
INTRODUCTION

The LOCF for bachelors in Applied Psychology is embedded in the CBCS system. The purpose of the syllabus is to make the students develop an awareness and understanding of the contemporary trends and growth in the field of psychology and its offshoots. This will further be substantiated by enabling them in relevant academic and professional skills by self reflections and prepare them to contribute to the growing discipline of psychology and its application in everyday life. It has been framed to maintain the teaching standards, assessment of students and keeping the interface of psychology-individual/community for the human welfare in forefront. The syllabus has been designed to cover the different fields of psychology along with practical understanding wherever required and possible within the CBCS framework. The reach to different field of psychology has been made through incorporating different papers viz. Introduction to Psychology, Social Psychology, Developmental Psychology, Systems in Psychology, Understanding Psychological Disorders, Counselling Psychology, Industrial/Organizational Behaviour, Health Psychology and to understand the basics of research and statistics. To face the challenges of the modern life, skills like Stress Management, Effective Leadership and Communication Competence have been included as SEC papers. As we also offer Psychology to students of other disciplines by teaching them different papers Understanding Psychology, Psychology for Living, Abnormal Psychology, Psychology at work, Inter-group relations and Fundamentals of Statistics and Research in Psychology. Certain electives have been framed to apprise students of the contemporary relevant areas in which psychology is making a change in society and the lives of the individuals, along with the practical exposure in areas such as Youth Psychology, Media Psychology, Peace Psychology, Forensic sciences, Sports Psychology, Applied Cognition, Psychological Testing and Environmental Psychology.

NATURE AND EXTENT

Psychology is an academic and applied discipline which involves the scientific study of mental functions and behaviors. It helps in meeting with the goal of understanding human and group behaviour by establishing general principles and also by researching specific cases, thus the ultimate aim of psychology is to benefit society.

The discipline of psychology has grown a great amount over years and has successfully spread its branches in many other disciplines as well. Although the deep roots of psychology lies within the knowledge of philosophy, biology and sociology, but at present it is a part of already established systems.

AIMS

The LOCF visualizes that graduate training needs to attend to the following considerations.

1. Developing an understanding of various theoretical concepts underlying psychology
2. Inculcating the knowledge provided to them via classroom lectures, workshops or seminars and apply the same in real life settings.

3. Developing skills required to engage in conversation especially the art of taking interviews, collecting data on certain critical issues.
4. Practicing effective listening in order to listen to narratives of pain and social suffering enabling them to become more aware about themselves and others, which in turns helps in the mastery of their communication and counselling skills.
5. Developing knowledge in specific areas which can be further applied in practical training, internship and field placement
6. Development of skills related to projective measures for competence in clinical work
7. Enhancement of knowledge related to self through the utilisation of Indian Psychological concepts which in turn will enhance student's health and wellbeing, helping them in every facet of life.
8. Learning skills related to research and analysis of data in a scientific manner using SPSS and other softwares.

DISCIPLINARY KNOWLEDGE

Comprehension of major concepts, theories, principles, perspectives, historical roots and research findings. Students become theoretically more informed and insightful about various aspects of behaviours and different mental processes. To understand the fundamental concepts of Psychology along with various fields and to enable students to apply this knowledge.

COMMUNICATION SKILLS

Acquiring the skill for effectively presenting oneself to others, effectively communicating one's intentions with the help of relevant verbal and non-verbal cues.

Communication built on empathy as is a part of Applied Psychology .Thus there is need for exploring the world of marginalised people with empathy, compassion and concern. The student display non-judgemental attitude and are active listeners with any of the special groups they choose to study.

ANALYTICAL SKILLS

The ability to inculcate inductive and deductive reasoning to comprehend the basic structure and interrelationship, to deduct inferences of various concept of psychology.

RESEARCH RELATED SKILLS

To develop an attitude of scientific enquiry and critical thinking, ability to plan, design and carry out research, data analysis and drawing inferences among students.

REFLECTIVE THINKING

Becoming aware of one's and others strength and weaknesses in the context of social system. This will further enhance students well being and their ability to do so for the society at large.

LIFELONG LEARNING

The Applied Psychology graduate has an ethical responsibility to maintain competence in all their work as researchers, trainers, educators and/or practitioners etc. through lifelong learning.

SELF-DIRECTED LEARNING

Develop listening ability and working on one's strength and weaknesses by acquiring feedback from significant others so that one can evolve towards the higher stage of learning.

LEADERSHIP READINESS/ QUALITIES

Applied Psychology graduate demonstrates an ability to incorporate socio-cultural factors in scientific inquiry, so as to conduct contextually sensitive research that may bridge the research and practice divide. This applied perspective builds on their leadership attributes. These can further be enhanced and guided towards more meaningful roles in the community.

MULTICULTURAL COMPETENCE

To develop sensitivity among students through the discipline of Psychology so that they can perceive and sensitize themselves to the enrichment present among various cultures and ethnic groups in the place of work, home, neighbourhood and the world at large.

MORAL AND ETHICAL AWARENESS

Graduation journey is an inter-junction between formal school setup and the place of work, hence it is important to foster moral and ethical outlook in their academic as well as real life endeavours.

INFORMATIONAL AND DIGITAL LITERACY

An attitude of scientific inquiry and critical thinking, ability to plan, design and conduct research, analyse data and interpret them and behaviour is must for an Applied Psychology graduates. This is fostered by developing an ability to use data analytic procedures like SPSS and other open-source computational software. Applied Psychology graduates acquire mastery of the use of computers and internet in conducting experiments and surveys. The social media is also used as a medium for data and understanding social trends thereby focussing on digital literacy.

CRITICAL THINKING

The Applied Psychology graduate has the ability to relate and connect concepts with personal experiences and using critical thinking. He/she has curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them. There is articulation of ideas, scientific writing and authentic reporting, effective presentation skills. Further they are able to dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

PROBLEM SOLVING

Problem Solving is a mental process that involves discovering, analysing and solving problems. The ultimate goal is to overcome obstacles and find a solution that best resolves the issue. The Applied Psychology graduate is trained to be an effective and efficient problem solver.

RESEARCH RELATED SKILLS

Since the Applied Psychology graduate's training focuses on understanding the application of the basic Psychological processes their research-related skills are automatically enhanced. Through research in the field they understand how the basic processes are applied.

COOPERATION/TEAMWORK

The Applied Psychology graduate has the ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation. As a part of their training Collaboration, cooperation and realising the power of groups and community is emphasised.

Scientific Reasoning

Applied Psychology graduates have the ability for articulation of ideas, scientific writing and authentic reporting with effective presentation skills.

QUALIFICATION DESCRIPTION

The Applied Psychology honours graduate will exhibit these qualification descriptors:

- Ability to carry out academic inquiry into psychology and its major sub-fields with emphasis on application.
 - Comprehension of different methods to psychological understanding including experimentation, observation, interviewing, using self-reports and other measures and understanding their application.
- Displaying effective communication skills, counselling abilities and understanding of scientific writing .
 - Being self-awareness and choosing a path of personal growth.

- Professional competencies in using psychological techniques for participation in individual and group projects.
 - Acquiring specific skillsets like mental status examination , using projective tests , administering and analysing psychometric tests for different sub fields of psychology e.g. clinical, industrial, rehabilitation respectively. .
 - Ability to use data analytic procedures using SPSS like computational software.
- Proficiency in understanding the use of various qualitative and quantitative techniques for data analysis and their interpretation.
 - Training themselves with the use of DSM and ICDS for diagnostic purposes

PROGRAM LEARNING OUTCOMES

Students who complete three years of full time undergraduate programme in Applied Psychology would earn a Bachelor of Honours degree. The learning outcomes of an Applied Psychology Honour's student should demonstrate on completion of the degree proficiencies in academic, behavioural and social spheres. Thus:

1. Knowledge of Psychology with understanding of research methods including data analysis and usage of relevant softwares.
2. Ethical use of skills in the understanding of psychological testing, assessment and counselling.
3. Critically thinking about the linking of personal experiences with concepts studied.
4. Ability to translate ideas into ethical researches and express this through scientific writing and effective presentations.
5. Using curricula for personal-development, emotional and self-regulation skills.
6. Evolving as a person with positive attributes of non-judgement, empathy, kindness, multicultural sensitivity and responsibility.
7. Being appreciative, sensitive and accepting of multiple perspectives ,people and cultures.
8. Focussing on working in a collaborative, cooperative way with different groups and community.
9. Emphasis on ethical practices in following the rules of research and publication.
10. Displaying pro-social behaviour through supporting commitment to health and wellbeing of individuals, organizations, community, and society as a whole.

Introduction to Psychology - I

(C 1)

Course Objective(2-3)

- Developing an understanding of psychology.
- Awareness regarding the nature, scope and the fields of psychology.
- To give a clear picture of the basic concepts in psychology such as learning, perception, thinking, and human biological bases of behaviour.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

- Demonstrate an understanding of the foundational concepts of the human mind and behaviour.
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.
- Ability to Identify the various approaches ,fields and subfields of Psychology

Unit 1

Nature and scope of Psychology , Historical Development and Current Status, Psychology in India.

Biological Basis of human behaviour , Neuron, Structure and Function of Nervous System specifically brain.

Unit 2

Attention & Perception - Nature, Selective and Divided Attention, Perceptual processes: laws of perceptual organisations, depth perception, constancies, Illusions and factors affecting perception. Application of attention and perception

Unit 3

Learning : Conditioning, Cognitive Learning, Observation learning; applications of learning

Unit 4

Memory as Information Processing; Parallel distributed processing, Memory as a reconstructive process; Forgetting; Improving Memory, Application of memory.

Practical

- An introduction to experimental method to be included in the practicum.

- Three reports to be written 1 on Experimental Method and 2 reports on the experiments conducted.
- Understanding and Conduction of two Experiments : Any Two experiments to be done from the following:
- Attention, Perception; Learning, Memory.

References

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.

Baron, R.A. & Misra, G. (2014). Psychology. New Delhi: Pearson Education.

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

Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill .

Sternberg, R. (2000). Psychology: In Search of the Human Mind. Wadsworth Publishing.

Susan Nolen-Hoeksema (2014) Atkinson & Hilgard's. Introduction to Psychology. 16th Edition ISBN :9788131528990 India, Cengage NEW EDITION

Teaching Learning Process

The purpose of the teaching learning process is to focus on student-centered learning and endeavours to create a learning environment where the students interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods has being adopted to enhance the students learning such as lectures, classroom discussions; technology enabled learning, workshops, use of films, workshops, classroom activity, presentations, field visits etc. Tutorials periods give students the personal space to clarify their doubts and have one to one interaction with the teacher.

