# PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN

## B.A. (HONS.) IN PSYCHOLOGY

## COTTON UNIVERSITY

| SEMESTER | CORE COURSE (14) | ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2) | ABILITY ENHANCEMET ELECTIVE COURSE (AEEC) (2) (SKILL BASED) | ELECTIVE DISCIPLINE SPECIFIC DSE (4) | ELECTIVE GENERIC (GE) (4) |
|---|---|---|---|---|---|
| I | **C-PSY-01** Introduction to Psychology (Theory+ Practical) | Environmental Science | | | GE-1 |
| | **C-PSY-02** Statistical Methods for Psychological Research-I (Theory+ Tutorial) | | | | |
| II | **C-PSY-03** Biopsychology (Theory+ Tutorial) | English Communication | | | GE-2 |
| | **C-PSY-04** Psychology of Individual Differences (Theory+ Practical) | | | | |
| III | **C-PSY-05** Development of Psychological Thought (Theory+ Tutorial) | | SEC-1 | | GE-3 |
| | **C-PSY-06** Psychological Research (Theory+ Practical) | | | | |
| | **C-PSY-07** Social Psychology (Theory+ Tutorial) | | | | |
| IV | **C-PSY-08** Understanding Psychological Disorders (Theory+ Tutorial) | | SEC-2 | | GE-4 |
| | **C-PSY-09** Statistical Methods for Psychological Research-II (Theory+ Tutorial) | | | | |
| | **C-PSY-10** Applied Social Psychology (Theory+ Practical) | | | | |

| V | C-PSY-11 Understanding and Dealing with Psychological Disorders (Theory+ Practical) | | | DSE-1 | |
| | C-PSY-12 Developmental Psychology (Theory+ Practical) | | | DSE-2 | |
| VI | C-PSY-13 Organizational Behavior (Theory+ Practical) | | | DSE-3 | |
| | C-PSY-14 Counseling Psychology (Theory+ Practical) | | | DSE-4 | |

## ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 4) (2 IN SEMESTER- V AND 2 IN SEMESTER-VI):

DSE-PSY-01: Positive Psychology

DSE-PSY-02: Human Resource Management

DSE-PSY-03: Health Psychology

DSE-PSY-04: Community Psychology

DSE-PSY-05: Cultural and Indigenous Psychology

DSE-PSY-06: Project/Dissertation (VI Semester)

DSE-PSY-07 Psychological Perspective in Education

DSE-PSY-08: Psychology of Disability

DSE-PSY-09: Psychology of Peace

DSE-PSY-10: Introduction to Indian Psychological Thought

DSE-PSY-11: Environmental Psychology

DSE-PSY-12: Cognitive Psychology

## ELECTIVE: GENERIC (GE) (ANY 4, 1 EACH IN SEMESTER I, II, III AND IV):

GE-PSY-01: General Psychology

GE-PSY-02: Youth, Gender and Identity

GE-PSY-03: Psychology for Health and Well-being

GE-PSY-04: Psychology at Work

GE-PSY-05: Psychology and Media

GE-PSY-06: Inter-group Relations

GE-PSY-07: Youth Psychology

GE PSY 08: Positive Psychology: Understanding Human Strengths

GE PSY 09: Social Psychology: Understanding Human World

**ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED- SEC) (ANY 2: 1 IN SEMESTER III AND 1 IN SEMESTER IV):**

SEC PSY-01: Emotional Intelligence

SEC PSY-02: Stress Management

SEC PSY-03: Effective Decision Making

SEC PSY-04: Educational Psychology

SEC PSY-05: Human Resource Practices

SEC PSY 06: Personal Growth and Development

SEC PSY 07: Psychological Skills in Organization

SEC PSY 08: Psychology of Relationships

SEC PSY 09: Research Publication and Presentation

SEC PSY 10: Skills of Communication

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# CORE COURSES

## C-PSY-01: INTRODUCTION TO PSYCHOLOGY

**Core Course - (CC) Credit: 6**

<u>**COURSE LEARNING OUTCOMES**</u>

• To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life
• Appreciation of the scope and the field of psychology
• Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, and thinking

