

**Learning Outcomes based Curriculum Framework
(LOCF)**

For

BA PSYCHOLOGY PROGRAMME



Department of Psychology

Cotton University

**Panbazar, Guwahati- 781001, Assam, India
2022**

B. A. (HONS.) PSYCHOLOGY

Introduction

The LOCF for a B.A. / B.Sc. 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 behavioural 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 endeavours to approximate the processes of lived life and social reality.

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, problematising, synthesising 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.

Programme Outcomes (POs) for Undergraduate programme (Honours)

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth knowledge:** Understand the concepts and processes related to an academic field of study and to demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study.

2. **Specialized knowledge and skills:** Demonstrate procedural knowledge and skills in areas related to one's specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialization.

3. **Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Research and Innovation:** Demonstrate comprehensive knowledge about current research in the subject of specialization; critical observation to identify research problems and to collect relevant data from a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the area of specialization for formulating evidence-based research output.
5. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains.
6. **Communication Competence:** Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs, and techniques of the subject(s) of study.
7. **Career development:** Show proficiency in academic, professional, and soft skills, and employability required for higher education and placements.
8. **Teamwork:** Work in teams with enhanced interpersonal skills and leadership qualities.
9. **Commitment to the society and to the Nation:** Recognize the importance of social, environmental, human, and other critical issues faced by humanity at the local, national, and international levels; appreciate the pluralistic national culture and the importance of national integration.

PROGRAM SPECIFIC OUTCOMES (PSO)

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

Teaching-learning process

The department of Psychology, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. Teachers use ICT facilities with power-point presentations, e-learning platforms for student-centric learning methods. The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning practices are included in the curricula of almost all the courses.

Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement. The short-term projects, research projects, assignments and field works, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects for acquiring experiential learning. The laboratories of the department offer hands-on learning experiences to the students.

Assessment methods

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem based assignments; practical assignment; laboratory reports; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context .

PROPOSED SCHEME FOR B.A. (HONS.) IN PSYCHOLOGY **COTTON UNIVERSITY**

SEMESTER	CORE COURSE	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (2) (SKILL BASED)	ELECTIVE DISCIPLINE SPECIFIC DSE (6)	ELECTIVE GENERIC (GE) (6)
I	PSY 101 C Introduction to Psychology (Theory+ Practical)	Environmental Science			GE-1
	PSY 102 C Statistical Methods for Psychological Research-I (Theory+ Tutorial)				
II	PSY 201 C Biopsychology (Theory+ Tutorial)	English Communication			GE-2

	PSY 202 C Psychology of Individual Differences (Theory+ Practical)				
III	PSY 301 C Development of Psychological Thought (Theory+ Tutorial)		SEC-1		GE-3
	PSY 302 C Psychological Research (Theory+ Practical)				
	PSY 303 C Social Psychology (Theory+ Tutorial)				
IV	PSY 401 C Understanding Psychological Disorders (Theory+ Tutorial)		SEC-2		GE-4
	PSY 402 C Statistical Methods for Psychological Research-II (Theory+ Tutorial)				
	PSY 403 C Applied Social Psychology (Theory+ Practical)				

V	PSY 501 C Understanding and Dealing with Psychological Disorders (Theory+ Practical)			DSE-1	
	PSY 502 C Developmental Psychology (Theory+ Practical)			DSE-2	
VI	PSY 601 Organizational Behavior (Theory+ Practical)			DSE-3	
	PSY 602 C 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

PSY 101 C: INTRODUCTION TO PSYCHOLOGY

Credit: 6 (L+T+P= 4+1+1)

COURSE 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	2	-	2	3	1	2	-	2	1	2	2	-	-
CO2	2	1	2	1	2	2	1	2	1	1	2	3	1	1	1
CO3	2	2	2	2	3	3	-	2	-	2	2	2	1	1	-
Average	2.34	1.34	2	1	2.34	2.67	0.67	2	0.34	1.67	1.67	2.34	1.34	0.67	0.34

UNIT 1 16 HOURS

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

UNIT 2 16 HOURS

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

UNIT 3 16 HOURS

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

UNIT 4 16 HOURS

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 PSY101C (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

PSY 102 C: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

Credit: 6 (L+T+P = 5+1+0)

COURSE 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

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	-	2	-	-	2	1	2	1	2	-
CO2	3	2	2	2	2	-	2	-	-	2	1	3	1	2	-
CO3	3	2	3	2	2	-	2	-	-	2	1	3	1	3	-
Average	3	2	2.67	2	2	-	2	-	-	2	1	2.67	1	2.33	-

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

16 HOURS

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

16 HOURS

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

16 HOURS

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

PSY 201 C: BIOPSYCHOLOGY

Credit: 6 (L+T+P=5+1+0)

COURSE 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.