Assessment Methods

Home assignments, class test, paper presentations, viva voce, reports.

Keywords

Psychology, attention, perception, learning, memory.

Course Objective(2-3)

The objective of the teaching this paper is to enable the students with the knowledge of statistics and research method. It will strengthen their capability to understand the nature of data and the application of statistical tool to analyze the data.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Learning basic techniques of descriptive statistics.
2. Developing an understanding of the nature of quantitative research.
3. Knowing how to carry out quantitative research including data collection, data analysis.
4. Developing a basic knowledge of how to carry out quantitative research with an emphasis on survey research, correlational and experimental
5. Developing knowledge of the ethical and legal issues involved in the research.

Unit 1

Introduction:

Meaning of research and its purposes; brief introduction to Paradigms (positivist and non positivist, quantitative and qualitative), Steps in quantitative and qualitative research; differentiating qualitative and quantitative research, Level of measurement, Types of research: Descriptive, Exploratory, Experimental, and Correlational; basic and applied research, Ethics in Psychological Research.

Unit 2

Sampling: probability and non probability; Case study, Observation, Interview, Survey method

Unit 3

Nature of Quantitative Data and Descriptive Statistics in Psychology:

Nature of Quantitative Data and Descriptive Statistics in Psychology: Measures of central tendency: characteristics and computation of mean, median and mode; Measures of variability: Characteristics and computation of range, semi-interquartile range, standard deviation, variance. effect of linear transformation on mean and SD; Derived scores (percentile, z, T, Sten, Stanine). calculation of only z, T and percentile.

Unit 4

Correlation: Meaning of correlation: matter of degree and direction; Calculating Correlation: Pearson's product moment correlation and Spearman's rank order correlation. Factors affecting correlation, Significance of Correlation.

Normal Probability Curve: Characteristics and application of Normal probability Curve, Calculation

of area to z and z to area; Random sampling distribution.

References

- Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology*(4th ed). India: Prentice Hall.
- Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd ed.). Oxford: Blackwell Publishers.
- King, B. M., & Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th ed.). USA: John Willey.
- Kerlinger, F. N., & Lee, H. B. (1999). *Foundations of Behavioural Research*. Wadsworth Publishing.
- Mohanty, B., & Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: Sage Publications.
- Neuman, W. L., & Neuman, W. L. (2004). *Basics of social research: Qualitative and quantitative approaches*. Boston: Pearson.
- Babbie E. (2007) *Research methods in Sociology*. Cengage Learning.

Teaching Learning Process

The purpose of the teaching learning process is to focus on student-centric learning and endeavours to create a learning environment where the students' interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods has been adopted to enhance the students learning such as lectures, classroom discussions; technology enabled learning, workshops, classroom activity, presentations etc. Tutorials classes give students the personal space to clarify their doubts and have one to one interaction with the teacher.

Assessment Methods

Home assignments, class test, presentations.

Keywords

Descriptive statistics, Data collection, Central tendency, Dispersion, Correlation and Normal probability curve.

Course Objective(2-3)

Systems in psychology as a course at the undergraduate level principally aim at increased awareness of the roots of contemporary psychology. The purpose of this course is to familiarise the student with the various methods of inquiry and theoretical systems that comprise the history of modern psychological thought. It offers a good foundation for appreciation of the past and an understanding of the present existence of psychology as a continuity of ideas in the broader contexts of science. The course trace these roots from their origins in philosophy and the natural sciences through the early schools of psychology and into its current form.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

- understand the historical events and scientific discoveries that have influenced contemporary psychology.
- describe the major systems of psychology.
- demonstrate an understanding of the philosophical ideas from which the discipline of psychology arose.
- identify significant figures within each system and describe their contributions.

Unit 1

Science and Psychology

Associationism: Only British empiricism to be covered

Structuralism: Wundt and Titchener

Act Psychology: Brentano

Functionalism: William James, Chicago schools and Columbia

Unit 2

Classical Behaviourism: Watson

Overview of Neo-behaviourism

Gestalt psychology : Overview of Gestalt view, Lewin's Field Theory

Unit 3

Psychodynamics (an overview): Classical psychoanalysis of Freud, Neo-Freudians (an overview)

Humanistic perspective: Maslow; Existential perspective

Unit 4

Indigenous Indian thought and traditions

a) Nature of consciousness, mind, self and mental functions as understood in Samkhya, Yoga,

b) Psychology in India: Brief history; current status, some classical works of psychology in India, Contributions of Indian psychologists

References

Bhushan, B. (2017). Eminent Indian Psychologist: 100 years of Psychology in India. New Delhi: Sage Publication

Brennan, J.F. (1991). History and Systems of Psychology. NJ: Prentice hall

Chaplin, J.P. and Krawiec, T.S. (1979). Systems and Theories in Psychology. NY: Holt, Rinehart and Winston

Hergenhahn, B.R. & Henley, T.B. (2014): An Introduction to History of Psychology. UK: Wadsworth, Cengage Learning

Hergenhahn B.R. and Olson, M.H. (2011). An Introduction to Theory of Personality. UK: Pearson

Marx, M.H. and Hillix, W.A. (1986). Systems and Theories in Psychology. NY: McGraw Hill.

Paranjpe, A.C. (1984). Theoretical Psychology: The Meeting of East and West. New York : Plenum Press.

Schultz, D.P., and Schultz, S.E. (2011). A History of Modern Psychology. UK: Wadsworth, Cengage Learning

Rao, K. R. & Paranjpe, A.C. (2017). Psychology in the Indian Tradition. New Delhi: Springer (Chapter 1, page 1-5; Chapter 3, page 71-78; 85-92; Chapter 4: page 95-105; 118-121; Chapter 5: 129-133; 139-145; chapter 6: 167-179)

Additional Resources:

Leahey, T.H. (1994). A History of Modern Psychology. N.J.: Prentice Hall

Saraswati, S.N. (2008). Samkhya Darshan. Yoga publications trust. Munger, Bihar, India

Woody, W.D. and Viney, W. (2017). A History of Psychology: The Emergence of Science and Applications. UK: Routledge

Misra, G. (Ed.) (2011). Handbook of Psychology in India. New Delhi Oxford University Press. Chapter 1, 8, 9

Teaching Learning Process

- Readings: readings to be provided as per the topic.
- Powerpoint slides: powerpoint slide presentations
- Class discussions: to deepen understanding on subtopics that may require greater interaction
- Audio/Video clips: When appropriate, clips would be shown to illustrate certain topics

Assessment Methods

- Topic based interaction: Participation in class discussions. Regularity with assigned readings and corresponding discussions.
- Participatory exercises and presentations (individual/group).
- Home assignment: To explore a concept in depth, a question based on any topic from the syllabus would be assigned and assessed.
- Class assignment: time-bound test on any topic from syllabus would be assigned and assessed.

Keywords

Systems, schools of psychological thought, evolution of psychological systems, theories of personality

Introduction to Psychology (c-3)

Course Objective(2-3)

- Developing an understanding of psychology.
- Awareness regarding the nature, scope and the fields of psychology.
- To give a clear picture of the basic concepts in psychology such as learning, memory, perception, thinking, emotion, motivation and human biological bases of behaviour.
- Developing familiarity with concepts such as intelligence, and personality, attention

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

- Demonstrate an understanding of the foundational concepts of the human mind and behavior.
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.
- Ability to Identify the various approaches, fields and subfields of Psychology

Unit 1

Thinking – Concepts and Categorization, Reasoning, Problem Solving & Decision Making; cognitive biases.

Unit 2

Intelligence – Nature of intelligence, nature-nurture debate; Theories: Psychometric/Factor oriented approach (Spearman, Thurstone, Guilford, Cattell), Information processing, contemporary theories (Strenberg; Gardner; Carroll's CHC model, PASS model); emotional intelligence.

Unit 3

Personality – Nature of personality, personality-environment interaction; Theories: Trait, psychoanalytic (Freud), behaviouristic, social-cognitive, humanistic, biological

Unit 4

Motivation & Emotion - Approaches to Understanding, Types of Motives: biogenic and sociogenic: hunger, thirst, sex, achievement, affiliation, power; Elements of Emotions; Bodily changes and Emotions; Gender, Culture & emotions.

Practical

Assessment and application of intelligence, personality and aptitude to be covered in the Practicum. Three

reports to be written (1 on introduction and 2 reports on the test/battery administered)

Tests/ Battery on any 2 topics from the following:

Intelligence

Personality

Aptitude.

References

. Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw- Hill

Susan Nolen-Hoeksema (2014), Atkinson & Hilgard's. Introduction to Psychology .16th Edition. ISBN :9788131528990 India, Cengage NEW EDITION

Additional Resources:

Goldstein, E.B. (2011/2014). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Belmont, CA: Wadsworth Cengage.

Ciccarelli ,S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.

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

Teaching Learning Process

The purpose of the teaching learning process is to focus on student-centered learning and endeavors to create a learning environment where the students interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods has being adopted to enhance the students learning such as lectures, classroom discussions; technology enabled learning, workshops, use of films, workshops, classroom activity, presentations, field visits etc. Tutorials periods give students the personal space to clarify their doubts and have one to one

interaction with the teacher.

Assessment Methods

Home assignments, class test, presentations, viva voce, reports.

Keywords

cognition, intelligence, personality, Emotion and motivation.

Stress Management (AEEC-1)

Course Objective(2-3) The objective of this course to help the students to understand the nature of

- The objective of this course is to help the students understand the nature of stress, sources of stress and to identify the symptoms of stress.
- Students also learn certain skills and strategies required for effectively managing the stress and ability to cope in stressful situations.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

- 1. To understand the nature, sources of stress and consequences of stress
 2. To overcome the constraints in managing stress
 3. To develop the motivation to learn to be resilient.

UNIT I: Stress (GAS Model), Learning about sources of stress and its symptoms: Nature of stress- various sources of stress environmental, social (including social media), physiological and psychological; Symptoms of stress - emotional response, physiological & behavioral; relationship between stress and performance, relationship between stress and health

UNIT II: Learning to manage stress effectively: Methods - yoga, meditation, Vipassana, relaxation techniques, clarifying problem, alternate actions, support (Problem focused) emotion focused constructive approach, Indian Case Studies

Practicals :

Any two practical's based on Unit 1 and 2

Readings:

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

2.Sarafino, P,E (1998). Health Psychology Biopsychosocial Interactions ,third edition. John Wiley & Sons, Inc

Teaching Learning Process

It will involve the discussion method based on real life cases studies and workshop mode to learn certain strategies related to stress management skills

Assessment Methods

Assignment and test based on the contextual situation where the knowledge related to stress and the application of stress management techniques will be assessed.