**UNIT 1**
Introduction: Definitions of Psychology, Perspectives in Psychology; Research Methods of Psychology; Subfields of Psychology

**UNIT 2**
Perception: Perception and Cultural Influences on Perception: Perceptual Processing, Perceptual Sets; Role of Attention; Perceptual Organization; Perceptual Constancies; Depth Perception; Illusions

**UNIT 3**
Learning: Learning, Principles and Applications of Classical Conditioning, Operant Conditioning, and Observational Learning; Cognitive Influences on Learning

**UNIT 4**
Memory: Definition of Memory, Models of Memory: Levels of Processing, Parallel Distributed Processing, Information Processing; Reconstructive Nature of Memory; Forgetting; Improving Memory; Culture and Memory

**PRACTICAL**

**Any 2 experiments based on C-PSY-01 (Introduction to Psychology). Each practicum group will consist of 10-12 students.**

**REFERENCES**
Baron, R. & Misra.G. (2016). *Psychology*. 5th Edition. New Delhi: Pearson.
Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology*, 5th Edition. South Asian Edition. New Delhi: Pearson Education.
Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*, 5th Edition. New Delhi: Sage.
Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

**ADDITIONAL RESOURCES**

Craik, F.I.M. & Lockhart, R.S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behaviour, 11*(6), 671-684.

Danziger, K. & Dzinas, K. (1997). How Psychology got its variables. *Canadian Psychology, 38*, 43-48.

**KEYWORDS**

Fields of Psychology, Perception, Memory, Learning

# C-PSY-02: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• To familiarize students with the use of statistical methods in psychological research
• To foster an understanding of the techniques of descriptive statistics for quantitative research.
• To teach the application of the same in the field of Psychology

**UNIT 1**
Introduction: Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement; Frequency Distributions, Percentiles and Percentile Ranks; Graphic Representation of Data (Histogram; Frequency Polygon; Bar Diagram; Pie Chart; Cumulative Frequency Graph; Factors Affecting the Shape of Graphs)

**UNIT 2**
Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Central Tendency Measures in Normal and Skewed Distributions; Effects of Score Transformations on Measures of Central Tendency. Measures of Variability: Range; Semi-Interquartile Range; Variance; Standard Deviation (Properties and Comparison); Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Effects of Linear Transformations on Measures of Variability

**UNIT 3**

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z-Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison Of z-Scores And Percentile Ranks.

The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; Finding Areas When the score is Known, Finding Scores When the Area is Known; Applications of Normal Curve, Divergence From Normality (Skewness and Kurtosis)

**Unit 4**

Correlation: Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient; Effects of Score Transformations; Cautions Concerning Correlation Coefficients; Regression

**REFERENCES**

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed.). Delhi: Prentice Hall of India.
King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). Noida: Wiley. Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). Delhi: Prentice Hall of India.
Howitt, D and Cramer, D. (2011). *Introduction to Statistics in Psychology*. London, UK: Pearsons Education Ltd.

**ADDITIONAL RESOURCES:**

Garrett, H.E (2005). *Statistics in Psychology and Education*. Delhi: Cosmo Publications.

**KEYWORDS**

**Measures of variability; Correlation; Normal Probability Distribution; Random Sampling**

# C-PSY-03: BIOPSYCHOLOGY

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• Understanding the biological bases of human behaviour, its nature and scope

• Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them

• Having basic knowledge about the structures of human brain, their functions and impact on human behaviour

• Realizing the importance of hormones in behaviour, cognition and emotions

**UNIT 1**

Introduction to Biopsychology: Nature and Scope; Methods and Ethics in Biopsychology; Divisions of Biopsychology

**UNIT 2**

The Functioning Brain: Structure and Functions of Neurons; Types of Neurons; Neural Conduction and Synaptic Transmission

**UNIT 3**

Organization of Nervous System: CNS & PNS (Structure And Functions); Neuroplasticity Of The Brain: Neural Degeneration, Neural Regeneration And Neural Reorganization

**UNIT 4**

Neuroendocrine System: Structure, Functions and Abnormalities of Major Glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

**REFERENCES**

Leukel, F. (1976). *Introduction to Physiological Psychology*. New Delhi: Pearson.

