

# Proposed five-year Integrated UG-PG programme (Psychology)

(According to NEP 2020)

Department of Psychological Sciences  
Central University of South Bihar, Gaya-824236, India

## Proposed Draft of the content of the Syllabus

### Semester-I

#### INTRODUCTION TO PSYCHOLOGY

Course Code		Credits	04
L + T + P	(L +P) +T= (3)+1	Course Duration	One Semester
Semester	I	Contact Hours	60
Course Type	Major / Minor		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course (if applicable)	Discipline based core course		
Methods of Content Interaction	<i>(Lecture, Assignment, Tutorials, Group discussion, presentations by students)</i>		
Assessment and Evaluation	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of practicum marks depends upon the course instructor. - 70% - End Term External Examination (University Examination)		

#### Course Objectives:

- ❖ To offer a foundational course in the science of psychology and study of human behaviour
- ❖ To impart basic knowledge in the field of psychology needed to pursue further studies in specific areas of psychology
- ❖ To present introductory topics such as learning, memory, sensation and perception, thinking, affective processes and individual differences

**Course Learning Outcomes:** Upon successful completion of the course students will be able to:

- ❖ Demonstrate understanding of the various psychological concepts, principles and methods in psychology
- ❖ Pursue more advanced psychological courses with the strong background in basics of psychology laid in this course
- ❖ Identify major psychological theories and critically evaluate the findings of psychological research.

#### Course Content:

**Unit I: Introduction to Psychology as a Science**

**(25% weightage)**

Definition of psychology; Brief history of psychology; theoretical approaches, scope and problems of psychology; Research Methods- Observational, experimental and correlation

**Unit II: Sensory Processes and Perception (15% weightage)**

Basic structure and functions of the visual and auditory system, theories of vision and hearing; Nature and determinants of perception, Gestalt laws of perceptual organization, constancies and illusions; Depth perception

**Unit III: Principles of Learning & Memory (30% weightage)**

Nature and principles of learning; Classical Conditioning; Instrumental/Operant conditioning; Observational learning; Encoding, storage, retrieval system; sensory memory, short term memory; long term memory, working memory; theories of memory- Atkinson and Schifrin model, parallel processing model; Forgetting-causes and theories; Interference-proactive and retroactive.

**Unit IV: Affective Processes (20% weightage)**

Emotion- Nature and components, theories of emotion (James-Lange, Canon-Bard and Schachter-Singer); Motivation- Nature, types and Maslow's theory of motivation

**Unit V: Individual Differences (15% weightage)**

Personality- type and trait theories; Intelligence- Contrasting views of its nature

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit I: Introduction to Psychology as a Science</b>
1-3	Definition of psychology; Brief history of psychology
4-6	theoretical approaches, scope and problems of psychology;
7-9	Research Methods- Observational, experimental and correlation
10-20	<b>Unit II: Sensory Processes and Perception</b>
10-12	Basic structure and functions of the visual and auditory system,
13	theories of vision and hearing;
14-15	Nature and determinants of perception, Gestalt laws of perceptual organization,;
16-17	Cconstancies and illusions; Depth perception
18-26	<b>Unit III: Principles of Learning &amp; Memory</b>
18-21	Nature and principles of learning: Classical Conditioning; Instrumental/Operant conditioning; Observational learning
22-25	Encoding, storage, retrieval system; sensory memory, short term memory; long term memory,
26-29	working memory; theories of memory- Atkinson and Schifrin model,
29-30	parallel processing model;
31-33	Forgetting-causes and theories; Interference-proactive and retroactive.
34-40	<b>Unit V: Individual Differences</b>
34-37	Personality- type and trait theories;
38-40	Intelligence- Contrasting views of its nature
41-50	Practicum
51-60	Tutorial

**Essential Readings:**

- ❖ Baron, R. A. (2001) *Psychology* (5th ed.). New Delhi: Pearson Education
- ❖ Ciccarelli, S. K., & Meyer, G. E. (2009). *Psychology*. New Delhi: Pearson Education.
- ❖ Coon, D., & Mitterer, J. O. (2007). *Introduction to Psychology: Gateway to mind and behavior*. New Delhi: Cengage.

- ❖ Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2000). *Hilgard's introduction to psychology* (13th ed.). Fort Worth, TX: Harcourt Brace.
- ❖ Morgan, C., King, R. A., Weisz, J. R., & Schopler, J. (2017) *Introduction to Psychology*, (7th ed.) India: TATA McGraw-Hill.

**Additional/Advance/Further Readings:**

- ❖ Passer, M.W. & Smith, R.E. (2007). *Psychology: The Science of Mind and Behaviour* (3rd ed.). New Delhi: Tata McGraw-Hill
- ❖ Singh, A. K. (2009). *Uchachtar Samanya Manovigyan*. Varanasi: Motilal Banarasi Das.
- ❖ Feldman, R. S. (2002). *Understanding psychology* (6th ed.). New York: McGraw-Hill.
- ❖ Matlin, M. (1999) *Psychology* (3rd ed.). Orlando, FL: Harcourt Brace.

**EMOTIONAL INTELLIGENCE**

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>	(L+P)+(T)	<b>Course Duration</b>	One Semester
<b>Semester</b>	1	<b>Contact Hours</b>	45
<b>Course Type</b>	Skill Enhancement Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course</b>	Skill learning		
<b>Methods of Content Interaction</b>	<i>Lecture, Tutorials, Group discussion, seminar, presentations by students</i>		
<b>Assessment and Evaluation</b>	As per university rule/30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of practicum marks depends upon the course instructor. - 70% - End Term External Examination (University Examination)		

**Course objectives:**

- ❖ Defined what emotional intelligence is and started to enhance the ability
- ❖ Tried out some personal emotional intelligence enhancing strategies and techniques.
- ❖ To improve their interpersonal and intra-personal skills, as well as their adaptability, stress management and general mood.

**Course Learning outcomes:** After successful completion of this course students would able

- ❖ To develop self-awareness, self-management and develop awareness about society and relationship particularly
- ❖ Develop personal competency and able to use techniques of building emotional intelligence
- ❖ Know about the strength of positive relationship

**Course Contents:**

**UNIT-1 Fundamentals of Emotional Intelligence**

**(20 % Weightage)**

Nature and Significance; Models of emotional intelligence: Ability, Trait and Mixed; Building blocks of emotional intelligence: self-awareness, self-management, social awareness, and relationship management

**UNIT-II Personal Competence (20 % Weightage)**

Self-awareness: Observing and recognizing one's feelings, knowing one's strengths and areas of development; Self-Management: Managing emotions, anxiety, fear, and anger.

**UNIT-III Social Competence (20 % Weightage)**

Social Awareness: Others' Perspectives, Empathy, and Compassion; Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management

**UNIT-IV Emotional Intelligence- *Measurement and Development* (20 % Weightage)**

Measures of emotional intelligence; Strategies to develop and enhance emotional intelligence

**Practical component** - Students will practice self-management techniques to regulate emotions such as Mindfulness, Conditioned relaxation response, Boundary setting. **(20 % Weightage)**

**Content Interaction Plan:**

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1- 5	Nature and Significance; Models of emotional intelligence: Ability, Trait and Mixed;
6-10	Building blocks of emotional intelligence: self-awareness, self-management, social awareness, and relationship management
11-18	Self-awareness: Observing and recognizing one's feelings, knowing one's strengths and areas of development
19-25	Self-Management: Managing emotions, anxiety, fear, and anger.
26-30	Social Awareness: Others' Perspectives, Empathy, and Compassion;
27- 32	Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management
33-36	Measures of emotional intelligence
37-39	Strategies to develop and enhance emotional intelligence
40-45	Practical through various means

**Essential Readings:**

- ❖ Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
- ❖ Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
- ❖ Singh, D. (2003). Emotional intelligence at work (2nded.) New Delhi: Response Books.
- ❖ Goleman, D. (2007). Emotional Intelligence, A New Vision for Educators. Amazon Books
- ❖ Salovey, P., Marc, A., Brackett, and Mayer, J. D., (Eds.). (2007). Emotional Intelligence: Key Readings on the Mayer & Salovey Model. National Professional Resources Inc.

**Additional/Advance/Further Readings:**

- ❖ Goleman.B.(2019). Emotional Intelligence: For a better life, success at work, and happier relationship. Improve your skills, emotional agility and discover why. Independently Published.
- ❖ Bradberry.T.(2023). Emotional Intelligence Habits. Talent Smart Publication

## COPING & STRESS MANAGEMENT

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	1	<b>Contact Hours</b>	45
<b>Course Type</b>	Skill Enhancement		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based( Skill Enhancement)		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

### Course objectives:

- ❖ Defined what stress is and started to recognize the signs of stress.
- ❖ Tried out some personal stress management strategies and techniques.

**Course Learning outcomes:** After successful completion of this course students would able

- ❖ To understand the nature of stress and learn the skill to identify symptoms demonstrating stress
- ❖ To get an insight into the various environmental, social, psychological and physiological concomitants of stress
- ❖ To develop skills to reduce the impact of these factors and promote conditions that will reduce stress
- ❖ Students also may develop various skills to manage their stress and improve their quality of life.

### Course Contents:

**Unit I: Coping:** (15 % Weightage)

Meaning and definition of coping, coping strategies and coping techniques

**Unit II: Understanding the Stress:** (20 % Weightage)

- Nature of Stress, causes of stress; effects of stress on physical and mental health;
- Perspectives on Stress: Physiological perspectives, Bodily reactions to stress, psychological perspectives, Social perspectives

**Unit III: Strategies of Stress management and Prevention:** (20 % Weightage)

- Challenging Stressful Thinking: Problem Solving and Time Management
- Psychological and Spiritual Relaxation Methods: Deep Breathing, Muscle Relaxation, Visualization, Meditation, Autogenic Training, Yoga, Music Therapy.