Keywords

Stress, Indian case studies, Stress management

Communication Competence (AEEC-3)

Course Objective(2-3)

Understanding communication as both verbal and non-verbal process. Creating awareness about one's own psychological barriers to effective communication. Becoming an effective communicator

by understanding body language and other non-verbal aspects of communication.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

- 1) Students will understand the basic communication process .
- 2) Students will learn basic skills of effective communication.
- 3) Students will develop an awareness of the role of mass media in influencing public beliefs and perceptions about social realities.
- 4) Students will demonstrating cultural sensitivity in both verbal and non-verbal communication .

Unit 1

Communicating skills in the interpersonal context: Nature, process and principles of communication; Understanding communication competence and communication skills by developing appropriate message. Choosing correct channels and medium of communication. Nonverbal communication. Understanding dynamics of interpersonal communication, Self disclosure ,power, assertiveness.

Unit 2

Communication Barriers: Identifying personal barriers ,overcoming barriers for effective communication. Learning how to make communication effective and meaningful.Understanding Cultural differences in communication.

Any two based on the above mentioned topics:

For example:Understanding verbal and non-verbal communication in movie clips,

Assertiveness Training; etc.

References

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

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

Adler, R.B & Rodman, G. (2006) Understanding Human Communication. Oxford University Press.

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

Teaching Learning Process

This will be through case studies along with the traditional Lecture Method. Use of the Audio-visual medium especially to understand non-verbal cues. Simulated exercises during Classroom discussion

Assessment Methods

- 1) Classroom Participation
 - 2) Written assignment
 - 3) Presentation
 - 4) Role plays
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Keywords

Effective Communication, verbal, non-verbal, barriers, multicultural

Research Methodology and Data processing in Psychology -II (c-4)

COURSE OBJECTIVE:

The objective of the teaching this paper is to enable the students with the knowledge of statistics and research method. It will strengthen their capability to understand the nature of data and the application of statistical tool to analyze the data.

Learning Outcomes:

1. Developing an understanding of the basic principles of psychological assessment and measurement.
2. Developing knowledge of the ethical and legal issues involved in the assessment process.
3. Developing an understanding of the nature of qualitative and quantitative research.
4. Knowing how to develop scales to measure psychological attributes,
5. Learning basic techniques of inferential statistics to testing the hypothesis and taking statistical decisions.

Unit I.

Qualitative Research: Nature, purpose of qualitative research, Overview of types of qualitative research: case study, ethnography, grounded theory qualitative data analysis: Thematic analysis.

Scale construction: Likert, Thurstone, Guttman, Semantic differential

Unit II.

Construction and standardization of a test: item analysis, reliability, validity, norms

Unit III:

Hypothesis: Null and Alternate hypothesis, One-tailed (directional) and Two-

tailed (non-directional) hypothesis, levels of significance, Errors in decision making: Type I

and Type II error, Power of a test. Principles of Inferential statistics; approaches to inferential

statistics; Fisherian and Neyman-Pearson approach. Concept of p value, difference between p

and alpha

Single mean (z-test), t- Distribution, Characteristics of Student's t-test (Independent and

dependent means): Testing Hypotheses; Assumptions and calculation.

Unit IV

Hypothesis Testing: More than two groups (ANOVA): Assumptions and

calculation of one-way and two-way ANOVA; Comparison of t and F.

Chi-Square: Chi-Square as a Measure of Discrepancy between Expected and Observed

Frequencies: assumptions and calculation.

Parametric and Non-Parametric Statistics: Characteristics and differences

References:

Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology* (4th ed). India:

Prentice Hall.

Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and*

Statistics (2nd ed.). Oxford: Blackwell Publishers.

Freeman, F. S. (1972). *Theory and practice of psychological testing*. New Delhi: Oxford &

IBH.

Gregory, R. J. (2006). *Psychological Testing: History, Principles, and Applications* (4th ed.).

New Delhi: Pearson Education.

King, B. M., & Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th

ed.). USA: John Willey.\

Mohanty, B., & Misra, S. (2015). Statistics for behavioral and social sciences. New Delhi: Sage Publications.

Newman, W. L. (2008). Social research methods: Qualitative and quantitative approaches. New Delhi: Pearson Education.

Kline, R. B. (2013). Beyond significance testing: reforming data analysis methods in behavioral research. 2nd ed. Washington, DC: American Psychological Association.

Teaching learning process:

Various teaching mode has been adopted to enhance the students' learning such as lectures, classroom-discussions, classroom activity, presentations etc. Tutorial classes are also there to provide students extra time and space to clarify their doubts and have one to one interaction with the teacher.

Assessment Methods

Home assignments, class test, presentations.

Key words:

Psychological testing and assessment, sampling technique, scale construction, Inferential statistics, hypothesis testing, Parametric and non-parametric statistics.

Applied Social Psychology-I (C-5)

Course Objective(2-3)

The study of the self in social interactions, and social influence is the cornerstone of Social Psychology. The topics covered in Applied Social Psychology - I will focus on self and interpersonal relationships. It will thus be personally relevant to the lives of students, and help them in understanding themselves in relation with the social world. The topics covered will be representative of the current subject matter within this discipline.

The objectives of the course are (1) to expand students' knowledge and understanding about social psychology and human behaviour (2) to help them use concepts and principles involved in human behaviour in improving their own lives and (3) in understanding social problems and in promoting social change, (4) to help develop an awareness of the major debates in the discipline of social psychology, and (5) to appreciate the need for an emic approach.

Structure of B.A/B.Com/B.Sc(Subje^t) (Details of courses to be taught)

Course Learning Outcomes

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

- Describe the key concepts and methods relevant to the study of social psychology
- Differentiate between the fields of social psychology & applied social psychology
- Understand and improve the relationship between self and others
- Understand the significance of Indigenous social psychology and apply social

psychological processes in promoting change in Indian society.

Unit 1

Introduction: Social Psychology & Applied Social Psychology: Definitions, historical development of the field and current status, Levels of analysis, theoretical approaches (symbolic interactionism, post-modern approach, Methodological approaches in social psychology: experimental and non-experimental; Participatory Rural Appraisal (action research), Social psychology in India

Unit 2

Social Cognition: Nature; Social Schema; Heuristics; New directions of Social cognition; Attribution Theory (Heider, Kelley, Jones and Davis, Weiner); Attribution biases; Person Perception: Impression formation and management (definition, process and factors).

Unit 3

Interpersonal attraction: What is interpersonal attraction, factors predicting attraction, correlates of attraction, Theories of attraction (balance theory, reinforcement theory, social exchange theory, relationship and well-being), New technology and attraction, Love and close relationships

Unit 4

Attitude & Attitude Change: Structure, functions, formation of attitudes, attitude-behaviour relationship, Attitude Change: Process of persuasion, related factors, Theories of attitude change. Strategies of promoting attitude and behaviour change in India-illustrative case studies in Indian context

Practical

Practicum: Two practicums to be conducted, one each from the following two areas from two:

Methodological approaches to social psychology:

- Construction of attitude rating scale
- Adaptation of attitude rating scale or questionnaire on any aspect of social behaviour

related to the course contents in Indian setting, such as domestic violence,

relationship questionnaire, self-esteem questionnaire or any other

- Experimental approach to assess any aspect of social behaviour
- Assessing self, such as self-concept, self-identity, attribution process relationship

characteristics, relationship conflicts, attitudes using any qualitative method

- Case study on attitude change and behaviour in the Indian context, such as a case study of change in attitude and behaviour toward sanitation, corruption, cleanliness or any other

Training and adopting strategies of change:

- Self-improvement strategies (Improving self esteem, dealing with self-identity issues or self-biases, attribution errors or any other)
- Strategies and skills of maintaining relationships
- Effective attitude change

References

Aronson, E., Wilson, T.D., & Somers, S.R. (2019 in press). *Social Psychology* (10th ed.). Indian adaptation. India: Pearson Education Pvt. Ltd.

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

Hogg, M., & Vaughan, G.M. (2008) *Social Psychology*. Prentice Hall.

Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi. Pearson.

Myers, D.G. (2005). *Social Psychology* (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.

Additional Resources:

Fisher, R.J (1982). *Social Psychology: An Applied Approach* (1982). New York: St. Martin's Press. Inc.

Schneider, F.W., Gruman, A. and Coultts, L.M.(eds) (2012). *Applied Social Psychology:*

Understanding and Addressing Social and Practical Problem. New Delhi: Sage Publications.

Teaching Learning Process

The teaching learning process will be based on lectures, class presentations, text readings, discussions, audio visual methods and practical activities. Lectures will focus on understanding key concepts, theories and debates in the field along with a detailed examination of current research findings. The scope of the lectures will be limited to ideas and themes introduced in prescribed textbooks. In addition supplemental readings, films and demonstrations will be used to expand upon the topics to be learnt. The course will also emphasize on application programs related to the topics under study. Practicals will focus on critical thinking around, and experimental as well as experiential examination of assumptions underlying various theories about social

phenomenon. The course will also provide students opportunity to develop skills in the areas of social action

Assessment Methods

The assessment of this course will be continuous. There will be at least two written assessment situations in addition to the end-semester examination. This will offer students opportunities to develop their writing skills through the completion of essays. On a continuous basis the students are expected to participate in classroom discussions around relevant social phenomena; knowledge of current social affairs and social problems is hence desirable. The communication skills, critical thinking abilities and social awareness of the students is expected to improve through this system of assessment

Keywords

Applied Social, Social Cognition, Interpersonal attitudes, attitude change.

Life Span Development (C - 6)

Course Objective(2-3)

This course will equip students with an understanding of physical, cognitive, social and emotional development of the individual across the lifespan. It will acquaint them with methodological approaches used to study life span development and develop deeper understanding of developmental issues in the Indian context. Through practicums, it will use methodological approaches and field work to supplement theoretical understanding.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

Students would be able to:

1. Assess critically theories of life span development
2. Assess the biological, cognitive, and social factors that influence development throughout the lifespan.
3. Discuss methodological approaches used to study development
4. Examine developmental issues of adolescents and adults in the Indian context
5. Assess critically issues of disability and aging in the Indian context

Unit 1

- (a) Nature and perspectives of life span development, research methods and designs
- (b) Physical development: patterns of growth from prenatal development to late adulthood.

Unit 2

- (a) Cognitive development: Brief introduction to cognitive development: Piagetian, Vygotskian.
- (b) Language development, Role of language in cognitive development.

