

****4 YEARS UNDERGRADUATE PROGRAMME FOR PSYCHOLOGY

(New Education Policy, 2020)



**Department of Psychology
Cotton University
Panbazar, Guwahati
Assam**

B. A. (HONS.) PSYCHOLOGY

INTRODUCTION

The Four-Year Undergraduate Program for a B.A. degree in psychology aims at offering a general framework within which psychology teaching may be organized. It serves twin goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline of psychology. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It should be viewed in the spirit of innovation in teaching-learning process and should not be treated as an imposition of uniform syllabi, teaching-learning practices and the modalities of student assessment. They are adopted according to local conditions, pertinent regulations, regional priorities and availability of the expertise.

It must be noted that the landscape of undergraduate education in psychology is changing. Psychology's academic significance is on the rise and so are its contributions to human welfare. In fact psychology is now being introduced as an allied course in many disciplines and its teaching is considered highly relevant to address mental health concerns (e.g. depression, anxiety, stress, learning difficulties, suicide), social issues (e.g. prejudice and discrimination, violence, child abuse, media effects, problems of youth and elderly people), life style related health problems (e.g. CHD, hypertension, cancer, drug abuse and other kinds of addictions) and facilitating psychological health, personal growth and well-being. Therefore, psychology graduates need to be equipped to appreciate and deal with these challenges. Indeed, the scope of psychology teaching has widened and societal expectations from psychology graduates have gone up.

As a discipline psychology is characterized by huge variety in its scholarly content and approach. While psychology happens to be a social or behavioral science with noticeable advances in neuroscience, cognitive science, consciousness studies and

studies of indigenous concepts, theories and practices, it is also a humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both a human science and an art with a rich field of critical knowledge that endeavors to approximate the processes of lived life and social reality.

Learning Outcomes-based Approach to Curriculum Planning and Development

The basic objective of the learning outcome-based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and

- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

Key outcomes underpinning curriculum planning and development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

Graduate Attributes

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- 1. Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
- 2. Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating
- 3. Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
- 4. Critical thinking:** Capability to apply analytic thought to a body of knowledge
- 5. Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
- 6. Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally
- 7. Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- 8. Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

- 9. Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams
- 10. Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
- 11. Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- 12. Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective
- 13. Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
- 14. Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- 15. Lifelong learning:** Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling

16. PROGRAM SPECIFIC OUTCOMES (PSOs) in PSYCHOLOGY

PSO1: To enable students to acquire disciplinary knowledge and methods, use e-resources, enable data analysis, and to develop scientific writing skills.

PSO2: To facilitate in developing self-awareness, self-development, self-regulation skills and self-presentation skills.

PSO3: Ability to relate and connect concepts with personal experiences and using critical thinking.

PSO4: To develop skills such as communication and effective interaction with others (including listening, speaking, and observational skills) and develop core positive attributes such as empathy, compassion, social participation, and accountability.

PSO5: To enable students to developing cultural and historical sensibility particularly towards, socio- cultural context of diverse (marginalized) groups.

PSO6: To develop a sense of commitment to health and wellbeing at different levels (e.g. individual, organization, community, society) including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc.)

SYLLABUS STRUCTURE :

Sem	Major (Core) 4 credits for each paper	Minor 4 credits for each paper	Multi- Disciplinary Elective 3 Credits for each paper	SEC 3 Credits for each paper	VAC 2 Credits for each paper
I	PSY 23C101 (Level 100) Introduction to Psychology	PSY23M101 (Level 100) Introduction to Psychology	PSY23MDE 101 Emotional Intelligence	SEC-1 Psychological Skills in Organizations	PSY23VAC D03 Psychology of Health and Wellbeing
II	PSY23P201 (Level 100) Psychology of Individual differences	PSY23M201 (Level 100) Psychology of Individual differences	PSY23MD E201 Stress Management	SEC-2 Psychology of Relationships	VAC2 Environmental Psychology
III	PSY23C301 (Level 200) Statistical Methods in Psychological Research-I	Minor 3 (Level 200) Statistical Methods in Psychological Research- I	PSY23MDE 301 Personal Growth and Development	SEC-3 Skills of Communication	
	PSY23C302 (Level 200) Social Psychology				

IV	<p>Core 5 (Level 200) Statistical Methods in Psychological Research-II</p> <p>Core 6 (Level 200) Psychological Research-I</p> <p>Core 7 (Level 200) Psychological Research- II</p>	<p>Minor 4 (Level 200) Psychological Research-I</p>			
V	<p>Core 8 (Level 300) Biopsychology</p> <p>Core 9 (Level 300) Child and Adolescent Psychology /Developmental Psychology</p> <p>Core 10 (Level 300) Understanding Psychological Disorders</p> <p>Core 11 (Level 300) Organizational Behavior</p>	<p>Minor 5 (Level 200) Social Psychology</p>			

