R. & Martin L.R. (2002). *Health psychology*. New Delhi: Pearson.
- Forshaw M. (2003). *Advanced psychology: Health psychology*. London: Hodder and Stoughton.
- Hick J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
- Taylor S.E. (2006). *Health psychology*, 6thEdition. New Delhi: Tata McGraw Hill.

RECOMMENDED TEXTS

1. Ernest R Hilgard, Richard C Atkinson, Rita L Atkinson - 6th Edition - 1975, *Introduction to Psychology* - Oxford and IBH Publishing Co. & Pvt Ltd.
2. Saundra K. Ciccarelli & Glenn E. Meyer – 2006 – *Psychology* - Pearson Education

3. Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler - 1986-
Introduction to psychology - Tata McGraw Hill

PSYCHOLOGY AND MENTAL HEALTH

Semester: I

Credits: 2

Nature of the Course: General Course

Teaching Hours: 60 Hours

COURSE OBJECTIVE

To enable the students

- To introduce the concepts of mental health and mental health problems in India and the world
- To comprehend the need for Mental Health Awareness
- To classify different common mental health problems
- To learn the psychological first aid skills

COURSE OUTCOME

On successful completion of the course, students will be

- CO 1 Understanding the status of mental health problem in India and the world.
- CO2 Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.
- CO3 Being able to identify people suffering from common mental health problems like anxiety and depression.
- CO4 Learning to provide psychological first aid to people
- CO5 Understanding and enhancing positive mental health and wellbeing

COURSE OUTLINE

Unit I Mental Health

(12 Hours)

Concept of mental health, Issues of mental health in India and the globe: Some common conditions and their epidemiology, Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness.

Unit II Common Mental Health Issues

(12 Hours)

Mental Health issues in adolescence and young adults: Bullying, academic grades, body image, relational issues with parents and friends/romantic partners, sexual orientation.

Unit III The invisible monsters: Anxiety, Depression and Suicide (12 Hours)

Anxiety: Signs and Symptoms, Depression: Signs and Symptoms, Causes. Suicide: Preventative treatment measures, becoming gatekeepers of suicide, QPR Skills training

Unit IV Reaching out and providing initial help (12 Hours)

Recognizing the signs that someone may need support, knowing what to do and what not to do when a person reaches out for help, Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help.

Unit V Mental Health Practice and Care (12 Hours)

Counselling, guidance, mentoring, Peer mentoring: concept and skills, Self-development and understanding as a first step to help others, self-care and understanding limitations in providing mental health care as lay personnel.

TEXT BOOK

- Butcher J.N., Hooly J.M, Mineka S. & Dwivedi C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.
- Muir-Cochrane E., Barkway P. & Nizette D. (2018). *Pocketbook of Mental Health* (3rd Edition). Elsevier
- Snider, Leslie and WHO (2011). *Psychological First Aid: Guide for Field Workers*.

E RESOURCES

1. http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf
2. https://www.who.int/mental_health/media/investing_mnh.pdf

YOUTH, GENDER AND SEXUALITY

Semester: II

Credits: 2

Nature of the Course: General Course

Teaching Hours: 60 Hours

COURSE OBJECTIVES

To enable the students

- To understand the theoretical foundations of gender.
- To promote deconstruction of sexism.
- To develop an appreciation and sensitivity for asymmetries and complexities across genders.

COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 Evaluate, compare and critique theories of gender and sexuality.
- CO2 Identify the effect of gender and sexual identities on the experience of privilege, power dynamics and political voice across cultures and time.
- CO3 Critically evaluate the social position of various sexual groups given the Indian context.

COURSE OUTLINE

Unit I Introduction to human sexuality (12 Hours)

Difference between gender and sex; gender identity versus sexual identity, Cisgenders, transgender and transsexuals, Sociocultural construction of gender, Gender stereotypes, Gender differences in personality, emotions and sexuality

Unit II Theoretical perspectives of gender and sex (12 Hours)

Biological theories, genetic inheritance, role of hormones, Social learning theory in acquiring gender roles, Gender schema theory, Eysenck's theory of gender and sexuality, Kohlberg's theory of cognitive competency development in relation to gender.