Unit 3

- (a) Emotional development
- (b) Moral development (Kohlberg)
- (c) Social context (family, peers, school)

Unit 4

- (a) issues of disability,
- (b) developmental issues of adolescence,
- (c) challenges and changes in adulthood,
- (d) Aging

Practical

Any 2 practicum (one from section A and one from section B) from the following list are to be done

A. Methodological Approaches

1. Case study approach to lifespan development
2. Assessment of cognitive or socio-emotional status with the help of standardized psychological tests.
3. Using experimental approach to understand any domain of development (cognitive/socio-emotional/physical)
- 4 Exploring the challenges faced by people with disabilities through primary or secondary data analysis.

B.The interaction between individuals and contexts (e.g. family, school, peers, culture).

- 1.Examining the issues of old age by interviewing an elderly individual.
- 2.Participatory approach to study old-age homes or orphanages.
- 3.Interviewing a teacher/counsellor for understanding the issues encountered in taking care of students at various developmental ages in an educational setting.
4. Designing/implementing campaigns (health/awareness) on issues of adolescence

References

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

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). Family across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press.

Mitchell, P. and Ziegler, F.(2007).Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.

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

Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

Teaching Learning Process

- Readings: Readings will be provided as per syllabus. Students will be encouraged to engage with current published research in the field.
- PowerPoint Slides: PowerPoint slide presentations, will be used as relevant to highlight any topics suitable to this mode of teaching
- Class Discussions: to deepen understanding on subtopics that may require greater interaction, would be used to encourage student learning.
- Audio/Video Clips: When appropriate, clips would be shown to illustrate certain topics

Assessment Methods

- Topic based interaction: Participation in class discussions. Regularity with assigned readings and corresponding discussions. Bringing insights and current concerns into discussions.
 - Home assignment: To explore a concept in depth, a question based on any topic from the syllabus would be assigned and assessed
 - Class assignment: Presentations (individual/group) and/or a time-bound test on any topic from syllabus would be assigned and assessed
-

Keywords

Life span development, domains, perspectives, methods, issues

Understanding Psychology (GE-1)

Course Objective(2-3)

- Developing knowledge about the basic understanding of the psychological concepts and theories.
- Developing skills for the application of psychological knowledge in real life settings in order to improve the quality of life.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

To develop an understanding of self and others' by using the knowledge gained through the course about the different approaches in understanding behavior.

To develop skills that enable students to apply the knowledge gained through this course in everyday life

Unit 1

Introduction to Psychology: Overview of various schools of thoughts (structuralism, functionalism, psychoanalytic, cognitive, behavioral, humanistic- existential, gestalt)

Unit 2

Motivation and Emotion: Motivation: Nature, Theories- Instinct, Drive, Need, Incentive, Expectancy, Arousal, Achievement, Emotions: Nature, theories- Cannon–Bard theory, James Lange theory, Schachter & Singer theory. Types of emotion.

Unit 3

Introduction to Intelligence and Personality: Theories of personality: psychoanalytic, type and trait; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

Unit 4

Understanding Learning and Memory: Conditioning, Cognitive Learning, Observation learning. Memory- Models, Theories of forgetting and improving memory.

References

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baraon,R.A.&Misra,G.(2014). Psychology. New Delhi: Pearson Education.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi
- Ciccarelli ,S. K., Meyer, G. E. &Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.

Additional Resources:

Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill

Teaching Learning Process

1. All the units are designed to inculcate knowledge in students about basic concepts of psychology and the importance of studying this subject
 2. The lecture method is intended to provide an in depth knowledge about the various theories in psychology, their history and importance.
 3. The reference books help facilitate the learning process by providing the important information relevant to understanding the basics in psychology.
 4. The assignment, presentations and other assessment methods will help facilitate the students mind by helping them demonstrate their independent skills in understanding of different psychological concepts.
-

Assessment Methods

Students may demonstrate learning outcomes by any, some or all of the following:

1. Assignments- the focus would be the integration of knowledge gained in classroom settings with their personal experiences, such as reflection papers.
2. Participation in lectures, workshops, or events organized by the college/university related to their course work.
3. Class Tests: consisting questions that require the students to demonstrate their acquired knowledge about course concepts.

Other methods

such as Quiz or class Presentations can also be employed for better understanding of critical concepts.

Keywords

Psychology, Behavioral, Psychoanalytic, Humanistic, Cognitive, Learning, Personality, Intelligence.

Applied Social Psychology -2 (C-8)

Course Objective(2-3)

Building upon the knowledge and skills developed through Part I of this course, Applied Social Psychology - II will engage with broader group and cultural processes. This course seeks to foster understanding and respect for human diversity, particularly with regard to matters of gender, caste, religion, class in India. It will familiarize students with process of interventions especially action research. The topics covered will be representative of the current subject matter within this discipline.

The objectives of the course are (1) to understand group dynamics and its practical effect on decision making, (2) understand and appreciate the behavior and problems of people belonging to diverse groups which are categorized as 'other', (3) understand the dynamics of intergroup relationships and reasons for conflict (4) prejudice, stereotypes and discrimination, (5) resolution of group conflicts. In addition, the course aims (6) to equip students with knowledge of participatory research and action research so that they can (7) intervene to solve social problems especially in the Indian cultural context.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

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

- Understand various intragroup and intergroup processes and their implications in Indian society.
- Describe the cultural and personal diversities in India and their relationship with certain social problems in Indian context
- Learning the significance of participatory research for effective interventions and dealing with social problems in Indian context.

Unit 1

Social diversity and challenges: social psychology of diversity: stereotype, prejudice and discrimination, Social Diversity and Challenges: Types of social diversity - Gender, Social Inequality, Religious Diversities; social conflicts; Resolving intergroup conflict(Collaborating,

competing, accommodating, avoiding & compromising) and Promoting intergroup peace in society. Cases in Indian context

Unit 2

Self and social influence: defining the self, sources of self-knowledge, social and cultural influences on self, symbolic interactionism, social identity theory, , social cognitive perspective of self (self-schema, self-schema clarity and complexity) Social influence: conformity, compliance, obedience

Unit 3

Group Dynamics: Group Dynamics: Definition, types of groups, formation, structural properties, group decision making, group think and group polarization, social loafing, social facilitation

Unit 4

Social Problems: Poverty and Environmental problems in India: Nature, causes, consequences, and the management of these problems in India, psychological interventions

Practical Removed from here REMOVED as added in Health Psychology

References

Forsyth, D.R. (2014). Group Dynamics. Belmont, California: Wadsworth.

Chambers, R. (1994). Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm. World Development, Vol.22, No.10, pp. 1437-1454.

Kornblum, W. and Joseph, J. (2014). Social Problems. Fourteenth Edition. : New Jersey: Prentice Hall.

Kumar, S. (2002). Methods for Community Participation. New Delhi: Sage.

Hogg, M. & Vaughan, G. M. (2011). Social Psychology. . Essex. England :Pearson Education Limited.

Mikkelson,B. (1995). Methods for Development Work and Research : A guide for practitioners. New Delhi: Sage.

Schneider, F.W., Gruman, A. and Coultts, L.M. (eds) (2012). Applied Social Psychology; Understanding and Addressing Social and Practical Problem. New Delhi: Sage publications.

Schneider, L., Stephan, C.W., Zurcher, L.A. and Ekland-Olson, S. R. (1991). Human Responses to Social Problems. Homewood. Illinois: The Dorsey Press.

Tucker, V. (2019, in press) Social Research Methods. India: Pearson Education Private Ltd.

Teaching Learning Process

The teaching learning process will be based on lectures, class presentations, text readings, discussions, audio visual methods and practical activities. Lectures will focus on understanding key concepts, theories and debates in the field along with a detailed examination of current research findings. The scope of the lectures will be limited to ideas and themes introduced in prescribed textbooks. In addition supplemental readings, films and demonstrations will be used to expand upon the topics to be learnt. The course will also emphasize on application programs related to the topics under study. Practicals will focus on critical thinking around, and experimental as well as experiential examination of assumptions underlying various theories about social phenomenon. The course will also provide students opportunity to develop skills in the areas of social action

Assessment Methods

The assessment of this course will be continuous. There will be at least two written assessment situations in addition to the end-semester examination. This will offer students opportunities to develop their writing skills through the completion of essays. On an continuous basis the students are expected to participate in classroom discussions around relevant social phenomena; knowledge of current social affairs and social problems is hence desirable. The communication skills, critical thinking abilities and social awareness of the students is expected to improve through this system of assessment.

Social problems, social action, group dynamics, diversity, conflict resolution, poverty and environmental problems

Health Psychology (c-9)

Course Objective(2-3)

Applied Psychology graduate should demonstrate knowledge of health psychology by developing an understanding and appreciation of the complex interplay between an individual's physical well-being and other aspects like biological, psychological and social factors. They should have developed adequate knowledge about the promotion of healthy behaviour.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Learning Outcomes:

1. Understand the close inter-relationship between mind-body.
2. Learn about how the mind contributes the diseases in the body
3. Learn about the role of life style patterns and diseases linked to it.

4. Learn how the behavioural principles explain healthy and unhealthy habits
5. Understanding the role of positive emotions in developing resilience.

Unit 1

(a) Introduction: Definition of health psychology, goals of health psychology, health-illness continuum, Mind-body relationship, Bio-psychosocial model of Health (advantages and clinical implications)

(b) Lifestyle and disease patterns in India

Unit 2

Behaviour and Health:

(a) Characteristics of health behaviours (health behaviour, illness behaviour and sick-role behaviour); Barriers to health behaviour (individual, interpersonal and community)

(b) Theories of health behaviour (Protective motivation theory, theory of reasoned action, Transtheoretical model)

Unit 3

Health Enhancing Behaviour: (a) Exercise and yoga, nutrition, sleep

(b) pain (meaning, measurement and management)

Unit 4

Health and Well-being:

(a) Positive emotions, happiness, Subjective well-being

(b) Resilience (definition, sources in childhood and youth)

Practical (ADDED in lieu of Practicums based on Social Psychology II)

Any two practicum (one in lab and one in field) on any of the two topics from the syllabus

- using scales on hope, optimism, life satisfaction, or subjective well being.
- field study on lifestyle and illnesses in Indian sample.

References

Allen, F. (2011). Health psychology and behaviour. Tata

McGraw Hill Edition. Dimatteo, M. R., & Martin L. R. (2011).

Health psychology. India: Dorling Kindersley

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 Edition. New Delhi: Tata McGraw Hill.

Teaching Learning Process

Learning through audio visual methods, case studies, data from government and NGOs on diseases .Using the experiential learning paradigm

Assessment Methods

Through short answer questions covering a wide range of topics. Home and class assignments. Semester end long answer questions to assess in-depth knowledge.

Keywords

Happiness, subjective well-being, life satisfaction , resilience, optimism, hope.