Table: CO Mapping with PO and PSO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2	2	2	2	3	1	2	1	-	2
CO2	2	2	2	2	2	2	2	2	2	3	1	2	1	-	2
CO3	2	2	2	2	2	2	2	2	2	3	2	2	1	-	2
CO4	2	2	2	2	2	2	2	2	2	3	2	2	1	-	2
Average	2	2	2	2	2	2	2	2	2	3	2	2	1	-	2

UNIT 1

16 HOURS

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

UNIT 2

16 HOURS

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

UNIT 3

16 HOURS

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

UNIT 4

16 HOURS

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

PSY 202: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Credit: 6 (L+T+P=4+1+1)

COURSE 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	1	1	1	1	2	2	2	²	2	1
CO2	2	2	2	2	1	1	2	1	1	2	1	3	²	2	2
CO3	2	2	3	2	1	2	2	1	1	2	2	3	²	3	3
CO4	3	2	2	2	1	1	1	1	2	1	2	3	²	3	2
Average	2.5	2	2.5	2	1.25	1.5	3.5	1	1.25	1.75	1.75	2.75	2	2.5	2

UNIT 1

16 HOURS

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

UNIT 2

16 HOURS

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

16 HOURS

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

UNIT 4

16 HOURS

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

PRACTICAL

Any 2 practicum based on PSY202C 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.

PSY 301 C: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

Credit: 6(L+T+P=5+1+0)

COURSE 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	-	2	-	-	-	-	1	2	2	1	2	-
CO2	3	-	2	-	3	1	-	1	-	1	2	1	-	2	-
CO3	2	-	3	2	1	-	1	1	1	2	2	3	1	1	-
CO4	1	1	1	-	1	-	-	1	-	-	1	-	-	-	-
CO5	2	-	1	1	2	1	-	1	1	1	2	2	1	-	-
Average	2	0.4	2	0.6	1.8	0.4	0.2	0.8	0.4	1	1.8	1.6	0.6	1	-

UNIT 1

16 HOURS

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

16 HOURS

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

16 HOURS

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

16 HOURS

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 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; Psychoanalysis; Existentialism; Social Constructionism

PSY 302 C: PSYCHOLOGICAL RESEARCH

Credit: 6(L+T+P=4+1+1)

COURSE 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 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	-	1	-	1	2	1	2	¹	2	1
CO2	2	2	2	2	2	-	2	-	1	2	1	3	¹	2	2
CO3	2	2	3	2	1	-	2	-	1	2	1	3	¹	3	3
CO4	3	2	2	2	²	-	1	-	1	1	1	3	¹	3	2
CO5	1	1	1	1	1	-	1	-	1	1	1	1	1	1	1
Average	2.2	1.8	2.2	1.8	1.6	-	1.4	-	1	1.6	1	2.4	1	2.2	1.8

UNIT 1

16 HOURS

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

16 HOURS

Sampling: Probability and Non Probability Sampling Methods

UNIT 3

16 HOURS

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

UNIT 4

16 HOURS

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.

PSY 303 C: SOCIAL PSYCHOLOGY

Credit: 6 (L+T+P=5+1+0)

COURSE 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2	1	-	1	2	2	2	1	2	1
CO2	2	1	2	1	1	1	2	1	-	2	1	3	1	2	2
CO3	1	1	2	1	1	1	2	1	-	2	2	3	3	3	3
CO4	2	1	2	1	1	1	1	1	2	1	2	3	2	3	2
Average	1.75	1.25	2	1.25	1.25	1.25	1.5	.75	.75	1.75	1.75	2.75	1.75		

UNIT 1

16 HOURS

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

16 HOURS

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

16 HOURS

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

UNIT 4

16 HOURS

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

PSY 401 C: UNDERSTANDING PSYCHOLOGICAL DISORDERS

Credit: 6(L+T+P=5+1+0)