**UNIT IV: Social and Spiritual Management:** (20 % Weightage)

Conflict Resolution; Interpersonal communication; Forgiveness and gratitude.

**Practicum:** (25 % Weightage)

**Practicum:** Psychological and physical methods of stress relaxation will be practiced in the practicum sessions.

**Content Interaction Plan:**

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
<b>1- 5</b>	<b>Unit I: Coping</b>
1-3	Meaning and definition of coping, coping strategies and
4-5	coping techniques
<b>6-14</b>	<b>Unit II: Understanding the Stress</b>
6	Nature of Stress, causes of stress
7- 14	<b>Effects of stress on physical and mental health</b>
7-8	Perspectives on Stress: Physiological perspectives
9-11	Bodily reactions to stress, Psychological perspectives
12-14	Social perspectives
<b>15-24</b>	<b>Unit III: Strategies of Stress management and Prevention</b>
15-17	Challenging Stressful Thinking: Problem Solving and Time Management
18-20	Psychological and Spiritual Relaxation Methods: Deep Breathing, Muscle Relaxation
21-22	Visualization, Meditation, Autogenic Training
23-24	Yoga, Music Therapy
<b>25-30</b>	<b>UNIT IV: Social and Spiritual Management</b>
25-26	Conflict Resolution;
27-28	Interpersonal communication;.
29-30	Forgiveness and gratitude
31-45	<i>Practical</i>

**Essential Readings:**

- ❖ Kottler, J. A. & Chen, D. D. (2011). Stress management and prevention: Applications to daily life (2nd Ed.). London and New York: Routledge.
- ❖ A Mindfulness-Based Stress Reduction Workbook (A New Harbinger Self-Help Workbook) Bob Stahl, Elisha Goldstein, Jon Kabat-Zin
- ❖ DiMatteo, M.R., & Martin, L.R.(2017). Health Psychology. New Delhi: Pearson
- Seaward, B.L. (2018). Managing Stress: Principles and Strategies for Health and Well-Being (9th Edition). Burlington, MA: Jones & Bartlett Learning.
- ❖ Udupa, K.N. (2008). Stress and its Management by Yoga (6th Edition). New Delhi: Motilal Banarsidass Publishers.

**Additional/Advance/Further Readings:**

- ❖ DK(2017).Stress:The Psychology of Managing Pressure. Illustrated Edition.
- ❖ Fontana.D.(2005). Managing Stress. Motilal Uk Books of India

## Science of Happiness

<b>Course Code</b>		<b>Credits</b>	02
<b>L + T + P</b>	1 + 0 + 1	<b>Course Duration</b>	One Semester
<b>Semester</b>	1	<b>Contact Hours</b>	15 (L) + 30 (P) Hours
<b>Course Type</b>	Value added Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Value Added Course		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <ul style="list-style-type: none"> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

**Course Objectives:** This is a course to study the knowledge and research done in the area of happiness and well-being. The objectives of the course are:

- To explore the practical “habits of happy and healthy people” through new discoveries in the social and natural sciences.
- To make learners to identify various mechanism which regulates happiness and well-being in the individual

### **Course Learning Outcomes:**

- The students will learn about leading theories and applications of Positive Psychology on personal happiness and well-being in the workplace.
- This course will discover the remarkable parallels between the modern science of happiness and ancient wisdom.
- Students able to develop various skill to enhance the happiness and well being

### **Course Contents:**

#### **Unit I: Happiness and Well- Being: (25 % Weightage)**

- Concept and Definitions
- Thinking critically about happiness and well being
- Perspectives on Happiness and well-being: Western perspectives, South Asian perspectives, and Indian perspectives

#### **Unit II: External & Internal Factors affecting happiness and well-being (25 % Weightage)**

- Relationship of time, money and happiness
- Role of gratitude, Compassion, meditation, and fundamental needs in happiness and well being
- Cultural context of Happiness and Well-Being.

**Practicum:** This course will have 30 hours of practicum to understand and practice happiness and well-being related activities. **(50 % Weightage)**

### **Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-7	<b>Unit I: Happiness and Well- Being</b>
1-2	Concept and Definitions,
3-4	Thinking critically about happiness and well being
5-7	Perspectives on Happiness and well-being: Western perspectives, South Asian perspectives, and Indian perspectives
7-15	<b>Unit II: External &amp; Internal Factors affecting happiness and well being</b>
7-9	External & Internal Factors affecting happiness and well being
10-11	Relationship of time, money and happiness
12-14	Role of gratitude, Compassion, meditation, and fundamental needs in happiness and well-being;
15	Cultural context of Happiness and Well-Being
16-45	<b>Practicum:</b> This course will have 30 hours of practicum to understand and practice happiness and well-being related activities.

### Essential Readings:

- ❖ The Science of Happiness (2015) by Stefan Klein, ISBN-13: 9781569243282; Hachette Book Group; Rights: UK & Commonwealth; Indian Publisher: Speaking Tiger
- ❖ Science of Happiness: According to Yoga Vedanta (2020) by Pr. Divyanandaprana Publisher: Ramakrishna Sarada Mission, New Delhi.
- ❖ Ikigai: The Japanese secret to a long and happy life Héctor García & Francesc Miralles (2021). Penguin Random House, UK.
- ❖ Diener, R.B., Tay,L. & Diener, E. (2012). Happiness in India in H. Selin G. Davey (eds.), Happiness across cultures: The Hosroty of non-western science. Springer

### Additional/Advance/Further Readings:

- ❖ Kelly.B.(2021). The Science of happiness: The six Principles of a happy life and the seven strategies for achieving it. Gill & Macmillan Ltd.
- ❖ Haidt.J.(2006). The Happiness Hypothesis. Penguin Publication.



## Indian Knowledge System & Psychology

<b>Course Code</b>		<b>Credits</b>	<b>02</b>
<b>L + T + P</b>		<b>Course Duration</b>	One Semester
<b>Semester</b>	<b>1</b>	<b>Contact Hours</b>	30
<b>Course Type</b>	Value Added Course		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	Value Added Course		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

### Course objectives:

- To develop a culturally sensitive perspective on psychological processes.
- Considering culture as a process and viewing Psychological phenomena as reciprocally related to it
- To initiate students into the emerging field of Indian Indigenous psychology

**Course Learning outcomes:** After successful completion of this course students would able to

- To understand the different psychological concept of Indian origin
- To applied it in contemporary scenario.
- It will also motivate and enhance the substantiate research in this area
- To formulate some strategies to address personal and social issues from the indigenous Indian perspective

### Course Contents:

#### **Unit-I: Culture and Psychology: (50 % Weightage)**

Emergence and concept of Cultural, Cross cultural and Indigenous Psychology

The non-western perspective on Psychology

Methods of Knowing in Indian tradition with reference to Sankhya, Vedant, Yoga and Buddhism

#### **Unit II: Indigenous Perspective: (50 %**

#### **Weightage)**

Indian perspective on emotions; self and Identity, Human Development, Mental Health, Motivation(Anasakti)

### Content Interaction Plan:

<b>Lecture cum Discussion( Each session of 1 Hour)</b>	<b>Unit/Topic/ Sub Topic</b>
1-5	Emergence of Cultural, Cross cultural and indigenous Psychologies
6-7	The non-western perspective on Psychology
8-15	Methods of Knowing in Indian tradition with reference to Sankhya, Vedant, Yoga and Buddhism
16-20	Indian perspective on emotions; self and Identity
21-30	Human Development, Mental Health, Motivation(Anasakti)

<p>❖ <b>Essential Readings:</b></p> <p>❖ Bhattacharya,K (1960). Modern Psychology and Hindu Thought.Philosophical Quarterly33,1-12.</p> <p>❖ Garg, Pulin KK. &amp; Parikh,I.J.(1995). Crossroads of Culture. New Delhi: Sage.</p> <p>❖ Heelas,P.&amp; Lock,A.Indigenous Psychologies: The anthropology of the self. London Academic Press.</p> <p>❖ Heiman,B.(1964). Facets of indian Thought. New York: Shirken Books</p> <p>❖ Kakar,S.(1997). Culture and Psyche.Delhi: Oxford University press.</p>
<p><b>Additional/Advance/Further Readings:</b></p> <p>❖ Ciofalo.N.(2019). Indigenous Psychologies in an Era Of Decolonization.Springer Publication</p> <p>❖ Mishra.S.,Behera.S.K &amp; Bhui.S.(2022). Indigenous Knowledge System: Traditions and Transformations.Mittal Publications.</p>

## PSYCHO-SOCIAL REHABILITATION

Course Code		Credits	02
L+T+P		Course Duration	One semester
Semester	1	Contact Hours	30
Course type	Value Added Course		
Nature of the course	Theory cum Practical		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End Term Examination (University Examination)		

### Course Objective

The main objective of this course is to make the students know about different types of psychosocial rehabilitation and understand how psychosocial rehabilitation is done.

### Course Outcome

After completion of this course, the student will be able to identify and distinguish appropriate psychosocial rehabilitation related to severe mental and neurological disorders.

### Course Contents

#### **UNIT I: Introduction to Psychosocial Rehabilitation (25 % Weightage)**

- Definitions, Goals, Objectives, Essentials of PRS and Scope.
- Stigma of Mental illness & Rehabilitation, Implications for treatment, Rehabilitation and advocacy

#### **Unit II: Setting, approaches and process in Psychosocial Rehabilitation**

**(35 % Weightage)**

- Hospital based and community based

- Residential and Non-residential programs
- Halfway Home, Group Home, Quarter-way home, Foster care, Respite care, Hostels, day care centers, Day hospitals, Sheltered Workshops, Therapeutic Clubhouses, Vocational Training Units, Community-based programs.
- Approaches in PSR: Therapeutic community, Behavioural approach, and Eclectic approach
- Assessment in PSR: Qualitative and Quantitative assessments.
- Areas of assessment

### **UNIT III: Professional associated with Psychosocial Rehabilitation**

**(30% Weightage)**

Multidisciplinary team, Role of Psychiatrists, Psychiatrists social works, Clinical Psychiatric nurses, occupational therapist and Rehabilitation professionals.