VI	<p>Core 12 (Level 300) Systems and Theories</p> <p>Core 13 (Level 300) Counselling Psychology</p> <p>Core 14 (Level 300) Understanding Human Resources and Practices</p> <p>Core 15 (Level 300) Applied Social Psychology</p>	<p>Minor 6 (Level 200) Psychological Research-II</p>			
VII	<p>Core 16 (Level 400) Applied Psychometry</p> <p>Core 17 (Level 400) Sports Psychology / Positive Psychology</p> <p>Core 18 (Level 400) Planning, Recruitment and Selection</p> <p>Core 21* (Level 400) Community Psychology</p>	<p>Minor 7 (Level 300) Understanding Psychological Disorders</p>			
VIII	<p>Core 19 (Level 400) Military Psychology</p> <p>Core 20 (Level 400) Health Psychology</p>	<p>Minor 8 (Level 300) Organizational Behaviour</p>			

	<p>Core 22* (Level 400) Understanding and Dealing with Psychological Disorders</p> <p>Core 23* (Level 400) Field Training</p>				
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NOTE: CORE 21, 22 AND 23 ARE ONLY FOR STUDENTS ELIGIBLE FOR DPW

COURSE CONTENT

SEMESTER I

PSY23C101 AND PSY23M101 (Level 100)

INTRODUCTION TO PSYCHOLOGY

4 CREDITS 10 HOURS EACH UNIT

LEARNING OUTCOMES

- 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 above topics. Each practicum group will consist of 10-12 students.

REFERENCES

Baron, R. & Misra, G. (2016). 5th Edition. New Delhi: Pearson.

Ciccarelli, S. K., White, N.J., & Misra, G. (2017). 5th Edition. Psychology: South Asian Edition. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts: Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Wolman, B.E. (1979), Contemporary Theories and Systems in Psychology, Delhi: Freeman Book Co.

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.

SEMESTER II

PSY23C201 AND PSY23M201 (Level 100)

PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

4 CREDITS 10 HOURS EACH UNIT

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 above topics 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). 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). 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.

SEMESTER III

PSY23C301 AND MINOR 3 (LEVEL 200)

STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

4 CREDITS 10 HOURS EACH UNIT

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). (4th Ed.). Delhi: Prentice Hall of India.

King, B.M. & Minium, E.W, (2007). (5th Ed.). Noida: Wiley.

Mangal, S.K. (2012). (2nd Ed.). Delhi: Prentice Hall of India.

ADDITIONAL RESOURCES

Garrett, H. (1926). Statistics in Psychology and Education. Paragon International Publishers.

PSY23C302 AND MINOR 5 (LEVEL 200) 4 CREDITS

SOCIAL PSYCHOLOGY

10 HOURS EACH UNIT

LEARNING OUTCOMES

- Understand the basic social psychological concepts and familiarize with relevant methods. Develop skills pertaining to mapping of social reality and understand 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). (12th Ed.). New Delhi: Pearson.

Baumeister, R.F. & Bushman, B.J. (2018). New Delhi: Cengage Learning.

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

Myers, D. (2012). Social Psychology. McGraw-Hill Education (11th edition)

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

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

SEMESTER 4

CORE 5 (LEVEL 200)

STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

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; Degrees of freedom, Levels of significance versus p-value, Computing t; Interpreting the Results of Hypothesis Testing : Type I and type II Error; Power of a Test

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- Assumptions and calculations of one-way, Comparison of t and F, Post hoc analysis (Tukey's HSD), a priori comparison (planned comparison)

UNIT 4

Non-Parametric Statistics: Mann Whitney U test, the sign test, the Wilcoxon signed-rank test, and the Kruskal Wallis test. Chi-Square: Chi-Square as a measure of Discrepancy between Expected and Observed Frequencies: Assumptions and calculations

REFERENCES

Freedman, D. (1978). *Statistics*. (4th Edition.) W. W. Norton & Company.

Garrett, H. (1926). *Statistics in Psychology and Education*. Paragon International Publishers.

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.

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

ADDITIONAL RESOURCES

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed.). New Delhi: Prentice Hall of India.

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

Howitt, D & Cramer, D. (2011). *Introduction to Statistics in Psychology*. UK: Pearsons Education Ltd.

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

CORE 6 (LEVEL 200)

PSYCHOLOGICAL RESEARCH – I

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 research and state its requirements.
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the distinctive features of select qualitative research methods and planning small qualitative research.
- Understanding the importance of maintaining the ethical and moral integrity of the researcher.
- To educate students on 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

UNIT 2

Selecting a research problem, developing a testable research question, and formulating a research hypothesis; Sampling: Probability and Non-Probability Sampling Methods

UNIT 3

Methods of Data Collection: Case Study, Observation, Interview and 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 (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. & Davids Hofer, 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

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.