COURSE 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	1	3	2	2	2	1	2	3	2	1	2
CO2	2	2	3	1	1	2	1	1	1	2	2	2	2	1	1
CO3	3	2	2	2	-	3	1	2	2	2	2	3	3	1	2
CO4	1	1	1	2	1	2	1	2	2	1	2	2	3	2	2
Average	2.25	2	2	1.75	0.75	2.5	1.25	1.75	1.75	1.5	2	2.5	2.5	1.25	1.75

UNIT 1

16 HOURS

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

UNIT 2

16 HOURS

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

16 HOURS

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

UNIT 4

16 HOURS

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. & Breuer, 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

PSY 402 C: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

Credit: 6(L+T+P=5+1+0)

COURSE 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

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	-	2	-	-	2	1	2	1	2	-
CO2	3	2	2	2	2	-	2	-	-	2	1	3	1	2	-
CO3	3	2	3	2	2	-	2	-	-	2	1	3	1	3	-
Average	3	2	2.67	2	2	-	2	-	-	2	1	2.67	1	2.33	-

UNIT 1

16 HOURS

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 H_A : 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

16 HOURS

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

16 HOURS

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

16 HOURS

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. & Castellan, 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

PSY 403 C: APPLIED SOCIAL PSYCHOLOGY

Credit: 6 (L+T+P=4+1+1)

COURSE 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2	2	1	3	3	1	2	1	3	2
CO2	2	2	2	1	2	2	2	1	1	1	2	2	1	1	1
CO3	2	2	3	2	3	2	3	2	2	3	1	3	2	2	3
CO4	2	2	3	3	3	2	3	2	3	3	1	3	3	3	3
Average	2	2.5	2.5	2	2.5	2	2.5	1.5	2.25	1.75	1.25	2.5	1.75	2.25	2.25

UNIT 1

16 HOURS

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

UNIT 2

16 HOURS

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

UNIT 3

16 HOURS

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

UNIT 4

16 HOURS

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

PRACTICAL

Any 2 practicum based on PSY403C. 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.

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

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

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

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

PSY 501 C: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Credit: 6 (L+T+P=4+1+1)

COURSE 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	2	2	1	1	-	1	-	1	2	3	2	1	2
CO2	3	1	2	2	1	1	-	1	-	1	2	2	1	1	1
CO3	2	1	2	2	1	1	-	1	-	1	2	2	1	1	1
Average	2.67	1	2	2	1	1	-	1	-	1	2	2.34	1.34	1	1.34

UNIT 1

16 HOURS

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

UNIT 2

16 HOURS

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

UNIT 3**16 HOURS**

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

UNIT 4**16 HOURS**

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 PSY501C. 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

PSY 502 C: DEVELOPMENTAL PSYCHOLOGY

Credit: 6 (L+T+P=4+1+1)

COURSE 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	2	3	3	1	2	2	2	2	2	1
CO2	2	2	2	2	1	1	2	3	1	2	1	3	2	2	2
CO3	2	2	3	2	2	2	2	2	1	2	2	3	2	3	3
CO4	3	2	2	2	1	1	1	3	2	1	2	3	2	3	2
Average	2.5	2	2.5	2	1.5	1.5	2	2.75	1.25	1.75	1.75	2.75	2	2.5	2

UNIT 1

16 HOURS

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

UNIT 2

16 HOURS

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

UNIT 3

16 HOURS

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

UNIT 4

16 HOURS

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

PRACTICAL

Any two practicum based on topics in PSY502C. Each practicum group will consist of 10-12 students.

REFERENCES

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

[illegible]

CO3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	2.75	3	2.75	3	3	2.75	3	3	3	3	3	3

UNIT 1

16 HOURS

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

UNIT 2

16 HOURS

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, and Expectancy

UNIT 3

16 HOURS

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

UNIT 4

16 HOURS

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 PSY601C. 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.

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, 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

PSY 602 C: COUNSELLING PSYCHOLOGY

Credit: 6 (L+T+P=4+1+1)

COURSE 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.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	-	2	2	1	1	-	3	1	1	1	1	1
CO2	2	3	2	-	2	2	2	1	1	2	1	1	2	1	2
CO3	3	2	2	-	3	2	2	2	1	2	2	2	³	1	1
CO4	1	1	1	-	2	3	3	2	2	1	3	3	3	3	2
CO5	1	1	2	1	2	3	3	2	3	1	2	3	3	2	2
Average	2	1.6	1.6	0.2	2.2	2.4	2.2	1.6	1.4	1.8	1.8	2	2.4	1.6	1.6

UNIT 1

16 HOURS

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

16 HOURS

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

UNIT 3

16 HOURS

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

UNIT 4

16 HOURS

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

PRACTICAL

Any two practicum based on topics in PSY602C 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.