Levinthal, C.F. (1983). *Introduction to Physiological Psychology*. New Delhi: Prentice Hall of India.

Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. New Delhi: Pearson Education.

Carlson, N. R. (2009). *Foundations of Physiological Psychology* (6th Edition). New Delhi: Pearson Education.

**ADDITIONAL RESOURCES:**

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). *Biological Psychology: An*

*Introduction to Behavioral, Cognitive, and Clinical Neuroscience* (5th Edition). Sunderland, Massachusetts: Sinauer Associates.

**KEYWORDS**

**Brain-Behaviour, Nervous System, Neuroplasticity; Gland**


# C-PSY-04: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• To develop an understanding of the concept of individual differences

• To acquaint the learner with the complexities of personality theories

• Understanding the various approaches to Intelligence and appreciation of the diverse frameworks

• To know the processes and principles of motivation and emotion and appreciating the diverse frameworks

## UNIT 1

Personality: Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological- Humanistic and Social Cognitive

## UNIT 2

Concept of Intelligence: Psychometric and Cognitive Approaches to Intelligence; Gardner's Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture,

Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity

## UNIT 3

Motivation: Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting

## UNIT 4

Emotion: Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific

## PRACTICAL

Any 2 practicum based on C-PSY-04 using any two psychological tests (one based on Intelligence and one based on personality). Each practicum group will consist of 10-12 students.

## REFERENCES

Baumgardner, S.R. & Crothers, M.K. (2010). *Positive Psychology*. Upper saddle River, New Jersey: Prentice Hall

Carr, A. (2011). *Positive psychology*. London, UK: Routledge.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology*, South Asian Edition. New Delhi: Pearson Education.

Cornelissen, M., Misra, G. & Varma, S. (Eds.) (2011). Foundations *of Indian Psychology: Theories and Concepts*, Vol I. New Delhi: Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). *Bridging Learning: Unlocking Cognitive Potential In and Out Of The Classroom*. Thousand Oaks, CA: Corwin.

Misra, G. (2011). *Handbook of Psychology*. New Delhi: Oxford University Press.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill.

**ADDITIONAL RESOURCES**

Ekman, P. (1999). *Basic Emotions: Handbook of Cognition and Emotion*. Sussex, U.K.: Wiley

Freud, S. (1991). *Introductory Lectures in Psychoanalysis*. New Delhi: Penguin Books.

Gardner, H. (1993). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Santrock, J. W. (2010). *Educational Psychology*. Delhi: Inwin Professional Publishers.

**KEYWORDS**

**Personality, Intelligence, Self; Creativity**


# C-PSY-05: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• Building an understanding of pre-history and history of psychology, including philosophical and general-scientific milestone events that have influenced the development of the discipline

• Identifying and appreciating the diversity of contributions to the contemporary fields of psychology

• Developing critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology

• Describe the key figures in the history of psychology and their major contributions and perspectives

• Provide an introduction to the development of the discipline both from the Indian as well as Western perspective

**UNIT 1**

Understanding Psyche: Indian Views on Consciousness: Yoga and Vedant; Early Western Views (Structuralism, Functionalism, and Gestalt); Debates in Western Psychology, Free Will and Determinism, Empiricism and Rationalism; Content and Methodological Shifts across schools of Psychology

**UNIT 2**

Positivist Thrust: Rise of Behaviorism (Watsonian Perspective); Shift from Behaviorism to Neo-Behaviorism (With reference to Hull, Tolman and Skinner); Transition from Behaviorism to Cognitive Psychology (Information Processing Approach)

## UNIT 3

Experiential Thrust: Psychoanalysis: Freudian Approach, Jungian Perspective, Sociological Shift (Karen Horney, Erik H. Erikson), Object Relational Perspectives (Tenets and Concepts); Existential Psychology (Major Themes); Humanistic Approach (Maslow and Rogers)

## UNIT 4

Critical Perspectives: Social Constructionism in Psychology, Feminism and Psychology

## REFERENCES

Frith, H. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology, 11*(2), 147-151.

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist, 40*, 266-275.

King, D.B., Viney, W. & Woody, W.D. (2008). *A History of Psychology: Ideas and Context* (4th Ed.). London, UK: Pearson Education.

Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.

Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.

Schultz, D.P. & Schultz, S.N. (2011). *A History of Modern Psychology*, 10th edition. UK: Wadssworth, Cengage Learning.

Thomas, T. (2005). *The Critique of Psychology: From Kant to Post Colonial Theory*. NY: Springer-Verlag.

## ADDITIONAL RESOURCES

Bansal, P. (2019). *Psychology: Debates and Controversies*. New Delhi: Sage.

Gergen, K.J. (1996). *Social psychology as social construction: The emerging vision*. In C. Mc Garthy and A. Haslam (Eds.). *The message of social psychology: Perspectives on mind and society.* Oxford: Blackwell

Kakar, S. (2006). Culture and Psychoanalysis: A Personal Journey. *Social Analysis, 50* (2), 25-44.

Kumar, M. (2011). (Re)locating the feminist standpoint in practice of psychology today: A case of India. In A. Rutherford et al. (Eds.), *Handbook of International feminisms: International and cultural psychology* (pp. 175-193). Springer

St. Clair, M. (1999). *Object Relations and Self-Psychology: An Introduction*. Belmont, California: Wadsworth Publishing.

KEYWORDS

Psyche; Debates in Psychology; Psychoanlysis; Existentialism; Social Constructionism

# C-PSY-06: PSYCHOLOGICAL RESEARCH

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.

• Demonstrate ability to plan simple researches and state its requirements.

• Developing familiarity with different kinds of measures and techniques for assessing individual differences.

• Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.

• Understanding the importance of maintaining ethical and moral integrity of the researcher.

• To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

### UNIT 1

Basics of research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research; Current Issues in Psychological Research – Replication Crisis, Publication and Ethics; Research Traditions: Quantitative and Qualitative Orientations Towards Research and their steps, Comparing Qualitative and Quantitative Research Traditions, Formulating a problem and developing a testable research question/research hypothesis

### UNIT 2

Sampling: Probability and Non Probability Sampling Methods

### UNIT 3

Methods of Data Collection: Case Study, Observation, Interview & Focus Group Discussion, Survey, Use of Secondary Data

### UNIT 4

Psychological Testing: Characteristics of a test – Standardization, Reliability, Validity, Norms, Applications and issues

**PRACTICAL**

Any 2 practicum based on C-PSY-06 (each practicum group will consist of 10-12 students) using any of the following: Interview/FGD/Survey/Observation/Case Study/Semi Projective Techniques

**REFERENCES**

Anastasi, A., & Urbina, S. (2017). *Psychological Testing*, 7th Edition. Noida: Pearson India.

Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.

Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.

Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7thEd.). New Delhi: Pearson India.

Murphy, K.R. & Davidshofer, C. O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). New Jersey: Pearson.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th

Ed.) Boston: Pearson Education.

Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method.* Philadelphia: Open University Press.

**ADDITIONAL RESOURCES**

Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*, Third Edition. Delhi: Sage Texts.

Deb, S., Gireesan, A., & Prabhavalkar, P.(2019). *Social Psychology in Everyday Life*. Delhi: Sage Texts.

Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd Ed.) Oxford: Blackwell Publishers

Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research. Belmont, California: Wadsworth.

Valery, C. (2016). *Fundamentals of Research on Culture and Psychology: Theory and Methods.* New York: Routledge.

KEYWORDS

Qualitative and Quantitative Research; Sampling; Data collection; Test; Standardization

# C-PSY-07: SOCIAL PSYCHOLOGY

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• Understanding the basic social psychological concepts and familiarize with relevant methods.

• Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.

• Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.

• Develop an understanding of the individual in relation to the social world

**UNIT 1**

Introduction: Nature and scope of Social Psychology; Levels of social analysis; Critique to Social Psychology; Overview of the history and current trends of Social Psychology (Including development in India)

**UNIT 2**

Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes (Attitude-Behaviour Link; Strategies for attitude change)

**UNIT 3**

Social Interaction and Influence: Interpersonal Attraction, Prosocial Behaviour, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)

**UNIT 4**

Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction (Facilitation, Loafing)

**REFERENCES**

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hogg, M. &Vaughan, G.M. (2008*). Social Psychology*. Upper Saddle Rives, New Jersey: Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin. Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments* (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.).New Delhi: Pearson.