CORE 7 (LEVEL 200)

PSYCHOLOGICAL RESEARCH -II

LEARNING OUTCOMES:

- Understand the critical aspects of psychological research
- Appreciate the descriptive methods and their applications
- Appreciate of differential interpretation of psychological realities

UNIT 1

Paradigms of Research—Nature and Assumptions of Qualitative Research, Nature of Reality and Role of Researcher, Voices and silence in qualitative research, Positivism and Post positivism, Interpretivism

UNIT 2

Issues in Qualitative Research—Subjectivity, Reflexivity, Power, Validity and Triangulation

UNIT 3

Field Methods—Grounded Theory, Ethnography, Observation, Interview and Action
Aid research

UNIT 4

Textual Methods—Thematic Analysis (Braun & Clarke) and Narrative Analysis, Life history:
Definition, Functions, Advantages and Disadvantages.

PRACTICAL

Any 2-practicum based on Unit 3 and Unit 4.

REFERENCES

Blake Poland and Ann Paderson (1998). *Qualitative Inquiry Reading between the lines: Interpreting silences in Qualitative research*

Czrniawska, B. (2004). *Narratives in Social Science Research*. New Delhi: Sage.

Gobo, G. (2008). *Doing Ethnography*. Los Angles: Sage.

Riecoeur, P. (2004). *The Conflict of Interpretations*. London: Continuum. Denzian and Lincoln Handbook of Qualitative Research Method.

Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. London:Sage.

Srivastava, V. K. (2004). *Methodology and Fieldwork*. New Delhi: Oxford.

ADDITIONAL RESOURCES

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.

SEMESTER V

CORE 8 (LEVEL 300)

BIOPSYCHOLOGY

LEARNING OUTCOMES

- Understanding the biological bases of human behavior, 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 the human brain, their functions, and impact on human behavior
- Realizing the importance of hormones in behavior, 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 Gland

REFERENCES

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

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.

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.

CORE 9 (LEVEL 300)

DEVELOPMENTAL PSYCHOLOGY

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.

CORE 10 (Level 300)

UNDERSTANDING PSYCHOLOGICAL DISORDERS

LEARNING OUTCOMES

- Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and

learning the criteria for 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 Conditions (Clinical Picture and Dynamics): Post Traumatic Stress 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

Butcher, J., Hooley, J., Mineka, S. & Kapur, P. (2015). *Abnormal Psychology*. New Delhi: Pearson

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

Davison, G.C., Neale, J.M and Kring, A.M. *Abnormal Psychology*.(9thed). MA: John Wiley & Sons Inc., 2004.

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.

CORE 11 (LEVEL 300)

ORGANIZATIONAL BEHAVIOUR

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 above topics.

REFERENCES

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

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

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

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. 27

Pareek, U. (2010). Understanding Organizational Behaviour. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.

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

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

SEMESTER VI

CORE 12 (LEVEL 300)

SYSTEMS AND THEORIES

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: Wadsworth, 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
- 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.

CORE 13 (LEVEL 300)

COUNSELLING PSYCHOLOGY

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; Status of Counselling Psychology in India

UNIT 2

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

UNIT 3

Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques

UNIT 4

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

PRACTICAL

Any two-practicum 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.

ADDITIONALRESOURCES

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.

CORE 14 (LEVEL 300)

UNDERSTANDING HUMAN RESOURCES & PRACTICES

LEARNING OUTCOMES

- Introduce the students to the concept of Human Resource Management and its practices.
- Familiarize them with the contemporary issues of HR and the fundamentals of various HR practices relevant in the organizational setting. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.
- To bring out psychology in the central place of human resource practices
- To develop a comprehensive understanding of HR processes to see and appreciate that employees, organization and communities have linkages with larger society
- To create awareness about the psychological processes central to major HR practices

UNIT 1: Introduction To Human Resource Management

Human Resource Management: Definition, Nature, Scope and Objectives, Historical perspective; HRM Functions; Introduce Strategic HRM; Impact of HR; Overview of HRM , Corporate Social Responsibility , Organizational Citizenship Behavior.

UNIT 2: Recruitment And Selection

A. Brief introduction to Recruitment; Purpose of Recruitment; Factors affecting Recruitment; Sources of Recruitment: Internal v/s External Sources; Methods of Recruitment.

B. Brief introduction to Selection; Steps involved: Selection techniques: Biographical Information; Testing, Interview, Assessment Centre

UNIT 3: Performance Appraisal

Performance Appraisal: Definition; Its relevance; Methods- comparative (ranking, paired and forced distribution), absolute (checklist, rating scales-BARS), MBO; 360 degree performance appraisal; Errors and Biases; Feedback of performance appraisal information to employees

UNIT 4: Training And Development: Process, Model & Techniques

Introduction and Steps in establishing training program; On-the-job training methods: job rotation, apprenticeship, coaching and mentoring; Off-the-job training methods: 3 classes: vestibule, simulation, role playing, case study, management games, sensitivity training; Models: evaluation of training, Kirkpatrick model

Practicum:

Students would be required to complete 2 practicum from any of the topics discussed. Choice of practicum shall be left to the discretion of the concerned faculty.