Counselling Psychology (C-10)

Course Objective(2-3)

In line with the Scientist-Practitioner Model, the course aims at developing competencies to critically explore various classical and contemporary approaches to counselling and at the same time equipping them with the understanding of basic counselling skills in diverse settings. To meet the

overarching objectives the course is divided into various sub objectives that are met through lectures, field exposures, hands on training, participatory exercises and group discussions. The courses follows a developmental trajectory approach where each unit adds on to the progression of the previous one and competencies are built and strengthened through training and reflections

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. To equip students understand the meaning and process of counselling including personal and professional aspects of a counsellor.
2. To understand the evolution of the profession world wide including India
3. To have a deeper understanding of conventional and contemporary approaches to counselling
4. To explore Indian contribution and development in the profession
5. Equipping students to apply counselling skills in diverse settings including a multicultural society
6. Skill development and training with the help of audio visual aids, participatory exercises, role play and group discussions.
7. Sensitization towards contemporary issues and diversity.

Unit 1

Understanding counselling: Definition and goals; personal and professional aspects of a counsellor; ethical considerations; similarities and differences with psychotherapy; historical development of counselling; status of counselling in India, future trends in counselling

Unit 2

Conventional approaches to counselling: Person centered approach; Psychoanalytic, Behaviouristic, Beck's Cognitive Therapy, Rational EBT

Unit 3

Contemporary approaches: Brief psychodynamic therapy, Narrative therapy, Expressive Arts, Solution focused brief therapy and Yoga

Unit 4

Applications of counselling: school, career, grief and trauma counselling, counselling for LGBTQ

Practical

Participatory exercises/ case studies/ audio-visuals / role plays/ group discussions for any TWO of the following:

- a) Understanding of Counselling process/skills.
- b) Training for counselling skills based on any therapeutic modality or stages of counselling.
- c) Externships in reference to different counselling contexts.
- d) Understanding diversity through sensitisation programmes (LGBTQ/gender/culture)

References

- Gladding, S & Batra, P.(2018) Counselling: A comprehensive profession. New Delhi: Pearson
- Seligman, L& Reichenberg, L.W.(2010) Theories of counseling and Psychotherapy.New Jersey:Pearson
- Corey,G (2013) Theory and Practice of Counseling and Psychotherapy. Wadsworth
- Nelson,R,J. (2012) Theory and Practice of Counseling and Therapy. New Delhi:Sage South Asia.
- Sharf, R. S. (2012). Theories of Psychotherapy and Counseling: Concepts and Cases. 5th Edition. Belmont: Brooks/Cole (Cengage Learning).
- Rao, K, R. & Paranjpe, A.C. (2017). Psychology in the Indian Tradition. New Delhi: Springer (Chapter 7: 218-225; chapter 8)
- Pandey, A. (2011). Psychotherapy and Indian thought. In R.M.M. Cornelissen, G. Misra & S. Varma (Eds), Foundations of Indian Psychology (Volume 2, pp 36-63). New Delhi: Pearson

Additional Readings:

- Yalom,I (2003) The Gift of Therapy. An open letter to a new generation of therapists and their patients.Little Brown Book Group.
- Rogers,C. (1995) On Becoming a Person: A Therapist's View of Psychotherapy: Houghton Mifflin
- Seth, S., Bhatia, H. and Chaddha, N.K. (2018). Counseling Skills: Knowing self and others. New Delhi: The Reader's Paradise

The thrust of the paper shall be on understanding the theoretical underpinnings and skill development through interactive lectures, group discussions, case presentations, role play and other forms of participatory exercises. The engagement purports to keep the students motivated in acquiring new skills and incorporating the new knowledge towards evolving as more sensitive, ethical and competent trainees in the process of counselling.

Assessment Methods

Regular participatory exercises, presentations, group discussions, class assignments, home assignments and quizzes

Keywords

Counselling, classical and contemporary approaches, skills training, sensitization

Psychology for Living (GE-2)

Course Objective(2-3)

- Developing the skills for improving quality of life
- Promoting awareness about mental health and wellbeing

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. To develop a better understanding of oneself and others by focusing on concepts such as health and wellbeing.
2. To develop skills for applying various interventions of stress and health management in everyday life to enhance engagement, morale and productivity within the society.

Unit 1

Illness, health and well-being: Conceptualizing illness, health and wellbeing; Models: Medical, bio-psycho-social, holistic health.

Unit 2

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

Unit 3

Health management: Health-enhancing behaviors: Exercise, nutrition, meditation; Health compromising behaviours: Alcoholism and smoking; Health protective behaviours: Immunization, maintaining hygiene and pollution-free environment; Illness management.

Unit 4

Promoting human strengths: Human strengths and virtues :in Indian context ; Cultivating inner strengths: Hope and optimism, Gainful employment and Me/We balance.

References

- 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
- Snyder, C.R., & Lopez, S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage
- Mishra, G. (Ed.). (2011). Handbook of Psychology in India. New delhi, India: Oxford University Press.

Additional Resources:

Forshaw, M. (2003).

Advanced psychology: Health psychology, London: Hodder and Stoughton.

Teaching Learning Process

1. All the units are designed to inculcate knowledge in students about health and wellbeing and the importance of studying this subject
 2. The lecture method is intended to provide an in depth knowledge about the various approaches in understanding the concept of health and wellbeing in psychology as well as the application of the same for an enriched life experience.
 3. The reference books help facilitate the learning process by providing the important information relevant to understanding the course contents.
 4. The assignment, presentations and other assessment methods will help facilitate the students mind by helping them demonstrate their independent skills in understanding of stress, health and wellbeing along with strengthening of core virtues.
-

Assessment Methods

Students may demonstrate learning outcomes by any, some or all of the following:

1. Assignments- the focus would be the integration of knowledge gained in classroom settings with their personal experiences, such as reflection papers on management of stress.

2. Participation in lectures, workshops, or events organized by the college/university related to their course work.
3. Class Tests: consisting questions that require the students to demonstrate their acquired knowledge about course concepts.
4. Other methods such as Quiz or class Presentations can also be employed for better understanding of critical concepts.

Keywords

Stress, Management of Stress, Health, Wellbeing, Virtues, Balance, Holistic Health, Indian Values.

Abnormal Psychology (GE-3)

Course Objective(2-3)

- Understanding and enhancing knowledge about mental disorders among students.
- Creating awareness about mental health amongst non-psychology students.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. To develop a better understanding of one's own and others' behavior by using the knowledge gained through the course about the nature, disorders, clinical picture and classification.
2. To become an efficient member of the society and advocate for mental health care awareness through the understanding of various approaches of diagnosis and treatment of different disorders.

UNIT I:

Introduction to Abnormal Psychology: : Definition and criteria of abnormality, brief overview of perspectives (Psychoanalytic, cognitive, behavioral, humanistic- existential, diathesis-stress model) and classification (latest edition of DSM & ICD).

Unit 2:

Dissociative, Somatoform, and Related Disorders: Dissociative Disorders, Amnesia and Fugue, Depersonalization Disorder, Somatoform Disorders, Conversion Disorder, Factitious Disorders, Body Dysmorphic Disorder : clinical picture with case studies

Unit 3:

Anxiety & Obsessive Compulsive Disorders: The Anxiety Spectrum , Phobias, Specific and Social Phobias, Generalized Anxiety Disorder, Panic Disorder With and Without Agoraphobia and Obsessive Compulsive Disorder: clinical picture with case studies

Unit 4:

Depressive, Bipolar, and Related Disorders: Emotions- Normal and Pathological, Grieving, Depressive Disorders, suicide and Bipolar Disorders: clinical picture with case studies

References

Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J.M. (2007). Abnormal psychology. 13th Ed. New Delhi:Pearson.

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

Kring, A. M., Johnson, S. L., Davison, G. C. & Neale, J.M. (2010). Abnormal psychology.11th Ed. Delhi: Wiley-India.

Teaching Learning Process

1. All the units are designed to inculcate knowledge in students about basic concepts of abnormal psychology and the importance of mental health.
2. The lecture method is intended to provide an in depth knowledge about the various psychological disorders, their diagnosis and treatment contents
3. The reference books help facilitate the learning process by providing the important information relevant to abnormal psychology.
4. The assignment, presentations and other assessment methods will help facilitate the students mind by helping them demonstrate their independent skills in understanding of different disorders.

Assessment Methods

Students may demonstrate learning outcomes by any, some or all of the following:

1. Assignments- the focus would be the integration of knowledge gained in classroom settings with their personal experiences, such as reflection papers or case study analysis.
2. Participation in lectures, workshops, or events organized by the college/university related to the field of abnormal psychology.
3. Class Tests: consisting questions that require the students to demonstrate their acquired knowledge about course concepts.
4. Other methods such as Quiz or class Presentations can also be employed for better understanding of critical concepts.

Keywords

Mental Health, Abnormal Psychology, Disorders, Case Studies, Classification, Diagnosis, Treatment.

Psychology at work (GE-4)

Course Objective(2-3)

- To have an understanding of existing concepts in the field of I/O Psychology.
- To understand the behavior of employees in organizational set up.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. To develop a better understanding of the behavior of the employees at workplace and how the factors like Communication, motivation and Leadership makes an organization effective and efficient.
2. To enhance the communication skills learned through the course about the various aspects of what makes communication effective.

Unit 1

Introduction to I/O Psychology: Definition; Brief history; contributing disciplines of I/O psychology; Contemporary trends and challenges.

Unit 2

Motivation at workplace; Definition, Extrinsic and intrinsic motivation and theories.

Unit 3

Communication process; Definition; Means of communication; Barriers in communication; managing effective communication

Unit 4

Leadership: Definition; Traditional & contemporary theories.

References

- Greenberg, J. & Baron, R.A. (2011). Behaviour in organizations. 10th Ed. India: Dorling Kindersley.
- Griffin, R.W. & Moorhead, G.(2009). Organizational behavior: Managing people & organizations (Edition). Biztantra publishers.
- Robbins, S. P. & Judge, T.A. Essentials of Organizational Behavior. 9th Edition. New Delhi: Prentice Hall of India.
- Robbins, S. P. & Judge, T.A. Organizational behavior. 12th Ed. New Delhi: Prentice Hall.

Additional Resources:

Kondalkar, V.G. (2007). Organizational behavior New Delhi, Delhi:New Age International (P) Ltd.