KEYWORDS

Ethics of counselling; Process of counselling; Techniques; Crisis Intervention

ELECTIVE: DISCIPLINE SPECIFIC DSE

Any 4 from the following list (2 in Semester V and 2 in Semester VI):

DSE-PSY-01: POSITIVE PSYCHOLOGY

COURSE OUTCOMES :

- To get familiarized with basic concepts and theories embedded in positive psychology.
- To get familiarized with the methodologies and understand its applications in various domains.
- To be able to identify and practice human strengths.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	1	1	2	-	1	2	2	2	2	2	1
CO2	2	2	2	2	2	2	2	-	2	2	2	1	1	2	2
CO3	2	2	2	2	2	2	2	2	2	1	3	3	3	-	3
Average	2	2	2	2	1.6	1.6	2	0.6	1.6	1.6	2.3	2	2	1.3	2

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, Mindfulness.

Unit 4: Applications: Work, education, ageing, health

Practicum: Any two practicum can be designed from the syllabus provided so as to enhance the understanding of the concepts and applications of positive psychology

Reading List:

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.

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.

DSE-PSY-02: HUMAN RESOURCE MANAGEMENT

Course Outcomes:

To help students understand the various processes and issues inherent in organizations related to human resources.

Unit 1: Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM

Unit 2: Human Resource Practices Job analysis; Recruitment and selection; Training; Performance evaluation

Unit 3: International human resource management (IHRM) The context of Globalization, Types of cross-national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training.

Unit 4: Organizational change and development: Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group).

Practicum: Students would be required to complete 2 practicum from any of the topics discussed in DSE-PSY-02.

Reading List:

Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.

Bhatnagar, J. & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises (3rd Ed). New York: Routledge.

Chadha, N.K. (2005) Human Resource Management-Issues, case studies and experiential exercises. (3rd 30

ed.) New Delhi: Sai Printographers.

DeCenzo, D.A. & Robbins, S.P. (2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.

DSE-PSY-03: HEALTH PSYCHOLOGY

Course Outcome:

- To understand the relationship between psychological factors and physical health and learn how to enhance well-being.
- Apply biopsychosocial model to health and non-health contexts.
Understand the risk factors for health compromising behaviors.
- Understand the application and uses of interventions to improve quality of life.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	3	2	3	3	2	3	2	2	2	3
CO2	2	2	1	2	1	3	2	2	2	1	2	2	2	2	3
CO3	2	2	2	2	1	1	2	2	2	2	1	2	2	2	2
CO4	3	2	1	2	2	1	2	2	2	2	2	2	2	2	2
Average	2.5	2	1.75	2	1.5	2	2	2.25	2.25	1.75	2	2	2	2	2.5

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: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

Unit 3: Health Enhancing Behaviours: Exercise, nutrition, safety, pain, stress management

Unit 4: Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope

Practicum: Any 2 practicum pertaining to the syllabus.

Readings:

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

Sarafino, E.P. (2002). Health psychology: Bio psychosocial 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.

DSE-PSY-04: COMMUNITY PSYCHOLOGY

Course Outcome:

- To get familiarized with basic concepts, models and values in the field of Community Psychology.
- To understand the process of community organization for health promotion of vulnerable groups.
- To understand community development and empowerment especially in the Indian context.

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	1	2	1	-	2	2	1	2	1	2	2
CO2	3	2	2	3	2	3	3	3	3	1	2	2	3	3	3
CO3	2	3	3	3	3	3	3	2	3	1	2	2	3	3	3
Average	2.3	2.3	2.3	2.3	2	2.3	2	1.6	2.3	1.3	1.6	2	2.3	2.6	2.6

Unit 1: Introduction: Definition of community psychology; types of communities; models.

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, physical challenged and old age in the Indian context.

Unit 4: Interventions: community development and empowerment; case studies in Indian context.

Practicum: Practicum on any two of the topics covered in DSE-PSY-04

Readings:

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.

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.

DSE-PSY-05: CULTURAL AND INDIGENOUS PSYCHOLOGY

Learning Outcome:

To understand the role of culture in understanding behaviour and exploring psychological insights in the Indian thought traditions.

Unit 1: Cultural Processes: Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.