REFERENCES

Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises. 3rd edition. New Delhi: Sai Printographers

DeCenzo, D.A., & Robbins, S.P. (1999). Human Resource Management (6th Edition). New York: John Wiley

ADDITIONAL RESOURCES

Dessler, G. & Varkkey (2009). Human Resource Management, Delhi : Dorling Kindersley Pvt. Ltd. (India)

CORE 15 (LEVEL 300)

APPLIED SOCIAL PSYCHOLOGY

LEARNING OUTCOMES

- Understanding the key issues and theoretical concepts related to social inequalities, especially in the Indian context.
- Developing insights into one's own behaviors 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.

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

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

Schneider, F.W., Gruman, A., Coult, 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: 10.1080/00918369.2018.1484230

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)

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

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

SEMESTER VII

CORE 16 (LEVEL 400)

APPLIED PSYCHOMETRY

LEARNING OUTCOMES

- To create critical understanding of measurement issues and techniques in psychological inquiry
- Develop skills and competencies in test construction and standardization
- Learn the application and contextual interpretation of data from psychological measurement

Unit 1

Foundations of Psychometry—Basics of Measurement theory, Errors in measurement, speed versus power tests; Criterion of parallel tests, nature of psychological testing, ethical issues in psychological testing

Unit 2

Creating a Test—Test/Scale construction, standardization, adaptation and translation, item analysis and item response theory

Unit 3

Standardizing a Test— Reliability, validity, norms—issues and challenges

Unit 4

Application of Tests—Applications of psychological testing in various settings-educations, counselling and guidance, clinical, organizational and developmental

PRACTICAL

Any two based on the Four Units

REFERENCES

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

Guilford, J. P. (1989) *Psychometric methods*. NJ: John Wiley.

Guilksen, (1988). *Theory of Mental Tests*. California: Wiley.

Jackson, C. (2003) *Understanding Psychological Testing*. Mumbai: Jaico Pub. House

CORE 17 (LEVEL 400)

SPORTS PSYCHOLOGY

LEARNING OUTCOMES

- Trace the development of sports psychology as an independent discipline with its multi-dimensional perspective.
- Identify the relationship of personality, motivation and situational factors with performance on individual and team events.
- Learn the role of training and other psychological interventions towards performance enhancement in sports.

UNIT 1

Sports Psychology: Definition, Nature and Scope. Brief history of Sports Psychology: International and Indian Perspectives, Role of Sport Psychologist.

Behavioral Principles and their applications in sports; Individual differences and Sports Performance; Motor Skills Learning. Attention, Focusing and concentration.

UNIT 2

Anxiety, Stress and Burnout; Coping Strategies and Interventions. Managing failures. Motivation: Concepts, Models and Applications. Goal Setting.

UNIT 3

Personality: Theories, Measurement and relevance to Sports Performance. Developing Self Efficacy.

Leadership in sports. Team Cohesion and Team Building. Dynamics of Coaching. Elite athletes, Women Athletes and Disabled Players.

UNIT 4

Major Problems and Solutions: Sports Injury and rehabilitation, Drug Abuse, Values and Ethics in Sports. Culture of health exercise and sports. Sports and Media.

Psychological Skills Training and Effective Intervention Programs: Imagery Training, Biofeedback, Music and Progressive muscular relaxation therapy. Yoga for sportspersons.

REFERENCES

David L., John Krener, Aidan P. Moran and Mark Williams (1994). Sports Psychology: Contemporary Themes.

Mohan, J. (2012). Sports Psychology: Emerging Horizons, New Delhi: Friends Publishers.

Mohan, J. and Sehgal, M. (2005). Readings in Sports Psychology. New Delhi: Friends.

Moran, A.P. (1998). The Psychology of Concentration. East Sussex: Psychology Press.

Murphy, S.M. (1995). Sports Psychological Interventions. Champaign: Human Kinetics.

Nicholas T. Gallucci (2008). Sports Psychology. New York: The Psychology Press.

ADDITIONAL RESOURCES

Richard, H. Cox (2002). Sports Psychology. New York: Palgrave Macmillan (eighth edition).

Singer R.N., Murphy, M. and Tennant, L.K. (eds.) 1993. Handbook of Research on Sport Psychology. New York: MacMillan.

Stewart, J.H. ; Biddle, A. and Nanette, M. (2008). Psychology of Physical Activity. London: Routledge. India International Congress in Sport Psychology (Proceedings) 2009. Gwalior: LNUPE.