#### **Practicum:**

**(10% Weightage)**

#### **Practicum: Administration of scale for assessment in the areas-**

- Disability
- Family Burden
- Coping
- Quality of Life/ Well-being
- Work Performance

<b>Lecture cum Discussion( Each session of 1 Hour)</b>	<b>Unit/Topic/ Sub Topic</b>
<b>1-7</b>	<b>UNIT I: Introduction to Psychosocial Rehabilitation</b>
1-2	Definitions, Goals, Objectives
3	Essentials of PRS and Scope
4	Stigma of Mental illness & Rehabilitation
5	Implications for treatment
6-7	Rehabilitation and advocacy
<b>8-17</b>	<b>Unit II: Setting, approaches and process in Psychosocial Rehabilitation</b>
8	Hospital based and community based
9	Residential and Non-residential programs
10	Halfway Home, Group Home, Quarter-way home, Foster care, Respite care, Hostels,
11	day care centers, Day hospitals, Sheltered Workshops, Therapeutic Clubhouses,
112	Vocational Training Units, Community-based programs.
13-14	Approaches in PSR: Therapeutic community, Behavioural approach, and Eclectic approach
15-16	Assessment in PSR: Qualitative and Quantitative assessments.
17	Areas of assessment
<b>18-20</b>	<b>UNIT III: Professional associated with Psychosocial Rehabilitation</b>
18	Multidisciplinary team, Role of Psychiatrists
19	Psychiatrists social works, Clinical Psychiatric nurses,
20	Occupational therapist and Rehabilitation professionals
10 Hours	<i>Tutorial</i>

#### **Essential Readings:**

- Anthony William A., The principles of Psychiatric Rehabilitation. Baltimore University part press, 1980.
- Hume, Clephane, and Pullen Ian, Rehabilitation in Psychiatry. Edinburgh, Churchill Living stone, 1986.
- Kalyanasundaram. S. and Verghese Mathew, (Ed.) Innovations in Psychiatric

- Rehabilitation. Richmond Fellowship Society, India, Bangalore, 2000.
- Liberman, Robert Paul. (Ed.) Psychiatric Rehabilitation of Chronic Mental Patients. Washington D.C. American Psychiatric Association, 1988.

## YOUTH AND MENTAL HEALTH

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>	2+ 01+0	<b>Course Duration</b>	One Semester
<b>Semester</b>	1	<b>Contact Hours</b>	30 (L) +15 (T) Hours
<b>Course Type</b>	Multidisciplinary		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

### Course Objectives

The Learning Objectives of this course are as follows:

- ❖ To define youth, youth psychology and emphasize upon studying the relevance and concerns of the youth in the contemporary world.
- ❖ To gain a deeper understanding for the various issues and challenges faced by the youth.
- ❖ To develop knowledge of signs and symptoms of various disorders that are prevalent amongst youth

### Course Learning outcomes

The Learning Outcomes of this course are as follows:

- ❖ Develop an understanding for the risk behaviors youth engage in, the challenges they face related to employment, education; health and body image.
- ❖ By studying this course, students will be able to identify and distinguish amongst widely prevalent disorders afflicting youth

### Course Contents:

#### **UNIT I: Introduction Issues and Challenges: (25% Weightage)**

Introduction Issues and Challenges: Defining youth; Youth across cultures; Formulation of youth identity, Youth and risk behaviours (substance abuse, delinquency, sexuality & suicide risk); Employment, education; Health and Body Image.

#### **UNIT II: Concept of Mental Health and Illness, Risk Factors (25% Weightage)**

Familial Dysfunction; Peer Pressure and Unpopularity; Academic and Career Related Stress; Bullying and Sexual Violence; Poverty and Discrimination

#### **UNIT III: Internalizing Problems amongst Youth (25% Weightage)**

Signs and symptoms of Anxiety, Depression and Suicide, Eating Disorders (Anorexia Nervosa, Bulimia Nervosa)

**UNIT IV: Externalizing Problems amongst Youth (25% Weightage)**

Self-harm behaviours; Crime and Delinquency, Signs and symptoms of Substance use disorder, Internet and Social Media addiction

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
<b>1-8</b>	<b>UNIT I: Introduction Issues and Challenges</b>
1-3	Defining youth; Youth across cultures; Formulation of youth identity
4-6	Youth and risk behaviours (substance abuse, delinquency, sexuality & suicide risk);
7-8	Employment, education; Health and Body Image.
<b>9-16</b>	<b>UNIT II: Concept of Mental Health and Illness, Risk Factors</b>
9-11	Familial Dysfunction; Peer Pressure and Unpopularity;
12-13	Academic and Career Related Stress;
14-15	Bullying and Sexual Violence
16	Poverty and Discrimination
<b>17-25</b>	<b>UNIT III: Internalizing Problems amongst Youth</b>
17-19	Signs and symptoms of Anxiety
19-22	Depression and Suicide
23-25	Eating Disorders (Anorexia Nervosa, Bulimia Nervosa)
<b>26-30</b>	<b>UNIT IV: Externalizing Problems amongst Youth</b>
26-27	Self-harm behaviours; Crime and Delinquency,
28-30	Signs and symptoms of Substance use disorder, Internet and Social Media addiction
15 Hours	<i>Tutorials</i>

**Essential Readings**

- 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.
- Edward Elgar, Rew, L. (2005). Adolescent health: A multidisciplinary approach to theory, research and intervention. India, Sage.
- Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson

**Additional/Advance/Further Readings:**

- Furlong, A. (2013). Hand Book of Youth and young adulthood. Routledge, New York.
- Arnett, J. J. (2013). Adolescence and emerging adulthood: A cultural approach, 5th ed. New Jersey: Pearson
- Wilmschurst, L. (2017). Abnormal Child and Adolescent Psychology: A Developmental Perspective (2<sup>nd</sup> edition). Routledge: New York.

# Youth, Gender and Identity

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>		<b>Course Duration</b>	One Semester
<b>Semester</b>	1	<b>Contact Hours</b>	
<b>Course Type</b>	Multi-Disciplinary		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>			
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

## Course objectives:

- To enable students to understand the concept of youth gender and identity
- To elaborate the issues concerning youth and sexuality
- To explain the relationship between youth, gender and identity in Indian context
- To critically analyze the role of culture in identity formation; to discuss the concept of multiple identities
- To explain the important role of family, peer group, school and media in identity formation;

**Course Learning outcomes:** After successful completion of this course students would be able to sensitize themselves regarding the concepts and issues concerning youth, gender and identity along with its intersection with each other.

## Course Contents:

### Unit I: Introduction

**(25 % Weightage)**

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

### Unit II: Youth and Identity

**(25 % Weightage)**

Family: Parent-youth conflict, sibling relationships, intergenerational gap  
 Peer group identity: Friendships and Romantic relationships  
 Workplace identity and relationships

Youth culture: Influence of globalization on Youth identity and Identity crisis

### Unit III: Issues related to Youth, Gender and Identity

**(25 %**

**Weightage)**

Youth, Gender and violence, Gender discrimination  
 Enhancing work-life balance

Changing roles and women empowerment, influence of globalization on gender

Encouraging non-gender stereotyped attitudes in youth

### Unit IV: Law and Youth

**(25% Weightage)**

Juvenile Justice act

LGBT rights in India

UNICEF programs for youth  
New Laws ( if any)

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-3	Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
4-7	Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
8-10	Concepts of Identity: Multiple identities
11-13	Family: Parent-youth conflict, sibling relationships, intergenerational gap
14-15	Peer group identity: Friendships and Romantic relationships
16-17	Workplace identity and relationships
18-20	Youth culture: Influence of globalization on Youth identity and Identity crisis
21-24	Youth, Gender and violence, Gender discrimination
25-26	Enhancing work-life balance
27-28	Changing roles and women empowerment, influence of globalization on gender
29-30	Encouraging non-gender stereotyped attitudes in youth
31-45	Juvenile Justice act LGBT rights in India UNICEF programs for youth

**Essential Readings:**

- ❖ Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- ❖ Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- ❖ Elizabeth Herlock (2015) Developmental Psychology, McGraw-Hill
- ❖ Nayana Joshi (2019) : Handbook of Juvenile Justice , Lawmanns Publication

**Additional/Advance/Further Readings:**

Hornby, A. S. (2020). Oxford Advanced Learner's Dictionary of current English (10th ed.). Oxford University Press.

Santrock, J. W. (2019). Adolescence. (17th ed.). McGraw-Hill Education.

# **SEMESTER- II**

## **BIOPSYCHOLOGY**

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	60
<b>Course Type</b>	Major/ Minor		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>			
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"><li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li><li>• 70% - End Term External Examination (University Examination)</li></ul>		

### **Course Objectives:**

- Understand biopsychology fundamentals, including methods, ethics, and scope.
- Explore neuron structure, synaptic transmission, and neural conduction.
- Examine CNS/PNS organization, neurotransmitter abnormalities, and brain plasticity.
- Investigate major endocrine glands' functions and abnormalities.
- Analyze drug effects, abuse, addiction, and neuropsychological deficits, with a focus on rehabilitation.

### **Course Learning Outcomes:**

- Gain insight into the biological basis of behavior.
- Understand basic brain functions and their behavioral roles.
- Demonstrate knowledge of neuron function and nervous system organization.
- Evaluate endocrine system functions and their impact on behavior.
- Apply understanding of drugs' effects and rehabilitation strategies to real-world scenarios.

### **Course Contents:**

#### **Unit 1: Introduction to biopsychology:**

Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

#### **Unit 2: The Functioning brain:**

Structure, and functions of neurons; Neural conduction and synaptic transmission.

#### **Unit 3: Organization of nervous systems:**

CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

#### **Unit 4: Endocrine System:**

Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.