Unit 2: Culture, Self and Others: Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.

Unit 3: Intercultural Contacts: Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.

Unit 4: Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.

Practicum: Students to do any 2 practicum from the above course

Readings

Adair, John. G.(2002) .How International is International Psychology? International Journal of Psychology,37, 160-170.

Auluck, S. (2002).Self and identity.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.

Chiu, C., & Hong, Y. (2006).Social Psychology of Culture. New York: Psychology Press.

Kim,U.,Shu,K.,Yang,K.S.,&Hwang, K.K.(2006).Indigenous and Cultural Psychology: Understanding People in Context. Springer.

Jain, U. (2002). An Indian perspective on emotions.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.

Mathijs, Cornelissen, R.M., Misra,G.&Verma, Suneet.(2011). Foundation of Indian Psychology, Vol 1,Theories and Concepts. New Delhi: Pearson

Misra, G., & Gergen, K. J. (2002).On the place of culture in psychological science. . In G. Misra, and A. K.Mohanty (eds.), Perspectives on indigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.

Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson.

Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 440-457. New Delhi: Concept Publishing Company.

Smith, P.B., Bond, M. H., &Kagitcibasi, C. (2006). Understanding Social Psychology across cultures: Living and working in a changing world. London: Sage.

DSE-PSY-06: PROJECT/ DISSERTATION / INTERNSHIP

Objectives: Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Reference: Latest APA manual for dissertation.

Evaluation: Viva jointly by one internal and one external examiner.

DSE-PSY-07: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Objectives:

- To understand of the interface between education and psychology
- To appreciate the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education
- To enable learners to deal with various problems and issues related to student diversity in a classroom

Unit 1: Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centred' and 'progressive' education

Unit 2: Debates and Issues in Educational Psychology: De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue

Unit 3: Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

Unit 4: Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling

Readings:

Bartlett, S., & Burton, D. (2012). Introduction to education studies. London: Sage.

Combs, A. (1979). Myths in education: Beliefs that hinder progress and their alternatives. London: Allyn & Bacon.

Dearden, R. (1967). The concept of play. In R. Peters, The concept of education (pp. 51-63). London: Routledge & Kegan Paul.

Leicester, M. (2008). Creating an inclusive school. London: Continuum International Publishing Group.

Long, M. (2000). The Psychology of Education. Sussex: Routledge.
 Matthews, M. (1980). The marxist theory of schooling: A study of epistemology and education. Sussex: The Harvester Press.

Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, The study of education (pp. 133-178). London: Routledge & Kegan Paul.

Richmond, W. (1975). Education and schooling. London: Methuen & Co. Ltd.

Slavin, R. (2006). Educational psychology: Theory and practice. New York: Pearson.

Smith, M. (1977). The underground and education: A guide to the alternative press. London: Methuen & Co. Ltd.

Spring, J. (1975). A preimer of libertarian education. New York: Free Life Editions.

Sutherland, M. (1988). Thoery of education. London: Longman.

Woolfolk, A. (2013). Educational psychology. Delhi: Pearson.

DSE-PSY-08 PSYCHOLOGY OF DISABILITY

- To get an overview of the disability from a psychological perspective.
- Students will understand knowledge about disability as a social, cultural, historical, and political phenomenon.
- To understand the various issues of people with disability, their care-givers and issues around other stakeholders
- To appreciate and critically draw upon various interventions

Table: CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	1	1	1	2	-	3	2	1	1	2	3	3
CO2	2	2	2	1	1	1	2	-	3	2	1	2	2	3	3
CO3	2	2	2	1	2	1	2	1	3	2	1	2	2	3	3
CO4	2	2	2	2	2	1	2	1	3	2	-	2	2	3	3
Average	4	4	4	1.25	1.5	1	2	.5	3	2	.75	1.75	2	3	3

Unit 1: Conceptualizing Disability: An Introduction

- a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique
- b) **Understanding Disability Policy in India:** Equal opportunities Bill, Rehabilitation Council of India, National Trust
- c) **Issues of language and its consequent labeling:** How disability gets constructed: the power of language

Unit 2: Making of a disabled Identity

- a) Documenting Disability: Problems of Certification
- b) Issues Of Access : Built and Psychological, Issues of Education and Employment
- c) Family, Care & Support Structures
- d) Intimacy and Sexuality :Marriage, Companion relationships

Unit 3: Theorizing Disability: Charity Model; Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

Unit 4: Designing Interventions

- a) Legislations, Psychotherapeutic approaches
- b) Appreciating heterogeneity of different disabilities
- c) Contemporary debates: euthanasia and prenatal selection

Readings

Chib, M. (2011). One Little Finger. New Delhi: Sage Publications Pvt. Ltd.