Thelma, S. H. (1992). Advances in Sports Psychology. Illinois: Human Kinetics

CORE 17 (LEVEL 400)

POSITIVE PSYCHOLOGY

LEARNING OUTCOMES

- Learn the basic concepts of the growing approach of positive psychology
- Understand its applications in various domains.
- encourage people to discover and nurture their character strengths.

UNIT 1

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

UNIT 2

Positive Emotional States and Processes: Happiness and Well-being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

UNIT 3

Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, And Mindfulness.

UNIT 4

Application: Work, Education, and Health

REFERENCES

Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

ADDITIONAL RESOURCES

Snyder, C.R., & Lopez, S.J. (2007). *Positive Psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York : Oxford University Press

CORE 18 (LEVEL 400)

PLANNING, RECRUITMENT AND SELECTION

LEARNING OUTCOMES

- Understand the applications of various methods for the selection.
- Understand the job description and specification to fit the right people at the right place.
- Forecast the future requirement of the organization after the advent of multinational companies.

UNIT 1

Definition of manpower planning, need for manpower planning-organizational and individual; assessing the current human resources, assessing the future demand and supply of manpower; who does manpower planning?

UNIT 2

Job analysis: job description and specification, methods of job analysis, errors in job analysis, its application

UNIT 3

Recruitment process; definition, internal and external sources with advantages and disadvantages, special recruiting process, techniques Selection process, cost of selection,

assessing selection procedures and effectiveness, selection methods: tests, interviews, apprenticeship and job preview.

UNIT 4

Barriers to effective selection, selection feedback and decision, contextual factors in selection, induction of new employees.

PRACTICAL

Any two based on the topics mentioned above.

REFERENCES

Bass, B. H. and Barrett, G.V. (1991). *People, work and organizations: An introduction to industrial and organizational psychology*. Boston: Allyn and bacon, Inc

Chadha, N. K. (2005). *Human resource management-case studies and experiential exercises*. Delhi: Shri Sai Printographers.

Chadha, N.K. (2007) *Recruitment and selection* Galgotia , New Delhi

ADDITIONAL RESOURCES

Davis, K and Newstrom, J.W. (1989) *Human behaviour at work*. NY: McGraw Hill
Sekran, U. (1999) *Organizational behavior: Text and Cases*. ND: Tata McGraw Hill

CORE 21 (LEVEL 400)

COMMUNITY PSYCHOLOGY

LEARNING OUTCOMES

- To learn the link between individuals and communities and deal with social issues more effectively with people's participation.
- To seek to create positive social change within a social structure
- To address issues that may negatively impact a community.

UNIT 1

Introduction: Definition of community psychology; types of communities; models (Mental Health Model, Organizational, Social Action, Ecological, Phenomenological Model).

UNIT 2

Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

UNIT 3

Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physically challenged and old age in the Indian context.

UNIT 4

Interventions: community development and empowerment; case studies in Indian context.

PRACTICAL

Any two Practicum on any two of the above topics

REFERENCES

Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., &Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.

McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005).An introduction to community health. United States: Jones and Bartlett Publishers.

ADDITIONAL RESOURCES

Misra, G. (Ed).(2010) Psychology in India.Indian Council of Social Science Research.Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Poland, B. D., Green, L.W. &Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

SEMESTER VIII

CORE 19 (LEVEL 400)

MILITARY PSYCHOLOGY

LEARNING OUTCOMES

- To introduce the students to a new and emerging field of military psychology.
- Aims to familiarize them with the use of psychological principles and methods useful and relevant in the military setting.
- To enable students to apply behavioral, cognitive, emotional and perceptual aspects in situations demanding high performance under extreme circumstances.

UNIT 1

Military Psychology: Nature, Scope, Historical perspective, Application, Developments, Contemporary issues and Emerging trends. Ethical Issues in Military Psychology.

UNIT 2

Selection and Training of Military Personnel: Identifying Essential Psychological Attributes. Intelligence and Aptitude Testing; Training and Practice in Military Specialty Psychology.

UNIT 3

Social and Environmental Factors in military: Conformity, compliance and obedience, Value based Leadership, Effects of extreme environmental conditions and deprivation on military performance.

UNIT 4

Health issues and psychological interventions in military context: Posttraumatic Stress Disorder, Depression, and Other Psychological Consequences of Military performances; Promoting Psychosocial Health, Building Soldier Resilience, Training Hardiness for Stress Resilience.

REFERENCES

Hall, R. & Mangelsdroff, D. (1991). Handbook of military psychology. John Wiley: USA.

Kennedy, C.H., & Zillmer, E.A. (2006). Military psychology: Clinical and operational applications. Guilford: New York, USA.

Maheshwari, N., & Kumar, V. V. (2016). Military Psychology: Concepts, Trends and Interventions. Sage Publications: New Delhi.

Shalit, B. (1988). The psychology of conflict and combat. Praeger: NY.

ADDITIONAL RESOURCES

Bowles, S. V. & Bartone, P. T. (eds.) (2017). Handbook of Military Psychology: Clinical and Organizational Practice. Springer International Publishing.