Teaching Learning Process

1. All the units are designed to inculcate knowledge in students about basic concepts of Industrial Psychology; Contemporary challenges and trends.
 2. The lecture method is intended to provide an in depth knowledge about the various communication, leadership styles and motivation.
 3. The reference books help facilitate the learning process by providing the important information relevant to industrial psychology.
 4. The assignment, presentations and other assessment methods will help facilitate the students mind by helping them demonstrate their independent skills in understanding of different leadership styles and effective communication skills.
-

Assessment Methods

Students may demonstrate learning outcomes by any, some or all of the following:

1. Assignments- the focus would be the integration of knowledge gained in classroom settings with their personal experiences, such as reflection papers or case study analysis.
 2. Participation in lectures, workshops, or events organized by the college/university related to the field of abnormal psychology.
 3. Class Tests: consisting questions that require the students to demonstrate their acquired knowledge about course concepts.
 4. Other methods such as Quiz or class Presentations can also be employed for better understanding of vital concepts.
-

Keywords

Industrial Psychology, Communication, Motivation, Leadership and styles

Intergroup Relations
(GE-5)

Course Objective(2-3)

1. To develop an understanding of the dynamism involved in intergroup relations.
2. Awareness regarding the core concepts related to inter group relations.
3. Developing familiarity with concepts such as stereotypes, social identity, conflicts between groups, conflict management etc, through the use of case studies.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Understanding of perceptions, attitudes and behaviors humans express when they think of themselves and others as members of social groups
2. Understanding the nature of relationship between groups in terms of cooperation, competition, conflicts and the like
3. Identifying the relevance and consequence of social categorization
3. Understanding how group memberships shape one's social identity and its related influences.
4. Learning to resolve and manage inter-group 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: Ingroup vs. outgroup; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization; Minimal ingroup situation.

Unit 3

Cultural aspects of intergroup relations: Social identity, Stereotypes: National & ethnic stereotype cases from Indian context.

Unit 4

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

References

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

Additional Resources:

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

Teaching Learning Process

The purpose of the teaching learning process is to engage the students in the learning process and promote active learning. Such engagement will motivate students to be attentive, inculcate critical thinking skills and a meaningful learning experience. Strategies such as question-answer sessions, discussions, hands on activities, debate, case studies and experiential learning events will be used for active participation of the students and thereby enhancing knowledge of the students.

Assessment Methods

Home assignments, class test, term papers, paper presentations, viva voce, practical files

Keywords

intergroup relations, cooperation, competition, social categorization, conflicts, social identity, stereotypes, conflict management.

Effective Leadership (AEEC - 2)

Course Objective(2-3)

To help students to understand the meaning of leadership and to develop skills of effective leadership. It would also help in developing co-operation, cohesiveness, trust, and interdependence in order to become an effective team member.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

- 1) Students will understand the basic understanding of leadership.
- 2) Students will understand basic skills of effective leadership.
- 3) Students will learn how important the communication style is for leadership.
- 4) Students will learn how to be a co-operative team member and how to maintain group cohesiveness.

Unit 1

Define Leadership, effective leadership, importance of effective leadership, basic traits of effective leader. Behavioural styles of leadership: Communication skills.

Unit 2

Building effective teams: Co-operation in a team; Cohesiveness, trust and interdependence.

Practical

Any two from the following (based on the above mentioned topics):

Simulated Exercise, Test, Case Study, Interview, Movie Analysis

References

Forsyth, D. R. (2006). Group Processes. New Delhi: Cengage learning.

2. Lussier, R. N. & Achua, C. (2007). Effective Leadership. New Delhi: Thomson South Western

3. Champoux, J. E. (2011). Organizational Behavior: Integrating Individuals, Groups, and Organisations. New York & London: Routledge.

Additional Resources:

Robbins, S. P. & Judge, T. A. (2009). Organizational Behavior, 13th Edition. Pearson Education.

Teaching Learning Process

- 1) Lecture Method
- 2) Audio-visual medium
- 3) Classroom discussion
- 4) Workshop mode

Assessment Methods

- 1) Classroom Participation
- 2) Written assignment

3) Presentation

Keywords

- 1) Leadership
 - 2) Team building
 - 3) Co-operation
 - 4) Cohesiveness
 - 5) Trust
-

Fundamentals of Statistics and research in Psychology (GE-6)

Course Objective(2-3)

To familiarize students with the use of statistics in psychological research.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Understanding the nature of research carried out in psychology
2. Learning basic techniques of descriptive statistics.
3. Developing an understanding of the nature of data.

Unit 1

Introduction: Psychological Research; Types of Research, Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement.

Unit 2

Frequency Distributions, Tabulation, Graphic Representation of Data: Histogram, Frequency Polygon, Bar Diagram, Pie Chart. Percentiles, and Percentile Ranks.

Unit 3

Measures of Central Tendency: Mean, Median and Mode; Measures of Variability: Range, Semi-Interquartile Range, Variance, Standard Deviation. Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common

Standard Scores, Comparison of z-scores and Percentile Ranks.

Unit 4

Correlation: Meaning of Correlation, Correlation Pearson's Correlation Coefficient and Spearman's Rank-Order Correlation Coefficient.

References

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

King, B. M., & Minium, E. W. (2007). Statistical Reasoning in the Behavioral Sciences. 5th ed. USA: John Willey.

Additional Resources:

Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology, 4th ed. India: Prentice Hall.

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

Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications. 4th ed. New Delhi: Pearson Education.

Teaching Learning Process

The purpose of the teaching learning process is to focus on student-centric learning and endeavors to create a learning environment where the students' interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods have been adopted to enhance the students learning such as lectures, classroom discussions; technology enabled learning, workshops, classroom activity, presentations etc. Tutorial classes give students the personal space to clarify their doubts and have one to one interaction with the teacher.

Assessment Methods

Home assignments, class test, term papers, presentations.

Keywords

Research, Descriptive and Inferential statistics, scales, quantitative and qualitative research.

Understanding Psychological Disorders – I (C-11)

Course objectives: To introduce the concept of abnormal behavior and broaden the understanding

of the various classification systems used around the world for psychological disorders. To develop understanding of various categories of disorders in terms of its clinical picture and etiology. Additionally, to provide 'hands on' training in assessment in the field of clinical psychology.

Learning outcomes

Understanding the concept of abnormal behaviour

Understanding the clinical picture and etiology of various subcategories of disorders listed in the DSM-5

Exploring clinical assessment in an evidence based framework

Key words: Disorders, DSM, ICD, clinical picture, etiology, assessment

Unit 1

- Introduction: a) Understanding abnormal behaviour b) Understanding classification: DSM & ICD (Latest versions). c) Clinical assessment

Unit 2

- Anxiety disorders (clinical picture & etiology): a) Specific Phobias & Social Anxiety Disorder b) Panic Disorder c) Generalized anxiety disorder

Unit 3

- a) Feeding and Eating Disorders (Anorexia Nervosa, Bulimia Nervosa and Binge-Eating Disorder)
- b) Gender Dysphoria

Unit 4

Schizophrenia : Schizophrenia: clinical picture and etiology

Practical

- a) Clinical case analysis with use of secondary data including movies (signs, symptoms, Etiology)/ Interview of cases from the above list of disorders. b) Test any one: 16PF, MMPI-2, Beck Cognitive Inventories or any other clinically appropriate test.

References

1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
2. Hooley, J.M., Butcher, J.N., Nock, M.K. and Mineka, S. (2017). Abnormal Psychology. 17th ed. (Global Edition) Boston: Pearson
3. Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2017). Abnormal Psychology (16th ed). India : Pearson
4. .Alloy, L.B., Riskind, J.H. and Manos, M.I. (Latest edition). Abnormal Psychology; Current

Perspectives. New Delhi: Tata McGraw Hill

5. World Health Organization. (2018). International statistical classification of diseases and related health problems (11th Revision)

Additional readings: Sue, D., Sue, D.W., and Sue, S. (2010). Understanding Abnormal Behaviour (9th Ed). USA: Wadsworth. Carlat, D. J. (2017). The Psychiatric Interview (4th Ed). USA: Wolters Kluwer. B.J., Sadock, V.A. & Ruiz, P (2017) Kaplan & Sadock's Comprehensive Text Book of Psychiatric. Walter & Kluwer/ Lippincott Williams and Wilkins. Comer, R.J. (2016) Fundamentals of Abnormal Psychology (8 th Ed) USA:Worth Publishers

Assessment: Field work, class assignments, home assignment, Focussed group discussions, and reports

Foundation of Industrial/ Organizational Psychology- I (Theory+ Practical) (C-12)

Objective

Developing a foundational knowledge of I/O Psychology

Displaying competencies consistent with best practices in I/O Psychology.

Developing abilities to think critically, to use reason and judgment and to analyse complex and diverse concepts with emphasis on Indian Organisation

Learning Outcomes

Developing knowledge of I/O Psychology, and its historical development (especially w.r.t India), Understanding ideas and issues related to organizational behaviour, OB model, organizational structure, and organizational designs Displaying knowledge related to employee attitudes such as Job Satisfaction, Organizational Commitment, Organizational Citizenship behaviour; and Perceived Organizational Support. Developing knowledge and skills related to employee selection, psychological assessment , performance appraisal and training.

Unit 1

Historical Background of Industrial and Organizational Psychology with inputs from India; Understanding Organizational Psychology, Organizational Behaviour (OB); OB Models (Robbins and Parikh & Gupta); Elements of Organizational structure; Common Organizational Designs and New Design Options.

Unit 2

Individuals' Attitudes: Causes and Consequences Job Satisfaction; Organizational Commitment; Organizational Citizenship behaviour; Perceived Organizational Support (POS), Employee Engagement and Karma Yoga

Unit 3

Selection: Principles and Techniques; Psychological Testing & Interview; Performance Appraisal.

Unit 4

Concept and model; On and off -the site training methods, Management training methods; Evaluation of training.

Practical

Practicum: any TWO

1. Any one test from the following:

FIRO-B, MBTI, Work Environment Scale, OCB Checklist, or, any other organization based scale.

2. Any one field based practical from the units above

References

- ○ Jex, Steve M. & Britt , Thomas W (2014)Organizational Psychology: A Scientist-Practitioner Approach, 3rd Edition,Wiley International
- Luthans, F, Brett C. Luthans, Kyle W. (2015). Organizational behaviour:An evidence based approach,13th Edition. McGraw Hill
- Parikh, N. & Gupta, R. (2010). Organization Behaviour. Tata Mc.Graw Hill Education ,New Delhi
- Robbins, S.P., Judge T.A. (2017) Essentials of Organizational Behaviour, Pearson Education.
- Blum,M.L. and Naylor ,J.C.(1968).Industrial Psychology;Its theoretical and Social Foundations,New York:Harper and Row
- Lynton,R.P. & Pareek,U.(1990) Training for development ,Sage India
- Mulla, Zubin & Krishnan, Venkat. (2006). KARMA YOGA: A CONCEPTUALIZATION AND VALIDATION OF THE INDIAN PHILOSOPHY OF WORK. Journal of Indian Psychology. 24. 26-43.