Dalal A .K & Misra Girishwar (2010). The Core and Context of Indian Psychology Psychology and Developing Societies, 22, (1), 121–155

Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. Arab Journal of Rehabilitation, 5, 15-21.

Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. Psychology and Developing Societies, 12: 67-82.

Dalal, A. K. (2002). Disability rehabilitation in a tradition Indian society. In M. Thomas and M. J. Thomas. (eds), Selected readings in community based rehabilitation, Series 2, Asia Pacific Disability Rehabilitation Journal, 1, 17-26.

Dalal, A. K., & Pande, N. (1999). Cultural beliefs and family care of the children with disability. Psychology and Developing Societies, (11), 55–75.

Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern psychology. In Matthijs Cornelissen, Girishwar Misra, & Suneet Varma (eds) Foundations of Indian Psychology: Practical applications (Vol. 2) Longman, Pearson Education, New Delhi

Ghai, A. (2015). Rethinking Disability in India. India: Routledge.

Ghai, A. (2010). Psychology of Disabled in G. Misra (Ed.) Psychology in India: Advances in research. New Delhi: Pearson education.

Ghai, A. (2006 [2003]) (Dis)Embodied Form: Issues of Disabled Women. New Delhi: Shakti Books.

Goodley. D & Lawthorn. R. (2006). Disability And Psychology: Critical Introductions And Reflections. Palgrave Macmillan.

DSE-PSY-09: PSYCHOLOGY OF PEACE

Learning Outcome

To explore concepts of peace and conflict from a psychological perspective
Create awareness about national and international peace and conflict process and how psychology can play an important role.

Unit 1: Introduction:

Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.

Unit 2: Psychological Understanding of Peace and Conflict

Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross.

Unit 3: Building peace

Structure, Process, Integrated framework for peace building, peace education

Unit 4: Peace Process and Transformation

Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross community network model, stories of peace challenge

Practicum: Any two practicum based on GE-PSY 09

Bose, S. (2005). Kashmir at the Crossroads: Problems and Possibilities, In Das, S. K. (Ed.) Peace Process and Peace Accord, 142-171, New Delhi: Sage.

Cheistie, D. J., Hare, A. P., & Winter, D. D. (2001). Peace, Conflict and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.

CQ Researchers (2011). Issues in Peace and Conflict Studies, New Delhi, Sage.

Das, S. K. (2005). Nobody's Communique: Ethnic Accords in North-East. In Das, S. K. (Ed.) Peace Process and Peace Accord, pp120-141, New Delhi: Sage.

Delahaye, P., & Krishnan, B. (2003). Imagine Nagaland: The Courage to be Positive, In Sampson, C., Abu-Nimer, M., et al. (Ed.) Positive Approaches to Peacebuilding, pp169-186, Washington, DC: Pact Publications.

Fox, M. A. (2014). Understanding Peace: A Comprehensive Introduction, New York, Routledge.

Freud, S. (1930). Civilization and its Discontents, Penguin Books Ltd.

Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). Searching for Peace: The Road to Transcend, London: Pluto Press.

Gurumayum, L. (2007). The role of Manipuri Women in Crisis Management during the Extension of Ceasefire between the Government of India and NSCN (IM) without Territorial Limits, WISCOMP Perspectives, 25.

Hasan, M. (2005). Improving India-Pakistan Relations, In Das, S. K. (Ed.) Peace Process and Peace Accord, pp 25-253, New Delhi: Sage.

Jeong, H. W. (2008). Understanding Conflict and Conflict Analysis. New Delhi: Sage.

Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. Handbook of Conflict Analysis and Resolution, South Asia: Routledge.

Lederach, J. P. (2004). Building Peace: Sustainable Reconciliation in Divided Societies, Washington, DC: United States Institute of Peace.

Ross, M. H. (2001). Psychocultural Interpretations and Dramas: Identity Dynamics in Ethnic Conflict. Political Psychology, 22 (1), 157-178.

Volkan, D. V. (1985). The Need to Have Enemies and Allies: A Developmental Approach. *Political Psychology*, 6(2), 219-247.