Ramachandran, K. (in press). Handbook of military psychology. Delhi: DIPR.

Reuven, G., A David, M., & S Dorff, A. (1991), Handbook of Military Psychology. USA, John Wiley Sons.

CORE 20 (Level 400)

HEALTH PSYCHOLOGY

LEARNING OUTCOMES

- To understand the relationship between psychological factors and physical health and learn how to enhance well-being.
- Demonstrate knowledge of the seminal empirical foundations for our current knowledge of health psychology.

- Be able to assess and critically evaluate claims made in popular and empirical media for their scientific merit.
- Understand and be able to articulate the role of psychological factors in health and illness.
- Apply the practical information gained in the course to personal lifestyle choices.

UNIT 1

Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio- psychosocial model of health

UNIT 2

Behavior and health: Definition & Characteristics of health behaviour; Practicing & Changing health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications: The Health Belief Model, The Theory of Planned Behaviour, Self Determination Theory, Trans-Theoretical Model of Behaviour Change.

UNIT 3

Health Enhancing Behaviors: Exercise, nutrition, safety, pain, stress management

UNIT 4

Health and Well-being: Happiness; Life satisfaction; Coping Styles : Approach versus Avoidance Coping, Problem-focused versus Emotion-focused Coping, Emotional Approach versus Proactive Coping; Resilience; Optimism and Hope

PRACTICAL

Any 2-practicum pertaining to the syllabus.

REFERENCES

Allen, F. (2011). *Health Psychology and Behaviour*. Tata McGraw Hill Edition.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Kindersley. Misra, G. (1999). *Stress and Health*. New Delhi: Concept.

Routledge. Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling

ADDITIONAL RESOURCES

Sarafino, E.P. (2002). *Health psychology: Bio psycho-social interactions* (4th Ed.). NY: Wiley.

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.

Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.

CORE 22 (Level 400)

UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Core Course - (Core 22)

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, Dynamics and Treatment)

UNIT 2

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

UNIT 3

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

UNIT 4

Disorders of Childhood (Clinical Picture, Dynamics and Treatment) – Intellectual Disability, Learning Disabilities, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

PRACTICAL

Any two-practicum. 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

CORE 23* (LEVEL 400)

FIELD TRAINING & FIELD TRIP

Each student would be placed in the field for 30 days during the summer vacations. The fieldwork would be carried out under the joint supervision of a Field supervisor and faculty Supervisor. Students would produce documented evidence of their work. A departmental field trip shall also be mandatory to expose the students to various areas and institutions of higher learning related to the discipline.

Field report: Each student shall prepare a Field report on the basis of guidelines provided by the Supervisors and submit the same to the supervisors for authentication and further evaluation. A viva-voce shall be held in presence of an External Examiner at the end of the Semester.

MDE COURSES

SEMESTER I :

PSY23MDE101: EMOTIONAL INTELLIGENCE

3 CREDITS

LEARNING OUTCOME

- Understand the concept of emotional intelligence and learn ways of developing it.
- To regulate one's own and others' emotions.
- To effectively apply Emotional Intelligence in various settings

UNIT 1

INTRODUCTION: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

UNIT 2

KNOWING ONE'S AND OTHERS' EMOTIONS: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others

UNIT 3

MANAGING EMOTIONS: The relationship between emotions, thought and behaviour; Techniques to manage emotions

UNIT 4

APPLICATIONS: Workplace; Relationships; Conflict Management; Effective Leadership

REFERENCES

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). San Francisco, California: Jossey Bros.

Goleman, D. (1995). New York: Bantam Book.

Goleman, D. (1998). New York: Bantam Books. Singh, D. (2003). New Delhi: Response

SEMESTER II :

PSY23MDE201: STRESS MANAGEMENT

LEARNING OUTCOMES

- In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.
- To help people have an understanding of the Eustress and Distress.
- To effectively use the coping mechanisms.

UNIT 1

Stress: Introduction, Nature of stress, symptoms of stress

UNIT 2

Various sources of stress: environmental, social, physiological and psychological

UNIT 3

Stress and health: effects of stress on health, eustress

UNIT 4

Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches.

REFERENCES

Carr, A. (2004). UK: Routledge.

DiMatteo, M.R. & Martin, L.R.(2002). New Delhi: Pearson

Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning.