**ADDITIONAL RESOURCES**

Asch, S. E. (1956). Studies of independence and conformity: I. A minority of one against a unanimous majority. *Psychological Monographs: General and Applied, 70*(9), 1-70. doi:10.1037/h0093718

Branscombe, N.R., Baron, R.A., Baumeister, R.F., & Kapur, P. (2019). *Social Psychology*, 14th Ed. New Delhi: Pearson.

Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. New Delhi: Sage

Forsyth, D.R. (2014). *Group Dynamics*, 3rd Ed. New Delhi: Cengage Learning.

Janis, I. L. (1982). *Group Think: Psychological studies of Policy Decisions and Fiascos* (2nd Edition). California: Houghton Mifflin.

Milgram, S. G. (1963). Behavioral Study of obedience. *The Journal of Abnormal and Social Psychology, 67*(4), 371-378. doi:10.1037/h0040525

Stainton-Rogers, W. (2003). *Social Psychology: Experimental and Critical Approaches*. UK Higher Education, Oxford University Press.

**KEYWORDS**

Attitudes; Interpersonal attraction; Aggression; Pro-social Behaviour; Groups; Conflict; Prejudice

# C-PSY- 08: UNDERSTANDING PSYCHOLOGICAL DISORDERS

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.

• Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).

• Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.

• Developing sensitivity towards individual and cultural diversity.

**UNIT 1**

Introduction: Criteria Of Abnormality, Causal Factors, Classification, Clinical Assessment, Intervention: Rehabilitation; Psychotherapy; Biological Intervention: Convulsive and Pharmacological Therapy

**UNIT 2**

Stress, Anxiety and Related Condition (Clinical Picture and Dynamics): Post Traumatic Stress Disorder, Cardiovascular Disorder, Anxiety Disorders: Generalized Anxiety Disorder, Phobia, Obsessive Compulsive Disorder

**UNIT 3**

Mood Disorder (Clinical Picture and Dynamics): Depressive Disorder, Bipolar and Related Disorders

**UNIT 4**

Somatic Symptoms and Dissociative Disorders (Clinical Picture and Dynamics): Somatic Symptom and related disorders, Conversion Disorder, Dissociative Identity Disorder

**REFERENCES**

Barlow H. & Durand V. Mark (2014). *Abnormal Psychology*: An Integrative Approach. Delhi: Cengage Learning India.

Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. New York: Open University Press.

Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning

**ADDITIONAL RESOURCES**

Foucault, M. (2003). Abnormal: Lectures at the College De France 1974-75. London, UK: Verso Books.

Freud, S. & Breur, J. (2004). *Studies in Hysteria*. London, UK: Penguin Classics.

Ray,W.J. (2015). *Abnormal Psychology; Neuroscience Perspective on Human Behavior and Experience.* New Delhi: Sage.

**KEYWORDS**

Abnormality; DSM, Stress, Mood disorders; Dissociative Disorders

# C-PSY-09: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• Developing an understanding of the nature of qualitative and quantitative inquiry

• To educate students with the techniques of inferential statistics and hypothesis testing

• Developing a basic knowledge of how to analyze data quantitatively

**UNIT 1**

Random Sampling and Sampling Distributions; Introduction to Statistical Inference: Testing Hypotheses about Single Means (z and t); Null and Alternative Hypotheses; Procedural Steps for Hypothesis Testing; Hypothesis Testing about a Single Mean – Calculation; Choice of HA: One- Tailed and Two-Tailed Tests; Assumptions in Testing a Hypothesis about a Single Mean; Estimating the Standard Error of the Mean when Is Unknown; t Distribution; Characteristics of Student's Distribution of t; Computing t; Interpreting the Results of Hypothesis Testing (Errors in hypothesis Testing; Power of a Test; p-Value)

**UNIT 2**

Hypothesis Testing: Testing Hypothesis about the difference between two Independent means (Assumptions; Null and the Alternative Hypotheses; Properties of the Sampling Distribution of the Difference between Means; Computing t Using Definitional Formula Only; Use of a One-Tailed Tests); Hypothesis Testing About the Difference between Two Dependent Means (assumptions; using the formula involving standard errors and correlation only); Confidence Intervals; Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals.