## Unit 5: Drug and behaviour

Determinants of drug effects, drug abuse and addiction. Neuropsychological deficits and Rehabilitation.

### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-3	Nature and scope
4-7	Methods and ethics in biopsychology
8-10	Divisions of biopsychology
11-13	Structure, and functions of neurons
14-15	Neural conduction and synaptic transmission
16-17	CNS & PNS: Structure and functions
18-20	Functional abnormalities of neurotransmitters
21-24	Neuroplasticity of Brain
25-26	Hemispheric specialization
27-38	Structure, functions and abnormalities of major glands
39-48	Determinants of drug effects, drug abuse and addiction
49-60	Neuropsychological deficits and Rehabilitation.

#### ❖ Essential Readings:

- ❖ Carlson, N. R. (2004). Foundations of Physiological Psychology.6th Edition.Allyn& Bacon.
- ❖ Kalat, J. W. (2007). Biological Psychology.9th Edition.Brooks/Cole Publishers.
- ❖ Leukel, F. (2005). Introduction to Physiological Psychology.3rd Edition.CBS Publisher.
- ❖ Leventhal, C. F. (1996). Introduction to Physiological Psychology.3rd Edition.Prentice-Hall of India Pvt. Ltd, New Delhi.
- ❖ Morgan, C. T. (1965). Physiological Psychology. International Student Edition, McGraw Hill Series.
- ❖ Pinel, J. P. J. (2011). Biopsychology.6th Edition. India: Pearson.

#### Additional/Advance/Further Readings:

- ❖ Rosenzweig, M. R., Leiman, A. L. & Breedlove, S. R. (2001). Biological Psychology.3rd Edition.Sinauer Associates Inc.
- ❖ Schneider, A., & Tarshis, B. (1985). Introduction to Physiological Psychology. 3rd Edition. New York: McGraw Hill.
- ❖ Thompson, R. F. (1975). Introduction to Physiological Psychology. New York: Harper & Row.

## EFFECTIVE DECISION MAKING

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	45 Hours
<b>Course Type</b>	Skill Enhancement Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

### Course Objectives:

- Understand decision-making's importance and process across life domains.
- Develop self-awareness for informed career decisions and interpersonal relations.
- Learn conflict management and negotiation skills for effective interpersonal decision-making.
- Acquire competencies essential for workplace decision-making.
- Cultivate critical thinking for improved decision-making abilities.

### Course Outcomes:

- Enhance understanding and application of decision-making principles.
- Make informed career choices and navigate interpersonal conflicts effectively.
- Demonstrate proficiency in negotiation and conflict resolution.
- Apply acquired competencies for effective decision-making in the workplace.
- Improve overall decision-making skills for diverse life situations.

### Course Contents:

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

**Unit 2: Decisions regarding career:** Discovering self and creating a healthy acceptance of self;

Learning to connect with self with vocational choices/career.

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

**Unit 4: Decision making at the workplace:** Developing competencies and skills required for effective decision making.

### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-3	What is decision making?
4-7	Importance of making good decisions
8-10	Discovering self and creating a healthy acceptance of self

11-13	Learning to connect with self with vocational choices/career
14-18	Learning about conflict management in interpersonal relations
19-23	Negotiation in interpersonal conflict
24-28	Handling difficult people and finding solutions.
29-34	Developing competencies for effective decision making
35-45	Skills required for effective decision making.

❖ **Essential Readings:**

- ❖ Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth Cengage Learning, India
- ❖ Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi.
- ❖ Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India

**Additional/Advance/Further Readings:**

## Counselling Skills for Psychological Intervention

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>		<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	45
<b>Course Type</b>	Skill Enhancement Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Enhancement Course		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	As per university rule/30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of practicum marks depends upon the course instructor. - 70% - End Term External Examination (University Examination)		

**Course Objective:**

- ❖ To demonstrate effective counseling skills
- ❖ To evaluate clients' progress; recognize and mitigate countertransference; and conduct counseling with appropriate awareness of ethical and legal issues.
- ❖ To help students and make them able to cope with life's problems, able to provide guidance for those facing losses or disappointments, and assist those with self-defeating patterns causing unhappiness

**Learning Outcomes:**

- Developing a basic understanding of counselling as a profession
- Gaining an overview of basic approaches, theories and techniques in counselling
- Would help them to develop professional skill in them
- Developing awareness about the contemporary issues and challenges in counselling
- Learning about the newer forms of counselling and interventions

**Course Contents:****Unit – 1: Introduction to counselling as a profession Nature and Goals****(20 % Weightage)**

Professional ethics (Latest version of American Counselling Association – ACA) ; Status of counselling psychology in India; Contemporary issues and challenges; challenge of online counselling and tele-counselling

**Unit – 2: Approaches to Counselling I****(20 %****Weightage)**

Person centered and Existential approach; Psychodynamic approach; Behavioural approach; Cognitive Behavioral approach: CBT, REBT

**Unit – 3: Approaches to Counselling II****(20 % Weightage)**

Narrative therapy; Solution Focused therapy; Creative and Expressive arts therapy; Music therapy; Yoga and Meditation.

**Unit – 4: Counselling Applications****(20 % Weightage)**

Child Counselling; Family and marital Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse; Stress management

**Practicum:****(20 % Weightage)**

Any 2 practicum pertaining to above topics. This practicum reports and its evaluation would be considered as a part of Continuous Internal Assessment.

**Course interaction plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-5	Professional ethics (Latest version of American Counselling Association – ACA) ; Status of counselling psychology in India
7-8	Contemporary issues and challenges
9-10	Challenge of online counselling and tele-counselling
11-12	Person centered approach
13-14	Psychodynamic approach
15-21	Behavioural approach; Cognitive Behavioral approach: CBT, REBT
22-23	Narrative therapy
24-25	Solution Focused therapy
26-30	Creative and Expressive arts therapy; Music therapy
31-32	Yoga and Meditation.
33-35	Child Counselling; Family Counselling; Career Counselling
36-39	Crisis Intervention: suicide, grief, and sexual abuse
40-45	Crisis Intervention: suicide, grief, and sexual abuse
<b>Essential Readings:</b>	
❖ Aguilera, D.C. (1998).Crisis Intervention: Theory and Methodology (8thEd.)	

Philadelphia:

- ❖ Chandra, R. (2011). Psychology, counseling and therapeutic practices. N.D.:Gyan Books.
- ❖ Clarkson, P. (Ed.) (1998). Counseling Psychology. U.K.:Psychology Press.
- ❖ Corey, G. (2019). Theory and Practice of Counselling and Psychotherapy. New Delhi: Cengage Learning.
- ❖ Edward, N. (2011). Counselling theory and practice. Cengage learning.
- ❖ Feltham, C., & Horton, I. (Eds.) (2012). The Sage handbook of counseling and psychotherapy. Los Angeles: Sage.
- ❖ Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press
- ❖ Gelso, C., Williams, E. N., & Fretz, B. R. (2014). Counseling psychology. Washington: APA Publication.
- ❖ Kapur, Malavika (2011). Counselling children with psychological problems. Pearson Publications.
- ❖ Misra, G. (Ed.) (2011). Handbook of psychology in India. New Delhi, India: Oxford University Press.
- ❖ Mosby. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa:
- ❖ Nelson-Jones, R. (2012). Introduction to counselling skills. Los Angeles: Sage
- ❖ Rao, S.N. (2013). Counselling and Guidance. New Delhi: Author Press.
- ❖ Sejwal, P., & Arora, M. (2012). Counseling psychology. N.D.: Crescent Publishing Corporation
- ❖ Sharf, R. S. (2012). Theories of Psychotherapy and Counseling: Concepts and Cases. 5th Edition. Belmont: Brooks/Cole (Cengage Learning).
- ❖ C. Brown. Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi.

**Additional/Advance/Further Readings:**

- ❖ Hough Margaret (2017). Counselling Skills and Theory. Hodder Education Publication.
- ❖ McLeod, J. & McLeod, J. (2011). Counselling Skills: A practical for counsellors and helping professionals. Open University Press.
- ❖ Meier, A. & Boivin, M. (2011). Counselling and Therapy Techniques. Sage Publication India Pvt. Ltd.

## Yoga, Health and Mental Well Being

<b>Course Code</b>		<b>Credits</b>	02
<b>L + T + P</b>	1 + 0 + 1	<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	15 (L) + 30 (P) Hours
<b>Course Type</b>	Value Added Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Value Added Course		

<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>
<b>Assessment and Evaluation</b>	

**Course objectives:** This course is intended

- To develop the wellness among the students
- To enable the student to have good health
- To practice mental hygiene.

**Course Learning Outcomes:**

Students would be able:

- To learn scientifically supported information about the benefit of yoga, meditation, mindfulness and other relaxation techniques to resolve stress.
- To identify the process through which yogic practice enhance our psychological well-being and health.