. Foundation of Industrial/ Organizational Psychology- II (Theory+ Practical) (C-14)

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Objective

- To build upon basic knowledge of I/O psychology by being exposed to a wider extant literature of I/O
- To be able to apply knowledge of I/O psychology to real life settings
- Course Learning Outcomes

- Applied Psychology graduates will have a clear understanding of and exhibit ethical leadership skills in professional practice and towards the larger community.
- Applied Psychology graduates will exhibit willingness to pursue life-long learning through continuing education and participation in professional organizations since I/O Psychology requires them to be updated on current events.

Unit 1

Work Motivation: Meaning of motivation; theories of motivation (context, process, and contemporary theories)

Unit 2

Power and Politics : meaning of power, classification, contingency model, empowerment, political implications of power

Unit 3

Basic Approaches to Leadership: Trait Theories; Behavioural Theories; Contingency Theories; Leader-Member Exchange Theory; Inspirational approaches: Transformational-transactional leadership, charismatic leadership, Ethical leadership; Contemporary approaches: Authentic leadership, Servant leadership, spiritual leadership, Indian Approaches To Leadership, Challenges to leadership as a construct: romance of leadership, leader substitute theory, followership Challenges faced by leaders in contemporary times

Unit 4 Positive Organizational Behaviour: Positive Psychology ; Self-Efficacy/Confidence , Optimism ,Hope , Resiliency ; Psychological Capital (PsyCap)Other Positive Constructs : Emotional Intelligence (EI), work-life balance

Practical

Practicum: any TWO

1. Simulated Exercise/ Workshop: Leadership, Motivation, Stress (any one)
2. One Field based practicum based on the above units.

References

1. Jex, Steve M. & Britt , Thomas W (2014)Organizational Psychology: A Scientist-Practitioner Approach, 3rd Edition,Wiley International
2. Luthans, F, Brett C. Luthans, Kyle W. (2015). Organizational behaviour:An evidence based approach,13th Edition. McGraw Hill
3. Parikh, N. & Gupta, R. (2010). Organization Behaviour. Tata Mc.Graw Hill Education ,New Delhi
4. Robbins, S.P., Judge T.A. (2017) Essentials of Organizational Behaviour, Pearson Education.
- 5.Greenberg & Baron, (2008). Behaviour in Organization, 9

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(Ed.) Pearson.

YOUTH PSYCHOLOGY (DSE)

Objective

- Demonstrate understanding of concerns and relevance of youth psychology, have adequate knowledge of its theoretical perspectives and apply them to deal with the behavioral challenges experienced in Youth.
- Synthesize understanding of diversity, multiculturalism and cultural differences as they relate to youth

Learning Outcomes

- Developing an appreciation of the various issues in defining the category of 'youth'; understanding the phases in the development of youth identity; knowing the various sociocultural influences on today's youth as well as demonstrating sensitivity towards today's youth by developing an understanding of their culture
- Understanding risk behaviors of youth (drug abuse, delinquency, sexuality & suicide risk), as well as other challenges youth face in their lives such as those related to employment, education; health and body image.
- Learning about positive youth development including responsibility, social capital, citizenship and political engagement.

Unit 1

Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns and relevance of youth psychology.

Unit 2

Youth development and society: Family friends and living arrangements: Dependency, family relations and transitions, family, friendship and romantic relationship, leaving home, marriage and cohabitation, family formation; Youth culture & Life style: Gender, media.

Unit 3

Issues and challenges: Youth and risk behaviors (Drug abuse, delinquency, sexuality & suicide risk); Employment, education; Health and Body image Youth in transition

Unit 4

Youth and sustainable social well-being: Positive youth development: Responsibility, social capital, Citizenship and political engagement

Practical

Any two practicum based on the above mention units.

References

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.

Connidis, I. A. (2010). Family ties and aging. Sage. Heinz, L. & Ansbacher, R.R. (1956). The individual psychology of Alfred Adler. New York: Basic Books.

Edward Elgar, Rew, L. (2005). Adolescent health: A multidisciplinary approach to theory, research and intervention. Sage.

Furlong, A. (2013) Youth Studies: An Introduction. Routledge, New Yourk.

Jonathan, I., Thomas, K., & Ramaswamy, S. (2002). Social capital and wellbeing in developing countries: An introduction. In Jonathan Isham, Thomas Kelly, and Sunder Ramaswamy, eds. Social capital and economic development: Well-Being in developing countries. Northampton, MA:

NEUROPSYCHOLOGY (DSE-1)

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course Learning Outcomes

1. Understand the intricate connection between the brain and behaviour.
2. Understand the change that occur in brain over life span
3. Learn how the changes in brain cause behavioural changes
4. Learn how the brain functions can be assessed
5. Learn about the cases of brain damage and problems caused due to it.
6. Understand the ways in which brain recovers from damage on its own.
7. Learn about various kinds of interventions that help people recover from damage

Unit 1

Introduction to neuro psychology- overview of brain-behaviour relationships, lateralization ; brief history; Social neuroscience .

Unit 2

Neuroplasticity ; Brain damage(aphasia, amnesia) and spontaneous recovery

Unit 3

Neurological disorders – problems in children (dyslexia, cerebral Palsy,), adults ;(Alzheimer's, Parkinson's disease)

Unit 4

Neuropsychological examination- neuropsychological assessment batteries- Luria –Nebraska , Halstead Reitan, NIMHANS Neuropsychological Battery , Treatment and rehabilitation

Practical

Practicum- Any two from the above=" ">

Examples:- Use of any neuropsychological battery on a subject/ problem case-
Understanding the problems faced by children suffering from neurological disorders-
Understanding the problems faced by a person suffering from brain damage.- Studying the
rehabilitation centres and issues faced by it.

References

Pinel, J.P.J (2011). Biopsychology. Pearson Education Breedlove, S.M. (2010). Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience. Sinauer Associates

Environmental Psychology (DSE3)

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Objective

- Understanding the applied nature of environmental psychology and develop a critical understanding of its principles
- Developing skills to apply knowledge about environmental psychology to manage real world life problems

Course Learning Outcomes

- Understanding the role of psychological processes (people's attitude, beliefs) in people's responses to environmental problems.
- Understanding the processes related to environmental degradation and their impact on human life. Understanding pro-environment behaviour and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti-environment behaviour

Unit 1

Emergence of environmental psychology and its growth

- Definition and scope. Human-environment relationship: different worldviews to understand human-environment relationship.
- Salient features of environmental psychology.
- Recent trends and future directions in environmental psychology.
- Indian views on human-environment relationship.

Unit 2

Human-environment transaction

- Personal space, territoriality, crowding.
- Indian research on crowding and personal space.
- Theoretical models: stimulus overload, behavioural constraint, ecological and adaptation.

Unit 3

Environmental stress:

- Concept and type of stress.
- Sources of stressors: Cataclysmic, ambient stressors, daily hassles.
- Pollutions: noise, air, water, chemical and their consequences.

Unit 4

Pro-environmental behaviour

- Changing the environmental destructive mindset.
- Environmental education, environmental prompts and cues.
- Reinforcement strategies, Environmental movements.

Practical

Suggested Practical Work (Illustrations only):

- 1) Preparing a checklist of environmental stressors of rural and urban life, and collecting data.
- 2) Profiling the environmentally destructive mindset: observing in public places like hospitals, railway stations, metro stations, bus stops, roads etc. and identifying those people who engage in anti-environmental behaviour, seeking consent from them to participate in a study.
- 3) Making presentations of successful environmental movements across the world like the Chipko movement, Green Peace "Save the Antarctic" etc.

References

- Fisher, J.D., Bell, P.A., and Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart and Winston.
- Jain, U. (1987). *The psychological consequences on crowding*. New Delhi, India: Sage.
- Jain, U., & Palsane, M. N. (2004). *Environment and behaviour*. In J. Pandey (Ed.), *Psychology in India revisited: Developments in the discipline* (Vol. 3: Applied social and organizational psychology), pp. 261-308). New Delhi, India: Sage.
- Nagar, D. (2006). *Environmental psychology*. New Delhi, India: Concept.

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Objective

- Understanding how ethics is a necessary aspect of standards in academia as well as the appropriate conduct in the profession.
- Learning to be ethical and competent in research and practice of psychology
- Developing the practicing skills for research

Course Learning Outcomes

- The goal of this course is to achieve learning to be ethical and competent in research and practice of psychology.
- be able to demonstrate how an understanding of all of the above components of the subject form part of the discipline's calling to reflective, critical and ethical practice. Ethical guidelines are essential for maintaining the standards and minimizing the risk to the participants/clients in psychological research and practice.
- The course is designed for undergraduate students of Applied Psychology as ethics is a necessary aspect of standards in academia as well as the appropriate conduct in the profession.

Unit 1

Ethics in psychology, domains of ethics - academics, research and practice, ethical standards in India and other countries, ethics and the law

Unit 2

Professional codes of conduct : APA code of conduct; ethics for researchers and professionals in different areas such as counselling, clinical, human resource management, teaching

Unit 3

Ethical issues and their management in India: Current UGC guidelines, Rehabilitation Council of India, need for appropriate norms in psychological testing, Testing the vulnerable groups

Unit 4

Practicing skills for research : Systematic method, communication skills, writing a project, Presentation of findings

References

Books & Readings:

* Laws, S., Harper, C., Marcus, R. (2003). Research for Development. Vistaar (Unit I, Ch 13; Unit IV, Ch 15, 21)

* Kaplan, M.R., Saccuzzo, D.P (2005). Psychological Testing: Principles, Applications, & Issues. Thomson-Wadsworth

(Unit III Ch 19, 21;)

* McBurney, D.H. & White, T.L. (2007). Research Methods. Thomson Wadsworth (Unit II -Ch 3, Unit IV -Ch 4

* Gladding, S.T. (2011). Counseling: A comprehensive profession. Pearson (Unit I- Ch 3; Unit II- Appendix A, B)

* Coolican, H. (2006). Introduction to research methods in Psychology. Hodder Arnold (Unit I; Ch 13; Unit IV-Ch 14)

* Miller, S.A. (2013). Developmental Research Methods. Sage (Unit III- Ch 10, Ch 8)

* UGC.ac.in Guidelines for standards in education

* Rehabilitation Council of India:rehabcouncil.nic.in Recommendation (Unit III)

Peace Psychology (DSE5)

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Objective

- Understanding the multidisciplinary nature of Peace Psychology and developing a critical understanding of its key principles.
- Developing an understanding of how peace psychology can be applied to manage conflicts in the global world.