**UNIT 3**

Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA) The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw Score Formulas for Analysis of Variance only; Comparison of t and F; Post Hoc Comparisons

**UNIT 4**

Hypothesis Testing for Categorical Variables and Inference about Frequencies: The Chi-Square (Logic and it's assumptions); Calculation of the Chi-Square Goodness- of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test; Nonparametric Approaches; It's Uses and Applications; Comparison with Parametric Tests

**REFERENCES**

King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). New York: John Wiley & Sons.

Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd. Howitt, D & Cramer, D. (2011). *Introduction to Statistics in Psychology*. UK: Pearsons Education Ltd. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed.). New Delhi: Prentice Hall of India.

Siegal, S. & Castellian, N.J. (1988). Nonparametric Statistics for Behavioural Sciences (2nd Ed.). New York: McGraw Hill

**ADDITIONAL RESOURCES**

Gigrenzer, G. (2004). Mindless Statistics. *The Journal of Socio-Economics, 33*, 587-606.

Veeraraghavan, V. & Shetgovekar, S. (2016). *Textbook of Parametric and Non- Parametric Statistics*. New Delhi: Sage.

**KEYWORDS**

Inferential Statistics; Hypothesis Testing; ANOVA; Non parametric Tests


# C-PSY-10: APPLIED SOCIAL PSYCHOLOGY

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• Understanding the key issues and theoretical concepts related to social inequalities, especially in the Indian context.

• Developing insights into one's own behaviours as a man (or as a woman) through self reflexivity.

• Learning to apply theoretical knowledge of social psychology in designing intervention systems.

• Developing insights into issues related to groups, environment and the legal system.

**UNIT 1**

Introduction: Nature of Applied Social Psychology, Social influences on behaviour, Levels of Analysis, Overview of methods

**UNIT 2**

Applications: Intergroup Relations (Prejudice, Conflict, Conflict Management); Health; Environment and Legal System

**UNIT 3**

Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

**UNIT 4**

Intervention and Evaluation: Process of Intervention; Need for evaluation for effective Programmes; Case Studies in Indian Context

**PRACTICAL**

Any 2 practicum based on C-PSY-10. Each practicum group will consist of 10-12 students.

**REFERENCES**

Aronson,E., Wilson,T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology,* 9th edition, Delhi: Pearson.

Myers, D., Sahajpal, P., Behera, P. (2011). *Social Psychology* (10th Edition). New Delhi: McGraw Hill.

Mikkelson, B. (1995). *Methods for Development Work and Research: A Guide for Practioners.* New Delhi: Sage.

Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems.* New Delhi: Sage Publications.

Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology Across Cultures*. New Delhi: Sage Publications.

**ADDITIONAL RESOURCES**

Ahuja, K. K., Dhillon, M., Juneja, A., Deepak, S. & Srivastava, G. (2019). Subverting Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among Indian College Students. *Journal of Homosexuality*, *66*(6), 746-768. DOI:

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Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). *Community Psychology: Linking Individuals and Communities.* Boston, MA: Cengage Learing.

Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Belmont, California: Wadsworth.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change intergroup relations. In N. Macrae, M. Hewstone, & C. Stangor (Eds.), Foundations *of stereotypes and stereotyping* (pp. 323–368). New York: Guilford Press.

Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. *Vision, 18*(4), 317-325.

Kapur, P., & Misra, G. (2011). Social identity in India: Continuities and fractures. In G. Misra (Ed.), *Contemporary Indian Psychology*. New Delhi: Oxford University Press.

Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies, 59*(4), 427-435. (ISSN: 0033-2968)

Pettigrew, T.F. (1998) Intergroup Contact Theory. *Annual Review of Psychology, 49,* 65-85. Tajfel, H., & Turner, J.C. (1979). An integrative theory of intergroup conflict. In W.G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–48). Monterey, CA: Brooks/Cole.

**KEYWORDS**

Participatory Action; Group dynamics; Prejudice; Inequality; Intervention

# C-PSY-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.

• Develop an understanding of Childhood disorders

• To introduce personality disorders and substance related disorders.