SEMESTER III :

PSY23MDE301: PERSONAL GROWTH AND DEVELOPMENT

LEARNING OUTCOMES

- To facilitate the process of self-discovery
- Development of emotional, cognitive and interpersonal competencies
- Helps in personal growth and effectiveness using the experiential learning paradigm

UNIT 1

Understanding the Self: a) The self-concept and self-esteem b) Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories

UNIT 2

Emotional Competence: Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence

UNIT 3

Cognitive Competence: Setting and achieving goals; Effective time management; Metacognitive strategies

UNIT 4

Interpersonal Competence a) Effective interpersonal communication (conversational skills, listening skills, reading non-verbal messages, improving communication climates) b) Intimacy and self-disclosure in close relationships c) Managing interpersonal conflicts

REFERENCES

- Adler, R. B., & Proctor II, R.F. (2012) Looking out/looking in (14 th ed.). USA: Wadsworth Cengage Learning
- Haddon, P. F. (1999). Mastering persona and interpersonal skills London: Thorogood
- Robbins, S.P. & Hunsaker, P. L. (2008). Training in interpersonal skills: Tips for managing people

at work (5 th ed.).New Delhi: PHI Learning

VALUE ADDED COURSE (VAC)

SEMESTER I

Course Code : PSY23VACD03

COURSE TITLE : PSYCHOLOGY OF HEALTH AND WELLBEING

Credits : 2

Lectures : 24

Course Description:

This course under the value-added course rubric of undergraduate courses shall provide the students a comprehensive idea about the concept of illness, health and wellness. In the present times, our youth are under tremendous stress and strains due to various reasons which can have a detrimental impact upon their health, both physical and psychological. Poor health is often a consequence of engaging in health compromising behavior and their inability to internalize the health promoting behaviour in their day-to-day lives. This course while fostering better understanding of health and wellness shall aim at enabling our youth to apply the concepts learnt in the classroom to their daily routine. This would help in holistic youth development and encourage them to be resilient citizens equipped to face all challenges that life throws.

Course level learning objective:

- The objective of the course is to help students learn the concept of health and wellbeing
- Students would learn the art of living by understanding the facilitators which promote positive youth development.

Course Level learning outcomes:

- Understanding the spectrum of health and illness for better health management
- Understanding the concept of health and wellbeing
- Understanding the facilitators and inhibitors of Health-promoting behaviors

Unit 1: INTRODUCTION TO HEALTH & ILLNESS

Concept of Illness; Health continuum; Models of health and illness: Medical, Bio-psychosocial.

UNIT 2 : CONCEPT OF HEALTH AND WELLBEING

Positive Psychology; Concept, Nature and Constituents of Health and Wellbeing; Hedonic and Eudaimonic wellbeing; The Science of Happiness and Life Satisfaction; Positive Emotions

Unit 3 : FACILITATORS OF HEALTH AND WELLBEING

Creativity, Optimism, Hope and Self-Efficacy, Compassion and Forgiveness, Empathy and Altruism, Gratitude; Cultivating Exercises

Unit 4 : POSITIVE YOUTH DEVELOPMENT

Concept & The Role of Positive Youth Development Practices in Building Resilience amongst the Youth.

REFERENCES

- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. Pearson.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. UK: Routledge
- Dalal, A.K., & Misra, G. (2006). Psychology of health and well-being: Some emerging perspectives. *Psychological Studies*, 51 (2-3), 91-104
- Morandi, A. (2013). An integrated view of health and well-being: Bridging Indian and Western knowledge. Springer.
- Seligman, M.E.P. (2002). Authentic Happiness. New York: Free Press.
- Snyder, C.R., Lopez, S.J., Edwards, L.M., & Marques, S.C. (Eds.) (2016). The Oxford Handbook of Positive Psychology (3rd ed.). Oxford University Press.

SEMESTER II :

VAC 2:

Environmental Psychology

Outcomes:

CO1: Describe the most important variables studied in environmental psychology.

CO2: Explain how research contributes to the understanding of the interaction between environment and behavior.

CO3: Discuss the role of environmental psychology as a profession, in addressing today's environmental issues.

Course Contents:

(2 credits)

Unit 1:

Introduction: Defining Environmental Psychology; the nature and scope of Environmental Psychology; Key theoretical perspectives in Environmental Psychology

Unit2:

Environmental Cognition: Cognitive Map; Environmental Perception and Built Environment

Unit 3:

Urban Environment: The urban stress; Housing, health & well-being

Unit 4:

Psychology and Conservation: Pro-environmental behaviors; Ecological thinking; The concept of Conservation & Sustainability

Reference:

- Bell, P.A., Greene, T.C., Fisher, J.D. and Baum, A. (2001). *Environmental Psychology*, Fifth Edition, Harcourt College Publishers.
- Bonnes, M. Secchiaroli, G. (1995). *Environmental Psychology -A Psycho-Social Introduction*, Sage Publication.
- Cassidy, T. (1997). *Environmental Psychology*, Psychology Press.
- Clayton, S. (2012). *The Oxford handbook of environmental and conservation psychology*. New York: Oxford University Press.