Course Learning Outcomes

1. Exploring and interpret social conditions and its relation with conflicts.
2. Apply the current approach /theories and methodologies of psychology in the field.
3. Evaluate the roots and Process of conflict in global world.
4. Demonstrate conflict transformation skills, mediation skills and design strategies for developing the social, political, economic, and ecological conditions for peacebuilding

Unit 1

Introduction: Peace psychology: definition, historical development of the field and its relation with the field of CAR (Conflict Analysis and Resolution). Meaning of key concepts- conflict management, Conflict resolution, conflict transformation and conflict prevention.

Unit 2

Peace process and transformation – Nature of peace process(peacemaking, peacekeeping and

peacebuilding), methods of peace building, peace and transformation of societies, peace education

Unit 3

Psychological Understanding of Peace and Conflict Psychoanalytical -Vamik Volkan; Social-Psychological – Herbert C. Kelman,(and the case study of Israel-Palestine, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross. And the case study of North Ireland

Unit 4

Conflict and conflict resolution: Nature of conflict- international and ethnic conflict, direct aggression (International war) and structural violence, impact of international war and structural violence.

Resolution of international and ethnic conflicts: Confrontation, negotiation, mediation, collaboration, cooperation. Indian case studies of N-E states in India- Nagaland, Manipur; Gorkhaland, Bodoland , Kasmir, India-Pakistan conflict.

Practical

Practicum: Any two practicum based on the above mention units.

References

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., AbuNimer, 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

Psychological Assessment (DSE6)

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Objective

- Demonstrating a critical understanding about the basic principles, phases, and types of psychological assessment
- Acquiring competencies related to the evaluation, construction and applications of tests and scales in various settings

Course Learning Outcomes

1. Developing an understanding of the basic principles of psychological assessment and its various phases.
2. Developing knowledge about the steps in test construction and test standardization
3. Demonstrating understanding of the impact of cultural contexts on assessment
4. Developing knowledge of the ethical and legal issues involved in the assessment process
5. Acquiring knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.
6. Developing knowledge about the application of tests in a variety of settings.

Unit 1

Introduction to Psychological Assessment

- Psychological assessment: Principles of assessment, Nature and purpose, Similarity and difference between test and assessment
- Types of assessment: Observation, Interview, scales and tests
- Integrating inputs from multiple sources of information, report writing and providing feedback to the client/referral source.
- Psychological assessment in multi-cultural context.
- Ethical and professional issues and challenges.

Unit 2

Psychological Testing

- Definition of a test, types of test
- Characteristics of a Good Test
- Applications of psychological tests in various contexts (educational, counselling and guidance, clinical, organizational etc.)

Unit 3

Test and Scale Construction

- Test Construction and Standardization: Item analysis, Reliability, validity, and norms (characteristics of z-scores, T-scores, percentiles, stens and stanines)
- Scale Construction: Likert, Thurstone, Guttman & Semantic Differential

Unit 4

Tests of Cognitive Ability and Personality

- Tests of cognitive ability: General mental ability tests (The Wechsler scales of intelligence, Stanford–Binet Intelligence Scales: 5th Edition, Culture Fair Intelligence Test, Raven's Progressive Matrices etc.), Aptitude tests/batteries (eg, Differential Aptitude tests), Information-processing tests (Das-Naglieri Cognitive Assessment System (CAS))
- Tests of personality: Inventories such as NEO-FFI, 16 PF, FIRO B, MMPI etc., Projective tests like Rorschach and Thematic Apperception Test (a brief introduction to both), semi-projective tests like Rotter's Incomplete Sentence Blank, Rosenzweig's Picture Frustration test
- Future directions in psychological assessment: Computer assisted assessment, Virtual reality and psychological assessment

Practical

Suggested Practical Work (Illustrations only):

1. Making a list of tests that are used in different contexts (educational, counselling, organizational and clinical) along with their specific uses.
2. Using psychological tests of different attributes and interpreting the obtained scores.

References

- Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.). New Delhi: Pearson Education.
- Anastasi, A., & Urbina, S. (2003). Psychological testing (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.
- Barve, B. N., & Narake, H. J. (2008). Manomapan. Nagpur, India: Vidya Prakashana.
- Connolly, I., Palmer, M., Barton, H. & Kirwan, G. (eds.), (2016). Introduction to Cyberpsychology. London: Routledge.
- Desai, B., & Abhyankar, S. (2007). Manasashatriya mapan. Pune, India: Narendra Prakashana.
- Gregory, R. J. (2014). Psychological testing: History, principals and applications. (6th Ed.). Boston: Pearson Education.
- Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th Ed.). New Delhi, India: Cengage.

Living in Media World (Theory & Practical)-I (DSE 7)

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Objective

Developing understanding of the multidisciplinary field of media psychology and understanding its fundamental principles, theories and applications in the society.

Course Learning Outcomes

- Examine personal and society-wide beliefs and biases toward media and technology.
- Explain the psychological processes underlying media effects. Analyze and synthesize relevant research Write about media effects phenomena.
- An understanding of the power and qualitative impact of media technologies in context.
- Demonstration of how theories from psychology apply to legacy and emerging technologies, including persuasion, attention, social influence, cognition, engagement, and emotion.
- An understanding media literacy and digital citizenship and demonstrate how media technologies can be used to promote positive change.

- Understand the benefits of a multi-disciplinary approach to media psychology

UNIT I: Media and User: understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation. UNIT II: Media and advertising: Developing an effective advertising programme /media promotions/ campaigns for social marketing. Case studies in the Indian context. UNIT III: Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, and violence. . Case studies in the Indian context.

UNIT IV: Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context. Readings: Barker, M., Barker, D. I., Bormann, N. F. & Neher, K. E. (2013). Social media marketing: A strategic approach. South Western Cengage learning. Batra, R., Aaker, D. A., and Myers, J. G. (2006). Advertising management. New Delhi Dorling Kindersley (India). Berns, R. M. (2004). Child, Family, School, Community: Socialization and support. Thomson/Wadsworth. Giles, D. (2008). Media Psychology. Lawrence Erlbaum Kotler, P., Keller, K. L., Koshy, A. & Jha, M. (2012). Marketing management: A South Asian perspective. Pearson Melkote, S. R. & Steeves, H. L. (2001). Communication for development in the third world. New Delhi: Sage . Practicum Any two practicum based on the topics discussed in Media Psychology

GERIARTRIC PSYCHOLOGY DSE-8

- Learning Outcomes:
- 1. Understanding the issues faced by older people in the society.
- 2. Learning about the changes in old age
- 3. Understanding the theoretical perspectives on old age
- 4. Understanding the concept of ageism and discrimination faced by older people
- 5. Learning how to age successfully and the concept of active aging.

UNIT 1- Field of Geropsychology-nature and scope; human ageing- Physiological, cognitive , social

Unit 2- Theories of ageing- Erikson, Levinson, social theories- disengagement theory; Indian theory of Ashram,

Unit 3- Coping with ageing- personal , social, financial, Ageism (aged as minority), bereavement, generation gap; elder abuse.

Unit 4- welfare and Policy Issues for the aged - Concept of elder care, role of family, community and state , National Policy for the Older Persons, caregiver stress and its management

Moody, H.R, & Sasser (2014), [Aging: Concepts and Controversies \(8thEd.\) Sage](#)

Belsky , J. (2019) . The Psychology of Aging : Theory, research and interventions. New Delhi: Wadsworth Cengage. ISBN-13: 978-0534359126; ISBN-10: 0534359124

Papalia, D; Olds, S & Feldman, R. (2017). Human Development, 9thEdition (Indian Edition). New Delhi: McGraw Hill

Santrock , J. W. (2017). Life Span Development. New Delhi: McGraw Hill.

Berk , L. (2017). Exploring Life span development. Fourth edition. New Delhi: Pearson.

Situation analysis of the elderly in India (2011). Central Statistics Office. Ministry of statistics and program implementation. Important Issues of Ageing in India. Recommendations to the planning

commission. Raju, MVR (2015). Elderly issues and challenges: The Indian Psychological Perspective. New Delhi: Prasad Psycho.

Suggested Practical Work (Illustrations only):

PRACTICUM: Any two from above. Examples - Using case study to understand problems faced by an older person - Visit to old age home and studying their conditions and problems
- Analysis of the policies of Indian State in addressing problems of older people. - Studying ageism in young people

Understanding Psychological Disorders – II

(C- 13)

Structure of B.A/B.Com/B.Sc(Subject) (Details of courses to be taught)

Course objectives: To develop deeper understanding and sensitivity towards psychological disorders ranging from childhood to old age in an evidenced based framework. Secondly, to develop clinical acumen in understanding the latest treatment modalities for various disorders.

Course Learning Outcomes

- To be able to describe the symptoms of different psychological disorders.
- To discuss the causal factors of the disorders
- To highlight the various treatments of the disorders
- To obtain 'hands on' experience through the field work and assessment of the disorders.

Unit 1

Clinical picture & etiology of the following: a) Bipolar I, II, Cyclothymia b) Persistent Depressive Disorder, Major Depressive Disorder

Unit 2

a) Attention Deficit/Hyperactivity Disorder b) Autism Spectrum Disorder c) Intellectual Disabilities & Specific Learning Disorder

Unit 3

a) Obsessive Compulsive Disorder (Clinical picture & etiology)
b) Functional Neurological Symptom Disorder (Clinical picture & etiology)
c) Personality Disorders (Cluster A, B, C clinical picture only)

Unit 4

a) Major or Mild Neurocognitive Disorder Due to Alzheimer's Disease (Clinical picture & etiology) b) Biological treatment interventions c) Overview of psychological therapeutic interventions

Practical

Practicum

- Case history and MSE
- Observation of at least two cases from the list of disorders studied in Sem. V & VI

References

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.

Hooley, J.M., Butcher, J.N., Nock, M.K. and Mineka, S. (2017). Abnormal Psychology. 17th ed. (Global Edition)

Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2017). Abnormal Psychology (16th ed). India : Pearson

Alloy, L.B., Riskino, J.H. and Manos, M.I. (Latest edition). Abnormal Psychology; Current Perspectives. New Delhi: Tata McGraw Hill World Health Organization. (2018). International statistical classification of diseases and related health problems (11th Revision).

Additional readings: Sue, D., Sue, D.W., and Sue, S. (2010). Understanding Abnormal Behaviour (9th Ed). USA: Wadsworth.

Carlat, D. J. (2017). The Psychiatric Interview (4th Ed). USA: Wolters

Kluwer. B.J., Sadock, V.A. & Ruiz, P (2017) Kaplan & Sadock's Comprehensive Text Book of

Psychiatric. Walter & Kluwer/ Lippincott Williams and Wilkins. Comer, R.J. (2016) Fundamentals of Abnormal Psychology (8 th Ed) USA:Worth Publishers

Assessment: Field work, class assignments, home assignment, Focussed group discussions, and reports