**Course content:**

**Unit -I: Yoga and mental well-being** (25% weightage)

- Concept and nature of yoga
- Concept and nature of psychological well-being & Health
- Yoga as a therapy

**Unit- II: Yoga techniques and its application** (25% weightage)

- Role of yoga techniques management of anxiety
- Fear / Phobia
- Stress related problems
- Depression

**Practicum:** Demonstration and practice of different Aasans and relaxation techniques useful for management of psychological problems ( 30 Hours) (50% weightage)

**Content Interaction Plan:**

<b>Lecture cum Discussion( Each session of 1 Hour)</b>	<b>Unit/Topic/ Sub Topic</b>
1-7	<b>Unit -I :Yoga and mental well being</b>
1-2	Concept and nature of yoga
3-4	Concept and nature of psychological well-being & Health
5-7	Yoga as a therapy
7-15	<b>Unit- II: Yoga techniques and its application</b>
7-9	Role of yoga techniques management of anxiety
10-11	Fear / Phobia
12-14	Stress related problems
15	Depression
16-45	<b>Practicum:</b> This course will have 30 hours of practicum to understand and practice happiness and well-being related activities through various means like video, hand on training etc

**Essential Readings:**

- ❖ Bhogal.R.S.(2010). Yoga & Mental health & beyond. Kaivalyadhama Publisher,India
- ❖ Dalal, A. S. (Ed.) (2001). Living Within. Pondicherry: Sri Aurobindo Ashram

Trust.
❖ Gharote.M.L. & Ganguly.S.K.(2001). Teaching method for yogic practices.Kaivalyadhama Publisher,India
❖ Kireet Joshi & Matthijs Cornelissen (2012).Consciousness, Indian Psychology and Yoga( History of Science, Philosophy and Culture in Indian Civilization). Centre for Studies in civilization.
❖ Rama Swami (1977).Yoga and Psychotherapy The Evolution of Consciousness. Himalayan Institute Press
❖ Yogananda (1975). Autobiography of a Yogi. Bombay: Jaico.
<b>Additional/Advance/Further Readings:</b>
❖ Vivekananda.S.(2015). Complete Book of Yoga.Prabhat Prakashan.
❖ Osman.G.(2019). Mental and Emotional Healing through Yoga. Routledge,New York

## Neuropsychological Rehabilitation

<b>Course Code</b>		<b>Credits</b>	2
<b>L + T + P</b>	(L+P)+(T)	<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	
<b>Course Type</b>	Value Added Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course</b>	Skill learning		
<b>Methods of Content Interaction</b>	<i>Lecture, Tutorials, Group discussion, seminar, presentations by students</i>		
<b>Assessment and Evaluation</b>			

### Course Objectives:

This course addresses rehabilitation of degenerative and non-degenerative brain disorders from a neuropsychological perspective. Mechanisms of recovery are considered and specific disorders are explored as regards assessment and goal setting for rehabilitation. Focus is given to a psycho social approach where levels of functioning are approached from impairment, activity, and participation levels. Recent and emerging approaches to neuropsychological rehabilitation and the role of culture are addressed. Research evidence of best practice is explored and cases are used to determine how rehabilitation interventions are made.

### Course specific learning outcomes:

By the end of this course, students should be able to, from a neuropsychological perspective:

- Describe key characteristics of rehabilitation
- Compare and contrast degenerative vs non-degenerative brain disorders
- Analyze the role of assessment

### Course Contents:

#### **Unit-1: Rehabilitation: A Neuropsychological Perspective (30 % Weightage)**

- Concept of Neuropsychological Rehabilitation
- Rehabilitation Stages

- Role of Neuropsychology, rehabilitation team

**Unit -2: Assessment and Goal Setting for Rehabilitation (30 % Weightage)**

- Neuroplasticity
- Environmental Influences
- Models of Assessment
- Neuropsychological assessment
- The role of goal setting

**Unit-3: Application in Different degenerative and non-degenerative disorder (40 % Weightage)**

- Rehabilitation of different cognitive function (executive, memory function, language function)
- Dementia
- Parkinson’s Disease
- Huntington’s Disease
- Acquired Brain Injury (TBI, CVA)
- Epilepsy

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-2	Concept of Neuropsychological Rehabilitation
3-4	Rehabilitation Stages
5-7	Role of Neuropsychology, rehabilitation team
7-9	Neuroplasticity
10-11	Environmental Influences
12-14	Models of Assessment
15-18	Neuropsychological assessment
19-21	The role of goal setting
22-24	Rehabilitation of different cognitive function (executive, memory function, language function)
25-28	Degenerative disorder
29-30	Non degenerative disorder

**Essential Readings:**

- ❖ B. A. Wilson (Ed.) (2017) Neuropsychological Rehabilitation. The International Handbook. London. Taylor & Francis
- ❖ Gurd,J. M., Kischka, U., & Marshall, J. C. (2010). Handbook of Clinical Neuropsychology. Oxford: Oxford University Press.
- ❖ Gurd, J. M., Kischka, U., & Marshall, J. C. (2010). Handbook of Clinical Neuropsychology. Oxford: Oxford University Press.
- ❖ Kolb, B., Whishaw, I.Q. (2015). Fundamentals of human neuropsychology, 7th Ed. Worth Publishers Parsons
- ❖ M. W., & Hammeke, T. A. (2014) Clinical Neuropsychology: A Pocket Handbook for Assessment, Third Edition. American Psychological Association

**Additional/Advance/Further Readings:**

- ❖ Morgan.J.E., Joseph H.R. (2017). Text Book of Clinical Neuropsychology. Taylor & Francis.
- ❖ Parsons.M.W & Hammeke.T.A.(2014). Clinical Neuropsychology: A Pocket Handbook for Assessment.
- ❖ Kolb.B., And Whisaw.I.Q.(2009). Fundamentals of human neuropsychology. Worth Publisher New York.



## Mental Health as Human Right

<b>Course Code</b>		<b>Credits</b>	02
<b>L + T + P</b>	1 + 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	30
<b>Course Type</b>	Value Added Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Value Added Course		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	As per university rule/30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

### Course Contents:

#### **Unit 1: Mental Health: An introduction (30 % Weightage)**

Concept and nature of mental health, Models of mental health, Factors related to mental health, Mental health as Human right

#### **Unit 2: Laws related to mental health (30 % Weightage)**

Different laws related to mental health, RPWD act, National Trust Act, Mental health Acts

#### **Unit 3: Promotion of Mental Health (20 % Weightage)**

Individual Level, Family level and Community Level

**Practicum:** To prepare a report on activity/es related to awareness, promotion of mental health, reducing stigma. Student have to submit one report. (20 % Weightage)

#### **Content Interaction Plan:**

<b>Lecture cum Discussion( Each session of 1 Hour)</b>	<b>Unit/Topic/ Sub Topic</b>
1-7	Concept and nature of mental health, models of mental health
8-10	Factors related to mental health, Mental health as Human right
11-14	Different laws related to mental health
15-20	RPWD act, National Trust Act, Mental health Acts
21-30	Promotion of Mental Health: Individual Level, Family level and Community Level

#### **Essential Readings:**

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

*strength*.UK: Routledge.

- DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson.
- Forshaw, M. (2003).*Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
- Hick, J.W. (2005).*Fifty signs of Mental Health.A Guide to understanding mental health*.Yale University Press.
- Snyder, C.R., &Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw

## Indian Psychology

<b>Course Code</b>		<b>Credits</b>	02
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	30 (L) +30 (P) Hours
<b>Course Type</b>	Value Added Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Value Added		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

### Course Objectives:

- Understand the significance of studying Indian Psychology and its relevance today.
- Explore alternate concepts of the mind from Indian philosophies like Vedanta and Buddhism.
- Examine Indian approaches to cognition, self, consciousness, moral behavior, and psychological disorders.
- Analyze the concept and importance of meditation within Indian Psychology.

### Course Outcomes:

- Appreciate the contributions of Indian Psychology to the field of psychology.
- Gain insights into diverse perspectives on fundamental psychological concepts.
- Evaluate the applicability of Indian approaches to contemporary issues in behavior and well-being.
- Understand the practice and benefits of meditation within the context of Indian Psychology.

### Course Contents:

**Unit 1:** Need for studying Indian Psychology. Alternate concept of mind in Indian philosophies\_ Vedanta, Samkhya, Nyaya, Buddhism **(30 % Weightage)**

**Unit 2:** Indian Approach to a) Cognition; b) Self and Consciousness **(30 % Weightage)**

**Unit 3:** Indian Approaches to a) moral behavior (b) psychological disorders. Concept and Significance of meditation. **(40 % Weightage)**

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-7	Need for studying Indian Psychology
8-10	Alternate concept of mind in Indian philosophies_ Vedanta, Samkhya, Nyaya, Buddhism
11-14	Indian Approach to Cognition
15-20	Indian Approach to Self and Consciousness
21-30	Indian Approaches to a) moral behavior (b) psychological disorders. Concept and Significance of meditation.

**Essential Readings:**

- ❖ Cornellsen, M., Misra, G., Varma, S. (2014). Foundations and Applications Of Indian Psychology. Pearson.
- ❖ Farias, M., Brazier, D. &Lalljee, M. (2019). The Oxford Handbook of Meditation. OUP.
- ❖ Hiriyanna, M. (1932/ 2014). MotilalBanarasidass.
- ❖ Paranjape, A.C. & Rao, K. R. (2012). Psychology in the Indian Tradition. Springer.
- ❖ Rao, K. R., Paranjape, A.C., Dalal, A. · 2008 · — Handbook of Indian Psychology. New Delhi, India: Cambridge University Press.
- ❖ Sinha, J. (1934/2000). Indian Psychology (3 Vols.): Vol.I Cognition; Vol.II Emotion and Will; Vol.III Epistemology of Perception. Routledge.
- ❖ Sinha, J. (1956/ 2016) Indian Philosophy (3 Vols.).MotilalBanarasidass. Paranjape, A. C. (2002).
- ❖ Self and Identity in Modern Psychology and Indian Thought. NY: Kluwer.
- ❖ Veereshwar, P. (2002). Indian systems of psychotherapy. Delhi: Kalpaz.

## PSYCHOLOGY FOR HEALTH AND WELL-BEING

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>	1+1+0	<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	30(L) + 15(T)
<b>Course Type</b>	Multidisciplinary		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	<b>Multidisciplinary</b>		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignments, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades). - 70% - End Term External Examination (University Examination)		

### Course objectives:

- ❖ To offer an introductory course on the concept of health and wellness and its relevance in daily mundane life.
- ❖ To introduce the learners to mind-body relation and its relevance in understanding the spectrum of health and illness for better health management
- ❖ To introduce learners to health behavior and promotion of human strengths for well-being.