**UNIT 1**

Schizophrenia Spectrum and other Psychotic Disorders (Clinical Picture and Dynamics)

**UNIT 2**

Substance Related Disorders (Clinical Picture and Dynamics): Alcohol Related Disorders, Drug Abuse and Dependence

**UNIT 3**

Disorders and Sexual Variants (Clinical Picture Only): Antisocial Personality Disorder, Borderline Personality Disorder; Sexual Dysfunctions, Gender Dysphoria

**UNIT 4**

Disorders of Childhood (Clinical Picture Only) – Intellectual Disability/ Learning Disabilities, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

**PRACTICAL**

Any two practicum based on topics in C-PSY-11. Each practicum group will consist of 10-12 students.

**REFERENCES**

Alloy, L.B., Riskind, J.H., and Manos, M.J. (2004). *Abnormal Psychology: Current Perspectives.* (9th Edition). New York: McGraw Hill

Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. New York: Open University Press.

Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal Psychology* (16th Ed). New York: Pearson

Barlow, D.H. & Durand, V.M. (2013). *Abnormal Psychology: An Integrative Approach* (7th Ed). Noida: Cengage Learning India Edition

Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A Dimensional Approach*.

Hyderabad: Wadsworth, Cengage Learning

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2013). *Abnormal Psychology* (12th Ed). New Jersey: John Wiley & Sons.

**ADDITIONAL RESOURCES**

Ramachandran, V.S. & Blakeslee, S. (1998). *Phantoms in the Brain: Probing the Mysteries of the Human Mind. London,* UK: William Morrow.

Gururaj, G. et. al. (2016) *National Mental Health Survey of India, 2015-16: Prevalence, Patterns and outcomes.* Bengaluru: NIMHANS Publication No. 129

**KEYWORDS**

Schizophrenia; Substance abuse; Personality Disorders; Autism; Therapy

# C-PSY-12 DEVELOPMENTAL PSYCHOLOGY

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.

• Developing an ability to identify the milestones in diverse domains of human development across life stages.

• Understanding the contributions of socio-cultural context toward shaping human development.

• Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

**UNIT 1**

Introduction: Concepts, Themes, Theoretical Perspectives of Human Development, Research Designs and Methods

**UNIT 2**

Stages of Development: Prenatal Development, Birth and Infancy, Adolescence

**UNIT 3**

Domains of Human Development: Cognitive Development (Piaget, Vygotsky); Language Development; Emotional Development; Moral Development (Kohlberg)

**UNIT 4**

Socio Cultural Context for Human Development: Family, Peers, Media

**PRACTICAL**

Any two practicum based on topics in C-PSY-12. Each practicum group will consist of 10-12 students.

**REFERENCES**

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

Misra, G. (2011). *Handbook of Psychology in India* (Section IV), New Delhi: Oxford University Press.

Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13th Ed.) New Delhi: McGraw Hill. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.

**ADDITIONAL RESOURCES**

Kapur, M. (1995). *Mental Health of Indian Children*. New York: Sage Publications.

Mitchell, P, &Ziegler,F.(2017). *Fundamentals of Developmental Psychology*, 2nd edition. New Delhi: Routledge.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

**KEYWORDS**

Prenatal development; Infancy; Adolescence; Cognitive Development; Language Development; Emotional Development; Moral Development; Socio-cultural context

# C-PSY-13: ORGANIZATIONAL BEHAVIOUR

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• To develop an awareness of the concepts related to organizational behaviour.

• Help the students develop a connection between concepts and practices of organizations.

• Understanding the evolution of the field of organizational behaviour and the challenges faced by the field today, for instance diversity, corporate social responsibility, etc.

• Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.

• Understanding leadership processes from different theoretical perspectives.