Vollhardt, J. K. & Bilali, R. (2008). Social Psychology Contribution to the Psychological Study of Peace. *Social Psychology*, 39 (1), 12-25.

Wallensteen, P. (2006). *Understanding Conflict Resolution: War, Peace and the Global System*, London: Sage.

Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. New York, Routledge.

ELECTIVE: GENERIC (GE)

GE-PSY-01: GENERAL PSYCHOLOGY

Objective: Provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

Unit 1: Orientation to Psychology: Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

Unit 2: Psychology of Individual Differences: Theories of personality: Freudian psychoanalysis, type and trait ; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

Unit 3: Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson

Unit 4: Applications of Psychology: Work; Health

Readings:

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman, S.R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi : Tata McGraw Hill.

Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.

Michael, W., Passer, Smith, R.E. (2007). Psychology The science of mind and Behavior. New Delhi : Tata McGraw-Hill.

GE-PSY-02: YOUTH, GENDER AND IDENTITY

Objectives:

To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.

To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

Unit 1: Introduction

- a) Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b) Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c) Concepts of Identity: Multiple identities

Unit 2: Youth and Identity

- a) Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b) Peer group identity: Friendships and Romantic relationships
- c) Workplace identity and relationships
- d) Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity

- a) Issues of Sexuality in Youth
- b) Gender discrimination
- c) Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity

- a) Youth, Gender and violence
- b) Enhancing work-life balance
- c) Changing roles and women empowerment
- d) Encouraging non-gender stereotyped attitudes in youth

Readings:

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

GE-PSY-03: PSYCHOLOGY FOR HEALTH AND WELL-BEING

Objective: To understand the spectrum of health and illness for better health management.

Unit 1: Illness, Health and Well being: Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.

Unit 2: Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

Unit 3: Health Management: Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

Unit 4: Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

Readings:

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

DiMatteo, M.R. & Martin, L.R. (2002). Health psychology. New Delhi: Pearson. Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton. Hick, J.W. (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

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

GSE-PSY-04: PSYCHOLOGY AT WORK

Objectives:

To understand the meaning and theoretical foundations of I/O Psychology
To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

Unit 1: Introduction to I/O Psychology: Definition, Brief History, Contemporary Trends and Challenges

Unit 2: Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity

Unit 3: Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication

Unit 4: Leadership: Early approaches to leadership, contemporary approaches to leadership-Transformational & Transactional Leadership

Readings:

Adler, N.J. (1997). Global Leaders: A Dialogue with future history. Journal of International Management, 2, 21-33.

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

Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.

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

Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. Biztantra publishers

Robbins, S. P. & Judge, T.A. (2007). Organizational Behavior. 12th Edition. New Delhi: Prentice Hall of India.

Robbins, S. P. & Judge, T.A. (2008). Essentials of Organizational Behavior. 9th Edition. New Delhi: Prentice Hall of India

GE-PSY-05: PSYCHOLOGY AND MEDIA

Objective: To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

Unit 1: Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality

Unit 2: Being a Consumer: Why to Consume?: Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity

Unit 3: Knowing and Creating Consumer Needs: Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda

Unit 4: Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change

Readings:

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc.

Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.

Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.

Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. NY: Psychology Press.

Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.
Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group.

Audio-Visual Sources

Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein

Documentary: 'Killing Us Softly 4' by Jean Kilbourne

Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

GE-PSY-06: INTER-GROUP RELATIONS

Objective: To understand the significance of healthy inter-group relations for the society and learn the strategies of resolving intergroup conflicts.

Unit 1: Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

Unit 2: Social categorization and conflict: In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

Unit 3: Cultural aspects of intergroup relations: Social identity, Stereotypes, case studies in the Indian context.

Unit 4: Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies.

Readings:

Baron, R.A., Branscombe, N.R., Byrne, D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.

Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.

Smith, P.B., Bond, M.H & Kagitcibasi, C. (2006) Understanding social psychology across culture. New Delhi : Sage Publications.

Zorsyth, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth .

GE-PSY-07: YOUTH PSYCHOLOGY

Objective:

To help students understand the notion of youth, youth across cultures, the factors influencing youth identity and sensitivity to issues concerning the youth of today.

Unit 1: Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

Unit 2: Youth development and Relationships: Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

Unit 3: Today's Youth: Issues and challenges: Youth and risk behaviours; Employment and education

Unit 4: Developing Youth: Positive youth development; Building resources: Hope, Optimism and Resilience.

Readings:

Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.

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

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

Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).

Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge

Connidis, I. A. (2010). Family ties and aging. Sage. (Chapters 8 & 10)

ABILITY ENHANCEMENT ELECTIVE COURSE (AECC) (SKILL BASED) (ANY 2 OF THE FOLLOWING: 1 IN SEM III AND 1 IN SEM IV):

AEEC-PSY-01: EMOTIONAL INTELLIGENCE

Objective: To understand the concept of emotional intelligence and learn ways of developing it.

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

Readings:

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

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

Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.

Singh, D. (2003). Emotional intelligence at work (2nd ed.) New Delhi: Response Books.

AEEC-PSY-02: STRESS MANAGEMENT

Objective: 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.

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.

Readings:

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

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

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

AEEC-PSY-03: EFFECTIVE DECISION MAKING

Objective: Students will learn various strategies which will enable them to make good decisions in life.

Unit 1: Introduction: What is decision making? Importance of making good decisions.

Unit 2: Decisions regarding career: Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices/career.

Unit 3: Decision making in interpersonal context: Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions

Unit 4: Decision making at the workplace: developing competencies and skills required for effective decision making

Readings:

Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth cengage Learning, India

Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India.

AEEC-PSY-04: EDUCATIONAL PSYCHOLOGY

Objective: To understand the applications of psychology in the area of education.

Unit 1: Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism

Unit 2: Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

Unit 3: Effective Teaching and Classroom Management: Characteristics of Effective Teachers;

Teaching Methods & Issues related to Technological Advances; Classroom Management

Unit 4: Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs

Readings:

Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.

Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.

Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.

Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

AEEC-PSY-05: SELECTION & TRAINING

Objectives:

To give an overview of the core HR practices in organizations

To impart basic psychological skills relevant for a practitioner in an organizational context.

Unit 1: Job analysis: techniques; importance

Unit 2: Employee Selection: Brief Introduction to HR and HR Cycle; Selection devices: Interview, Psychometric testing, Assessment center

Unit 3: Performance appraisal

Relevance of performance appraisal

Performance Appraisal Methods: Graphic Rating scales, Employee comparison methods, Behavioural checklist and scales

Feedback of performance appraisal information to employees

Unit 4: Training: Steps in establishing a training program; Methods and techniques of training

Readings:

Aamodt, M. G. (1999). Applied Industrial/Organizational Psychology. India: Cengage Learning.

Chadha, N.K. (2002). Human Resource Management: Issues, Case Studies & Experiential Exercises. New Delhi: ShriSaiPrintographers

De Cenzo and Robbins, S.P. (2006). Fundamentals of human resource management (8th ed). NY: Wiley.

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

Smither, R.D. (1988). The psychology of work and human performance. NY: Harper and Row.

AEEC-PSY-06: PERSONAL GROWTH AND DEVELOPMENT

Objective: To facilitate the process of self-discovery and the development of emotional, cognitive and interpersonal competencies for 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

Readings:

Adler, R. B., & Proctor II, R.F. (2012). Looking out/Looking in.(14th ed.). USA: Wadsworth Cengage Learning

Haddon, P. F. (1999). Mastering personal and interpersonal skills. London: Thorogood

Robbins, S.P. &Hunsaker, P. L. (2008).Training in interpersonal skills:Tips for managing people at work.(5th ed.).New Delhi: PHI Learning

Schraw, G. (1998). Promoting general metacognitive awareness.Instructional Science, 26,113-125.

Waters, S. H. & Schneider, W. (2010). Metacognition: Strategy use and instruction. New York: Guilford Press (Chapters 9 and 10).

Weiten, W. & Lloyd, M.A. (2006). Psychology applied to modern life: Adjustment in the 21st century.(8th ed.).USA: Thomson Wadsworth

AEEC-PSY-07: PSYCHOLOGICAL SKILLS IN ORGANIZATIONS

Objectives:

- a) To gain understanding of key human relations skills demanded at the workplace
- b) To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment

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

Suggested activities

Since the objective of the paper is to enhance core psychological skills required in performing effectively at the workplace, in the class on student presentations, students could be encouraged to take the following illustrative activities:

- (i) De Bono six thinking hats
- (ii) Developing awareness and interpersonal relations understanding using Johari window
- (iii) Enhancing interpersonal awareness using psychological tests like Firo-B
- (iv) How to make effective presentations
- (v) Group decision making
- (vi) Perspective taking

Readings:

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

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. *Proceedings of the western training laboratory in*