SKILL ENHANCEMENT COURSE (SEC)

CREDITS : 3

SEC PSY-1 :PSYCHOLOGICAL SKILLS IN ORGANIZATIONS

LEARNING OUTCOMES

- To gain understanding of key human relations skills demanded at the workplace.
- To develop self-understanding, strengthen interpersonal relationships and manage stress in an organization.
- To enhance effective communication skills and perform as a focused leader in today's tough business environment.
- To enhance core psychological skills required in performing effectively at the workplace

UNIT 1

Self-management and social awareness: Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management

UNIT 2

Inter-personal Communication: Verbal (Oral, writing) and Non-verbal Communication at Work, overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback

UNIT 3

Leadership Development: Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution

UNIT 4

Team building: Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

REFERENCES

De Bono, E. (1985). *Six Thinking Hats: An Essential Approach to Business Management*. New York: Little, Brown, & Company.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations (9th Ed.)*. India: Dorling Kindersley

ADDITIONAL RESOURCES

Hayes, J. (2002). *Interpersonal skills at work*, 2nd edition. New York: Routledge

Luft, J. & Ingham, H. (1955). *The Johari window: A graphic model of interpersonal awareness*.

SEC PSY-2 PSYCHOLOGY OF RELATIONSHIPS

LEARNING OUTCOMES

- The students will be able to gain insight into relationships (friendship, marriage)
- The students will be able to differentiate between the types of love and compare and contrast theories of love.
- The students will be able to understand the dynamics of maintaining, and dissolving relationships as well as the healing process

UNIT 1

Psychology Of Relationships: Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships), Understanding love; Types of love; Theories of love (love styles; two-factor theory of love; Sternberg's triangular theory); Relationship satisfaction, Relationships at work: Communication, Team Development, Harassment

UNIT 2

Marriage And Conflict Resolution: Marriage (marriage for love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital happiness), Challenges: Conflict and violence among couples, divorce and adjustment to divorce and single parenting, Jealousy, Infidelity, Breakup, abuse and violence

UNIT 3

PERSONAL AND PROFESSIONAL RELATIONSHIPS: Pro-Social Behavior, Gratitude, Forgiveness, Fostering Positive relationships

UNIT 4

Communication: Communication behaviours, communication types, Anger Management, Emotional Regulation, Mindfulness

REFERENCES

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

Benokraitis, N (2015). *Marriages & Families: Changes, Choices and Constraints*. Pearson Education, Inc

Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81-84
Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010)

Olson, D., DeFrain, J., & Skogrand, L (2011). *Marriages and Families: Intimacy, Diversity and Strength*. Mc Graw Hill Publication.

ADDITIONAL RESOURCES

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

Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81-84

Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010) Breakup Distress and Loss of Intimacy in University Students. *Psychology*, 1(03), 173- 177.

Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012).

Hatfield, E., Mo, Y.U, & Rapson, R.L. (2015). Love, sex and marriage across cultures. In Jenson, L.A. (Ed.).

SEC PSY-3 SKILLS OF COMMUNICATION

LEARNING OUTCOMES

- To identify the facilitative and inhibitory aspects of the communication process.
- Explain basic principles of the psychology of influence, effective communication and media effects.
- Utilize their understanding of the components of communication to improve their skills in all types of communication.
- Evaluate the effect of communication on various aspects through mini-research.
- Implement the theories in psychology of communication to create a particular social product.

UNIT 1

Communication Skills: Introduction, Definition, The Importance of Communication, The Communication Process – Source, Message, Encoding, Channel, Decoding, Receiver, Feedback, Context. Barriers to communication: Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional barriers. Perspectives in Communication: Introduction, Visual Perception, Language, Other factors affecting our perspective - Past Experiences, Prejudices, Feelings, Environment

UNIT 2

Elements of Communication: Introduction, Face to Face Communication – Tone of voice, Body Language (Non-Verbal Communication), Verbal Communication Physical Communication. Communication Styles: Introduction, The Communication styles Matrix with example for each Direct Communication style, Spirited Communication style, Systematic Communication style, Considerate Communication style.

UNIT 3

Basic Listening Skills: Introduction, Self-Awareness, Active Listening, Becoming an Active Listener, Listening in Difficult Situations. Effective Written Communication: Introduction, When and When Not to Use Written Communication - Complexity of the Topic, Amount of Discussion

Required, Shades of Meaning, Formal Communication. Writing Effectively: Subject Lines, Put the Main Point First, Know Your Audience, Organization of the Message

UNIT 4

Group Discussion: Introduction, Communication skills in group discussion, Do's and Don'ts of group discussion

REFERENCES

Ford, R. (2011). Basic communication skills for Technology, 2nd Edition, Pearson Education.

Kumar, S. (2011). Communication skills, 1st Edition, Oxford Press.

Robbins, S. (2013). Organizational Behaviour, 1st Edition, Pearson.

ADDITIONAL RESOURCES

Adair, J. (2009). Effective communication, 4th Edition, Pan Mac Millan.

Mitra, B. (2011). Personality development and soft skills, 1st Edition, Oxford Press.