**Course Learning Outcomes:** Upon successful completion of the course the students will be able to:

- ❖ Demonstrate adequate knowledge and understanding of well-being and promotion of healthy behavior
- ❖ Describe and explain the concept and nature of health, wellness and its various implications
- ❖ To make adjustments and manage to cope with stress more effectively.

### Course Content

**Unit I: Illness, Health and Well-being: (25 % Weightage)**

Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well-being.

**Unit II: Stress and Coping: (25 % Weightage)**

Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

**Unit III: Health Management: (25 % Weightage)**

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

**Unit IV: Human strengths and life enhancement: (25 % Weightage)**

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

### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
<b>1-3</b>	<b>Unit I: Illness, Health and Well being</b>
1-2	Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health
3	health and well being

<b>4-6</b>	<b>Unit II: Stress and Coping:</b>
4	Nature and sources of stress
5	Effects of stress on physical and mental health
6-7	Coping; Stress management
<b>8-10</b>	<b>UNIT III: Health Management</b>
8	Enhancing behaviors: Exercise, Nutrition
9	Health compromising behaviours;
10	Health Protective behaviours; Illness Management
<b>11-15</b>	<b>Unit IV: Human strengths and life enhancement:</b>
11	Classification of human strengths and virtues
12-13	Cultivating inner strengths: Hope and optimism;
14-15	Gainful Employment and Me/We Balance
16-30 (15 Hours)	Tutorial

### Essential Readings:

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R. (2002). *Health psychology*. New Delhi: Pearson.
- Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
- Hick, J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
- Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation
- Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology (2nd Ed)* Pearson Education Limited, New York.
- Sarafino, E. P. (1994). *Health Psychology, Biopsychosocial interactions*. John Wiley & Sons, New York. Page 4 of 12
- Taylor, S.E., (2009). *Health Psychology (9th Ed)*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine (2nd Ed)*. Cambridge University Press

### Additional/Advance/Further Readings:

1. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health (8th Ed)*. Delhi: Cengage Learning
2. Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology A Critical Introduction*. Cambridge University Press
3. Straub, R.O. (2014). *Health Psychology a BioPsychosocial Approach (4th Ed)*. Worth Publishers A Macmillan Higher Education Company
4. Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
5. Taylor, S.E. (2006). *Health psychology, 6th Edition*. New Delhi: Tata McGraw

## PSYCHOLOGY AT WORK

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	45 Hours
<b>Course Type</b>	Multidisciplinary		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

### Course Objectives:

- Understand I/O Psychology basics, focusing on its definition, history, trends, and Indian context.
- Explore job satisfaction, work motivation, communication, and leadership concepts.
- Analyze causes and outcomes of job satisfaction, theories of work motivation, and effective communication strategies.
- Examine various leadership approaches, including global perspectives and the Indian context.
- Apply psychological principles to enhance workplace dynamics and productivity.

### Course Learning Outcomes:

- Gain foundational knowledge in I/O Psychology for informed decision-making.
- Implement strategies to enhance job satisfaction, motivation, and communication effectiveness.
- Develop leadership skills tailored to diverse workplace environments.
- Apply psychological concepts to address real-world workplace challenges.
- Contribute to creating healthier and more productive organizational cultures.

### Course Content

- Unit I: Introduction to I/O Psychology** (25 % Weightage)  
Definition, Brief History, Contemporary Trends and Challenges, I/O Psychology in India.
- Unit II: Job Satisfaction and Work Motivation** (25 % Weightage)  
Concept of Job satisfaction and work motivation, causes of Job Satisfaction, outcomes of Job Satisfaction, Theories of Work Motivation and Applications
- Unit III: Communication in Organizations** (25 % Weightage)  
Communication process, purpose of communication in organizations, communication networks, barriers to effective communication, managing communication
- Unit IV: Leadership** (25 % Weightage)

The meaning of leadership, early approaches to leadership, contemporary approaches to Leadership-Transformational & Transactional Leadership; Leadership in a Globalized World, Indian perspective on leadership.

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-2	Definition, Brief History
3-4	Contemporary Trends and Challenges
5-8	I/O Psychology in India.
5	Concept of Job satisfaction and work motivation
6-7	causes of Job Satisfaction, outcomes of Job Satisfaction
8-10	Theories of Work Motivation and Applications
11-13	Communication process
14-18	Purpose of communication in organizations, Communication networks
19-26	Barriers to effective communication, Managing communication
27-32	The meaning of leadership, early approaches to leadership
33-38	contemporary approaches to Leadership-Transformational & Transactional Leadership
39-45	Leadership in a Globalized World, Indian perspective on leadership.

**Essential Readings:**

- ❖ Adler, N.J. (1997). Global Leaders; A Dialogue with future history, Journal of International Management, 2, 21-33.
- ❖ Adler, N.J. (1997).Global Leadership: Women Leaders. Management International Review,Vol. 37, International Human Resources and Cross Cultural Management, 171-196.
- ❖ Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
- ❖ Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley

**Additional/Advance/Further Readings:**

- ❖ Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. Biztantra publishers
- ❖ Robbins, S. P. & Judge, T.A. (2007). Organizational Behavior. 12th Edition. New Delhi: Prentice Hall of India.
- ❖ Robbins, S. P. & Judge, T.A. (2008). Essentials of Organizational Behavior. 9<sup>th</sup> Edition. New Delhi: Prentice Hall of India.
- ❖ Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley GE-PSY-

## Intergroup Relations

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	II	<b>Contact Hours</b>	30 (L) +30 (P) Hours
<b>Course Type</b>	Multidisciplinary		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

### Course Objectives:

- Understand the importance of fostering healthy intergroup relations within society.
- Learn strategies for resolving intergroup conflicts effectively.
- Explore the nature of intergroup relations, including cooperation versus competition, through classical studies like the Robbers Cave experiment and the Realistic Conflict Theory.
- Examine the role of social categorization in conflicts, including in group versus outgroup dynamics and the cognitive biases and stereotypes that result from social categorization.
- Investigate cultural aspects of intergroup relations, including social identity, stereotypes, and case studies relevant to the Indian context.

### Course Learning Outcomes:

- Recognize the significance of promoting harmonious intergroup relations for societal well-being.
- Develop skills in conflict resolution applicable to diverse intergroup scenarios.
- Apply theoretical frameworks such as the Realistic Conflict Theory to analyze and understand intergroup dynamics.
- Identify and critically assess the impact of social categorization on conflicts and biases.
- Gain insights into contemporary global issues affecting intergroup relations, including terrorism, social movements, and their psychological implications.

### Course Content

**Unit I: Nature of intergroup relations:** Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory. **(25 % Weightage)**

**Unit II: Social categorization and conflict:** In group vs. outgroup; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization. **(25 % Weightage)**



**Unit III: Cultural aspects of intergroup relations:** Social identity, Stereotypes, case studies in the Indian context. (25 % Weightage)

**Unit IV: Contemporary Global Issues:** Terrorism: psychological issues and concerns; Social Movements and Social Change. (25 % Weightage)

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-2	Cooperation vs. competition
3-4	Classical study of Robbers cave experiment
5-8	Realistic conflict theory.
5	In group vs. outgroup
6-7	Consequences of social categorization
8-10	Cognitive biases & stereotypes
11-13	Conflict and social categorization
14-18	Social identity
19-26	Stereotypes, case studies in the Indian context.
27-32	Terrorism: psychological issues and concerns
33-38	Social Movements
39-45	Social Change

**Essential Readings:**

- ❖ Hodson,G.and Costello,K. ( 2007). Interpersonal Disgust, Ideological Orientations,and Dehumanization as Predictors of Intergroup Attitudes. *Psychological Science*,18,8, 691-698.
- ❖ Maass,A,; Salvi,D.;Arcuri,L. and Semin,G.(1989). Language use in Intergroup
- ❖ Contexts: The linguistic Intergroup Bias,57,6, 981-993.
- ❖ Tripathi,R.C.and Singh,P.(2016).Perspectives on Violence and Othering in India. Springer:New Delhi.

**Additional/Advance/Further Readings:**

- ❖ Fromm,E.(1956).The Sane Society. Routledge and Kegan Paul.UK.

## **SEMESTER-III**

### **SOCIAL PSYCHOLOGY**

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	III	<b>Contact Hours</b>	60
<b>Course Type</b>	Major/ Minor		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"><li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li><li>• 70% - End Term External Examination (University Examination)</li></ul>		

#### **Course Objectives:**

- Understand social psychology's nature, history, and methodologies.
- Explore social cognition and attitude formation and change.
- Examine pro-social behavior, aggression, and factors influencing social behavior.
- Investigate social influence dynamics and group processes.
- Analyze applications of social psychology in health, work, and law.

#### **Course Learning Outcomes:**

- Grasp foundational social psychology concepts for critical analysis.
- Apply knowledge of social cognition to understand behavior and attitudes.
- Evaluate factors influencing behavior and decision-making in social contexts.
- Understand social influence dynamics and group behavior.
- Apply social psychology principles to address real-world challenges effectively.

#### **Course Contents:**

##### **UNIT I: Introduction ( 20 % weightage)**

Nature and Definition of Social Psychology; Brief history of Social psychology. Methods in Social Psychology  
Social Cognition- Schemas, Heuristics, Potential sources of error in social cognition; Attitudes – Definition; Attitude Formation, Attitude Change (Persuasion, Cognitive dissonance).

##### **UNIT II: Affective Processes in Social Context ( 20 % weightage)**

Pro-Social behavior – Motives; Responding to an emergency; External and Internal influences on helping behavior.  
Aggression – Perspectives; Causes, Prevention and control of Aggression.

##### **UNIT III: Social Influence and Responding to Social Situations ( 20 % weightage)**

Social facilitation and social loafing  
 Conformity, compliance, obedience  
 Social power; reactance; cultural context of getting influenced or resisting influence  
 Stereotypes and prejudices

**UNIT IV: Group Processes and Collective Behavior ( 20 % weightage)**

Group – Definition; Key components (Status, Roles, Norms, and Cohesiveness); Groups dynamics and effectiveness, Inter group theories  
 Leadership – Definition; Functions; Types of leadership – Democratic, Autocratic, Laissez-faire and Nurturant task leader.