**UNIT 1**

Introduction: Industrial/Organizational Psychology; Historical Antecedents of Organizational Behaviour: Scientific Management and Human Relations Movement; Challenges faced by the field

**UNIT 2**

Individual Level Processes: Employee Attitudes: Job Satisfaction (Antecedents and consequences of Job Satisfaction; Measurement of Job Satisfaction), Organizational Citizenship Behaviour; Work Motivation; Early Theories: Maslow, Mcclelland, Two Factor; Contemporary Theories and Applications: Goal Setting, Equity, Expectancy

**UNIT 3**

Dynamics of Organizational Behaviour: Organizational Culture; Organizational Politics; Sexual Harassment; Positive Organizational Behaviour (Self Efficacy, Optimism)

## UNIT 4

Leadership: Basic Approaches: Trait Theories, Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership), Challenges to the Leadership Construct (Leadership as attribution, Substitutes & Neutralizers to the Leadership Construct); Indian Perspective on leadership

## PRACTICAL

Any two practicum based on topics in C-PSY-13. Each practicum group will consist of 10-12 students.

## REFERENCES

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (10th Ed.). Noida: Dorling Kindersley. 2

Luthans, F. (2011). *Organizational Behaviour*: An Evidence Based Approach (11th Edition). New York: McGraw-Hill/Irwin.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology.* Summerfield, NC: Hypergraphic Press.

Robbins, S. P. Judge, T.A & Vohra, N. (2019).*Organizational Behavior* (18th Ed). New Delhi: Pearson. Schultz, D. & Schultz, S.E. (2017). *Psychology at Work Today* (10th Ed.). London: Routledge.

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. Noida: Dorling Kindersley.

Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage.

## ADDITIONAL RESOURCES

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (pp. 239-261). Thousand Oaks, CA,: Sage Publications, Inc.

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18*(3), 19-31.

Garima, K. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations, 53*(2), 183-199.

Griffin, R.W.& Moorhead, G. (2009). *Organizational Behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.

Herzberg, F. (1966). *Work and The Nature Of Man*. Cleveland: World Publishing Company.

Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for Developing Countries*. New Delhi: Sage.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and Organizational Psychology*. New Jersey: John Wiley.

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Roethlisberger, F.J. & Dickson, W.J. (1939). *Management and the Worker*. Cambridge, Massachuttes: Harvard University Press.

Schermerhorn, Jr., Osborn, J.G. Uhl-Bien, M. & Hunt, J.R. (2013). *Organizational behaviour*. New Delhi: Wiley India.

**KEYWORDS**

Scientific management; Human Relations Movement; Job satisfaction; Work motivation; Organizational Culture; Leadership


# C-PSY-14: COUNSELLING PSYCHOLOGY

**Core Course - (CC) Credit: 6**

**COURSE LEARNING OUTCOMES**

• To develop an understanding of basic concepts, processes, and techniques of Counseling.

• Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

• Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).

• Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.

• Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

**UNIT 1**

Introduction: Nature and Goals; Counselling as a profession: Professional Ethics (Latest Version Of American Counselling Association – ACA); The Effective Counsellor: Personality Characteristics; Status of Counselling Psychology in India

**UNIT 2**

Therapeutic Process: Building Therapeutic Relationships; Working in a Theraputic Relationship; Termination

**UNIT 3**

Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques; Indian Techniques: Yoga and Meditation

**UNIT 4**

Applications: Child Counselling; Family Therapy; Career Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse

**PRACTICAL**

Any two practicum based on topics in C-PSY-14 in groups of 10-12 students per class

**REFERENCES**

Corey, G. (2009). *Counselling and Psychotherapy: Theory and Practice* (7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E.M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds). *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology.* New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg , L.W.(2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* (3rd Ed). New Delhi: Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Boston: Brooks/ Cole Cengage Learning.

Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

Ziomek-Daigle,J.(2018). *Counseling children and adolescents: Working in school and Mental Health Settings*, New Delhi: Routledge.

**ADDITIONAL RESOURCES**

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.). Iowa: W. C. Brown.

Capuzzi,D. &Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi: Pearson.

Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage.

Gibson, Robert, L. Mitchell, Marianne, H. (2015*). Introduction to Counselling and Guidance* (7th Ed.). New York: Pearson.

James, R. K. (2008). *Crisis Intervention Strategies* (6th Ed.). Australia. Thomson Brooks/Cole. Hillman, J.L (2002). Crisis Intervention and Trauma: New approaches to evidence-based practice. New York: Kluwer Academic/Plenum Publishers.

S.N. & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

**KEYWORDS**