Unit III Sexualities (12 Hours)

Definition of Sexual orientation, types of sexual orientation, Influence of culture and biology on the sexual orientation. Culture and variation in sex norms and sexualities.

Unit IV Gender and sexuality in operation across time and culture (12 hours)

Status of women: pre and post colonization- sati, widowhood, dowry, child marriage and the modern woman. Trans sexuality in India: discrimination at the workplace, social exclusion and the law. Transgender discrimination, laws and their empowerment. Sexcrimes and rape- consent, power and social scripts. Relationships - monogamy and open non-monogamy.

Unit V Influence of Families and Diversities (12 Hours)

Social construction of family values, the importance of context development, Impact of community and family in the gender and the sexual identity formation.

TEXT BOOKS

- Ember C.R. & Ember M. (2003) *Encyclopaedia of sex and gender: men and women in world's culture*. New York: Kluwer Academic/Plenum Publishers.
- Richards C. & Barker M. (2015) *The Palgrave Handbook of the Psychology of Sexuality and Gender*. Basingstoke, England: Springer.
- Stainton Rogers W. & Stainton Rogers R. (2001) *The Psychology of Gender and Sexuality: An Introduction*. Milton Keynes, United Kingdom: McGraw, Hill Education (UK).
- White J.W. & Travis C.B. (2000) *Sexuality, Society, and Feminism*. NE, WA, D.C.: American Psychological Association.

BOOKS FOR REFERENCE

- Siann G. (2013) *Gender, Sex and Sexuality: Contemporary Psychological Perspectives*. Oxfordshire, England: Taylor & Francis.

RESEARCH ARTICLES/ BOOKS FOR FURTHER READING

1. Parekh S. (2003) *Homosexuality in India: The Light at the End of the Tunnel*. Journal of Gay & Lesbian Psychotherapy, 7(1,2), 145,163. doi:10.1300/j236v07n01_09
2. Mead M. (2016) *Sex and Temperament: In Three Primitive Societies*. New York, NY: HarperCollins.

WEB RESOURCES

1. www.youtube.com/watch?v=GLkgotALxTg
2. www.ted.com/talks/johanna_blakley_social_media_and_the_end_of_gender?language=en

INTERGROUPRELATIONS

Semester: II

Credits: 2

Nature of the Course: General Course

Teaching Hours: 60 Hours

COURSE OBJECTIVES

To enable the students

- To understand the basics of group and its nature
- To comprehend the nature of relationship between groups
- To emphasis on the social categorization and social identity
- To understand the ways to resolve inter group conflict

COURSE OUTCOMES

On successful completion of the course, the students will be

- CO1 Understanding the role groups play in our life
- CO2 Understanding the nature of relationship between groups in terms of cooperation, competition, conflicts and the like
- CO3 Realizing the relevance and consequence of social categorization
- CO4 Understanding how a group membership shapes one's social identity and colours our perception of others.
- CO5 Knowing ways to resolve and manage inter-group conflicts

COURSE OUTLINE

Unit I Nature of intergroup relations (15 Hours)

Definition and the basics of the nature of the intergroup relations, Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

Unit II Social categorization and conflict (15 Hours)

In group vs. Outgroup; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization; Minimal in group situation.

Unit III Cultural aspects of intergroup relations (15 Hours)

Social identity, Stereotypes: National & ethnic stereotypes cases for Indian context.

Unit IV Resolving intergroup conflict**(15 Hours)**

Intergroup contact; Promoting intergroup cooperation; Conflict management strategies: Collaborating, competing, accommodating, avoiding & compromising.

Unit V Healthy Intergroup relationship**(15 Hours)**

Peer influence vs Peer Pressure, Healthy Role Modelling, Group influence on the society and the power of intergroup in the change culture.

TEXT BOOKS

- Baron R.A., Branscombe N.R., Byrne D. & Bhardwaj G. (2009) *Social psychology*. New Delhi: Pearson.
- Austin W.G. & Worchel S. (1986). *Psychology of Intergroup Relations*. Nelson-Hall Publishers.

REFERNCE BOOKS

- Miller N. & Breuer M.B. (1996). *Intergroup Relations* (Mapping Social Psychology). Open University Press.

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