**UNIT V: Social Perception and Applications of Social Psychology**

**( 20 % weightage)**

Social Perception – Definition; Non-verbal Communication – The Basic channels; Impression formation and Impression Management.  
 Applications of Social Psychology – Social Psychology and Health; Social Psychology and the World of Work, Law and Social Psychology.

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-5	Nature and Definition of Social Psychology
6-8	Methods in Social Psychology
9-10	Attitudes
11-12	Social Cognition
13-18	Pro-Social behavior – Motives
19-25	Aggression – Perspectives
26-30	Social facilitation and social loafing
31-37	Conformity, compliance, obedience
38-40	Social power
41-45	Group
46-50	Leadership
51-53	Social Perception
54-60	Applications of Social Psychology

**❖ Essential Readings:**

- ❖ Baron, R. A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
- ❖ Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall. Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
- ❖ Lindgren., C. H. (1981). Introduction to Social Psychology. Mosby.
- ❖ Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
- ❖ Singh., K.A (2015). Social Psychology. Prentice Hall India Learning Pvt. Ltd..
- ❖ Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson

**Additional/Advance/Further Readings:**

## Statistical methods for Psychological Research

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>		<b>Course Duration</b>	One Semester
<b>Semester</b>	III	<b>Contact Hours</b>	60
<b>Course Type</b>	Major course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	As per university rule/30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

### Course objectives:

- To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.

**Course Learning outcomes:** After successful completion of this course students would able

- To understand the nature of stress and learn the skill to identify symptoms demonstrating stress
- To get an insight into the various environmental, social, psychological and physiological concomitants of stress
- To develop skills to reduce the impact of these factors and promote conditions that will reduce stress.
- Students also may develop various skills to manage their stress and improve their quality of life.

### Course Contents:

#### Unit I: Understanding the Statistics

( 20 % weightage)

- Statistics; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Scales of Measurement.
- Frequency Distributions & Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs.

#### Unit II: Measures of Central Tendency

(20 % weightage)

- The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores
- Properties and Comparison of Measures of Central Tendency
- Central Tendency Measures in Normal and Skewed Distributions
- Effects of Linear Transformations on Measures of Central Tendency

#### Unit III: Measures of Variability

(20 % Weightage)

- The Range; The Semi-Interquartile Range

- The Standard Deviation; Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Properties and Comparison of Measures of Variability
- Effects of Linear Transformations on Measures of Variability

**Unit IV: The Normal Probability Distribution: (20 % Weightage)**

- Standard (z) Scores: 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.
- Nature and Properties of the Normal Probability Distribution; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known;
- Divergence from Normality (Skewness and Kurtosis).

**Unit V: Correlation: (20 % Weightage)**

- The Meaning of Correlation; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation;
- Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions concerning Correlation Coefficients.

**Evaluation Process:**

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-5	Statistics; Relevance of Statistics in Psychological Research
6-8	Descriptive and Inferential Statistics
	Scales of Measurement
9-20	Frequency Distributions & Graphic Representation of Data
21-30	The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores
31-34	Properties and Comparison of Measures of Central Tendency
35-40	Central Tendency Measures in Normal and Skewed Distributions
41-43	The Range; The Semi-Interquartile Range
44-46	The Standard Deviation
	Standard (z) Scores
47-50	Nature and Properties of the Normal Probability Distribution
51-55	The Meaning of Correlation
56-60	Calculating Correlation Coefficient

**Essential Readings:**

- ❖ Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
- ❖ Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

❖ Gravetter, F.J. & Wallnau, L.B. (2009). <i>Statistics for the Behavioral Sciences</i> (9 <sup>th</sup> Ed.). USA: Cengage Learning.
❖ King, B.M. & Minium, E. W, (2007). <i>Statistical Reasoning in the Behavioral Sciences</i> (5 <sup>th</sup> Ed.). USA: John Wiley & Sons.
❖ Mangal, S.K. (2012). <i>Statistics in Psychology and Education</i> (2 <sup>nd</sup> Ed.). New Delhi: PHI learning Pvt. Ltd.
<b>Additional/Advance/Further Readings:</b>
❖ McClave.J.T.& Sincich.T.(2005). <i>Statistics</i> .10th Edition. Pearson Publication.
❖ Howitt.D.& Cramer.D.(2020). <i>Understanding Statistics in Psychology with SPSS</i> . Pearson Publication.
❖ Faulkenberry.T.J.(2022). <i>Psychological Statistics</i> . Routledge Publication.

## LIFE SKILLS

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>	2 +0+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	III	<b>Contact Hours</b>	30(L) + 30 (P) Hours
<b>Course Type</b>	Skill Enhancement Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based ( <b>Skill Enhancement courses</b> )		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

### Course Objectives:

1. To familiarize students with and develop three basic life skills i.e., critical thinking skill, personal skill, and social skill in them.
2. To build and enhance students' ability for critical thinking, problem solving, goal setting, interpersonal skills, assertive communication and team building skills

**Course Learning Outcome:** Upon successful completion of this course, students will be able to:

1. Demonstrate good understanding of the three life skills as adaptive and behavioural skills for effective living
2. Become fully self-aware, by helping them to overcome all fears and insecurities.

3. Identify common communication problems and master effective communication skills that can help them manage their lives in a healthy and productive manner
4. Critically analyse and apply the skills ‘to know’ self and others, ‘to be’ and ‘to live together’ in harmony and peace

### Course Content

#### **Unit I: Critical thinking Skill: Learning to know: (25 % weightage)**

*Problem Solving Skills:* meaning of problem and problem solving - Causes and consequences, steps in problem solving- Five W’s (5 why) and 1 H (How) framework

*Critical Thinking skills:* Concept of critical thinking-characteristics and steps involved in critical thinking; strategies- model of critical thinking

#### **Unit II: Personal Skills: Learning to be- (25 % weightage)**

*Goal setting:* meaning and goal setting- short, medium and long term goals. Importance and steps of goal setting- SMART goals

*Interpersonal skills-* meaning and need to develop interpersonal skills; components of interpersonal skills; benefits of effective interpersonal skills

#### **Unit III: Social Skills: Learning to live together: (25 % weightage)**

*Assertive Communication:* meaning of communication and assertive communication - Five W’s (Who, Whom, What, When and Why) and 1 H (How) framework- Different communication styles- strategies of assertive communication

*Team Building:* meaning of team- Difference with Group-Qualities of a team; Stages of team development; effective team building

#### **PRACTICUM CUM WORKSHOP: (25 % weightage)**

- Designed for imparting experiential learning and life skill development (15 hours)

### Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
<b>1- 10</b>	<b>Unit I: Critical thinking Skill: Learning to know</b>
1-5	Problem Solving Skills: meaning of problem and problem solving - Causes and consequences, Steps in problem solving- Five W’s (5 why) and 1 H (How) framework
6-10	Critical Thinking skills: Concept of critical thinking-characteristics and steps involved in critical thinking; strategies- model of critical thinking
<b>11-20</b>	<b>Unit II: Personal Skills: Learning to be-</b>
11-15	Goal setting: meaning and goal setting- short, medium and long term goals. Importance and steps of goal setting- SMART goals
16-20	Interpersonal skills- meaning and need to develop interpersonal skills; components of interpersonal skills; benefits of effective interpersonal skills
<b>21-30</b>	<b>Unit III: Social Skills: Learning to live together:</b>
21-25	Assertive Communication: meaning of communication and assertive communication - Five W’s (Who, Whom, What, When and Why) and 1 H (How) framework- Different communication styles- strategies of assertive communication
25-30	Team Building: meaning of team- Difference with group-Qualities of a team; Stages of team development; effective team building
31-45	<i>Practical</i>
46-50	<i>Tutorials</i>

### Essential Readings:

1. Larry James (2016); “The First Book of Life Skills”; First Edition; Embassy

Books.
2. Shalini Verma (2014); “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company
3. Life Skills Training: Promoting Health and Personal Development: Teacher's Manual G. J. Botvin (1989) Cornell University Medical College, USA.
4. Vikas (Life Skills Manual)- Published by member secretary & executive Director, Karnataka Jnana Assyoga (Karnataka Knowledge Commission) Govt. Of Karnataka, Copy right: 2010 Karnataka JnanaAayoga
<b>Additional/Advance/Further Readings:</b>
1. Life Skills Resource Manual, Schools Total Health Program, (2006), Health Education and Promotion International Inc., Chennai.
2. Manika Ghosh, “Positivity- a way of life”, Published by Orient Blackswan Pvt Ltd

### **SPORTS AND EXERCISE PSYCHOLOGY**

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	III	<b>Contact Hours</b>	30 (L) +30 (P) Hours
<b>Course Type</b>	Skill Enhancement Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

#### **Course Objectives:**

- Introduce sport and exercise psychology, emphasizing its history, definition, and practical applications.
- Explore specialties within sport psychology and roles of sport psychologists in teaching, research, and consultation.
- Examine personality assessment and research in sports.
- Discuss motivation concepts and strategies for fostering motivation in athletes.
- Introduce psychological skills training and stress management techniques for enhancing performance and well-being in sports.

#### **Course Learning Outcomes:**

- Understand the fundamentals and applications of sport and exercise psychology.
- Recognize the roles and specialties within sport psychology.



- Apply personality assessment and research techniques in sports contexts.
- Implement motivation strategies for athletes.
- Utilize psychological skills training and stress management techniques to enhance performance and well-being in sports.

## Course Content

### Unit I: Introduction

(25 % weightage)

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

### Unit II: Personality and sports

(25 % weightage)

Why study personality in sport?  
 Approaches to personality  
 Assessment of personality  
 Personality research in sport and exercise

### Unit III: Motivation and sports

(25 % weightage)

Motivation: Definition and views  
 Guidelines for building motivation  
 Achievement motivation and competitiveness

Developing achievement motivation and competitiveness in sportspersons

### Unit IV: Enhancing performance and self-confidence, well-being and sports

(25 % weightage)

Psychological skills training (PST): why PST is important? PST knowledge base and its effectiveness  
 Phases of PST programmes: Education, acquisition and practice  
 Designing and implementing a PST program: Common problems in implementing PST programmes  
 Defining self-confidence, assessing and building self-confidence  
 Emotions and Well-being,  
 Coping with Stress: Yoga, meditation, Happiness & Optimism

## Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-3	History of sport and exercise psychology
4-7	Sport psychology specialties: Clinical-sport psychology, Educational psychology
8-12	Role of exercise and sport psychologists-the teaching, research and consultation Bridging science and practice
13-14	Why study personality in sport?
15-17	Approaches to personality
18-22	Assessment of personality Personality research in sport and exercise
23-28	Motivation: Definition and views Guidelines for building motivation
29-33	Achievement motivation and competitiveness Developing achievement motivation and competitiveness in sportspersons
34-36	Psychological skills training
37-40	Emotions and Well-being,

**Essential Readings:**

- ❖ Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.
- ❖ Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc
- ❖ Cratty, B. J. (1989). Psychology in contemporary sport (3rd ed). Prentice Hall.
- ❖ Suinn, R. M. (1980). Psychology in sports: Methods and applications. Macmillan

**Additional/Advance/Further Readings:**

## Cyberbullying

<b>Course Code</b>		<b>Credits</b>	03
<b>L + T + P</b>		<b>Course Duration</b>	One Semester
<b>Semester</b>	III	<b>Contact Hours</b>	45
<b>Course Type</b>	Multidisciplinary Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>			
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	As per university rule/30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

**Course objectives:**

- The primary objective of the course is to give a complete idea on cyberbullying, discuss different forms of cyberbullying and how to address them in an efficient manner.

**Course Learning outcomes:** After successful completion of this course students would be able to Know

- ❖ The nature definition and the Conceptual frame of Cyber Psychology
- ❖ The importance of Ensuring Safe Cyber-Space
- ❖ The nature of Cyber jurisprudence
- ❖ The implications of Positive Environment
- ❖ They will be equipped with the essential skills, knowledge, and competencies to decrease bullying in education.
- ❖ The significance of impairment of Rights

**Course Contents:**

**Unit-I: Cyber Bullying: An introduction**

**(25 % Weightage)**

Definition of Cyberbullying

Bullying or testing – General characteristics – Types of Bullying

Effects of cyberbullying: Psychological and others

**Unit-II: Factors of Cyberbullying** (25 % Weightage)

The role of gender, environmental influences, media authority figures – clueless parents – Heroic policeman- civil liberties for perpetrators.

**Unit-III Prevention and Management** (25 % Weightage)

Harmonious solutions – Pragmatic and comprehensive solutions

Practical solution- online limitations – building proficiency at home – raising student awareness of censorship

Tips for parents, Organization and victims

**Unit-IV: Law and Cyberbullying** (25 % Weightage)

The law related to cyberbullying

Legal literacy

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-3	Definition of Cyberbullying
4-8	Bullying or testing – General characteristics – Types of Bullying
9-11	Effects of cyberbullying: Psychological and others
12-16	The role of gender, environmental influences, media authority figures
17-22	Harmonious solutions
23-30	Practical solution
31-40	The law related to cyberbullying
41-45	Legal literacy
<b>Essential Readings:</b>	
<ul style="list-style-type: none"> <li>❖ Shaheen Shariff: 2008, Cyber Bullying, Routledge Taylor &amp; Francis Group, London and New York, British Library, cataloging in publication data.</li> <li>❖ Apple M.W. (1990) Ideology and Curriculum, 2nd edition, New York Routledge.</li> <li>❖ Harris S and Perrie G (2002) A study of bullying in the middle school, National Association of Secondary school principals(NASSP).</li> </ul>	
<b>Additional/Advance/Further Readings:</b>	
<ul style="list-style-type: none"> <li>❖ Debby Russell and Sr. G.T Gangemi, "Computer Security Basics (Paperback)", 2nd Edition, O' Reilly Media, 2006.</li> <li>❖ Thomas R. Peltier, "Information Security policies and procedures: A Practitioner's Reference", 2nd Edition Prentice Hall, 2004.</li> <li>❖ Kenneth J. Knapp, "Cyber Security and Global Information Assurance: Threat Analysis and Response Solutions", IGI Global, 2009.</li> <li>❖ Thomas R Peltier, Justin Peltier and John Blackley," Information Security Fundamentals", 2nd Edition, Prentice Hall, 1996</li> </ul>	

## PSYCHOLOGY OF HUMAN DEVELOPMENT

<b>Course Code</b>		<b>Credits</b>	03
<b>L + P+T</b>	2+0+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	III	<b>Contact Hours</b>	30(L) + 15 (T) Hours
<b>Course Type</b>	Discipline Based Multidisciplinary courses		

<b>Nature of the Course</b>	Theory
<b>Special Nature/ Category of the Course (if applicable)</b>	Multidisciplinary courses; Skill Based
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignments, Group discussion, presentations by students)</i>
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) - 70% - End Term External Examination (University Examination)

### Course Objectives:

- ❖ To provide an introduction to the scientific study of human development across the lifespan.
- ❖ To focus on human development as it progresses across various psychological stages and ages
- ❖ To understand the developmental task and human development during the infancy, childhood years, adolescence and adulthood

**Course Learning Outcomes:** Upon successful completion of the course students will be able to:

- ❖ Critically evaluate and apply the concept and theories of human development to everyday life context
- ❖ Demonstrate understanding about human life span and factors that could influence one's development.
- ❖ Demonstrate understanding and analyse about the various stages in physical, cognitive, emotional and social development in infancy, childhood, adolescence, adulthood and old age

### Course Content

#### **Unit I: Introduction to human development and its determinants:(20% weightage)**

Concepts of growth and maturation. Developmental stages.

#### **Unit II: Infancy: (20% weightage)**

Sensory and perceptual development; language, emotional and social development.

#### **Unit III: Childhood: (20% weightage)**

Developmental tasks. Cognitive, social, emotional and moral development.

#### **Unit IV: Adolescence: (20% weightage)**

Developmental tasks; physical and psychological changes; development of identity.

#### **Unit V: Adulthood and old age: (20% weightage)**

Developmental tasks; adjustment problems and specific issues

### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-6	<b>Introduction to human development and its determinants</b>
1-3	Concepts of growth and maturation.
4-6	Developmental stages.
7-12	<b>Unit II: Infancy</b>
7-8	Sensory and perceptual development;
9	Language development
10-12	Emotional and social development.

13-18	<b>Unit III: Childhood</b>
13-14	Developmental tasks.
15-18	Cognitive, social, emotional and moral development.
18-23	<b>Unit IV: Adolescence</b>
18-19	Developmental tasks;
19-23	physical and psychological changes; development of identity
24-30	<b>Unit V: Adulthood and old age</b>
24-25	Developmental tasks;
26-30	adjustment problems and specific issues
31-45	Tutorial

**Essential Readings:**

1. Berk, L. E. (2004). *Development through the Life Span*. New Delhi: Pearson Education
2. Hurlock, E. B. (1980). *Developmental psychology: A life span approach*. New Delhi: Tata McGraw Hill.
3. Bornstein, M. H., & Lamb, M. E. (1999). *Developmental Psychology: An advanced Textbook* (4<sup>th</sup> Edition). New Jersey: Lawrence Elbaum Associates □
4. Santrock, J. W. (1999). *Life-span development*. New York: McGraw Hill.

**Additional/Advance/Further Readings:**

1. Berk, L. E. (1994). *Child development*. New Delhi: Prentice Hall.
2. Bhutt, G. (1990). *Vikasatmak manovigyan*. Delhi: Delhi University.
3. Kaluger, G. S., & Kaluger, M. F. (1984). *Human development: The span of life*, (3rd edition). St. Louis: Times mirror.
4. Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood & adolescence*. Belmont: Thomson Higher Education.

## SEMESTER-IV

### INTRODUCTION TO PSYCHOLOGICAL RESEARCH METHODS

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	(L +P) +T= (3)+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	IV	<b>Contact Hours</b>	L+P(40 + 10) + 15 (T)
<b>Course Type</b>	Major/Minor		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Discipline based Skill enhancement course		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignment, Group discussion, Assignments, presentations by students)</i>		
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) - 70% - End Term External Examination (University Examination)		

#### Course Objectives:

- ❖ To offer an introductory course in Research Methods that focuses on the basics of scientific methods as used by a psychologist to study human behavior
- ❖ To introduce basic principles and fundamental methodologies of different types of experimental designs and research methods in psychology.

**Course Learning Outcomes:** Upon successful completion of the course students will be able to:

- ❖ Demonstrate strong foundation in the basics of psychological research and experimental methods
- ❖ To define and conduct an experiment and describe the purposes and advantages of experimental research.
- ❖ Demonstrate, analyse and apply the basics principles of experimentation and ethical research in psychology

#### Course Content:

**Unit I: Overview of psychological research: (15 % Weightage)**

Contributions of research to scientific understanding, testable and untestable hypotheses; basic processes, pitfalls, and precautions in conducting research.

**Unit II: Explanation in scientific psychology: (20 % Weightage)**

the basic “scientific method,” and the development of scientific theories or hypotheses; roles of induction and deduction in the progression of scientific knowledge; variables, intervening variables and their functions; criteria for a “good” scientific theory; basic verses and applied forms of research.

**Unit III: Exploring the basics of experimentation (25 % Weightage)**

Definition, purposes and advantages of experimental research. “Causality” and causal hypotheses; types of control used in a psychological experiment; basic experimental designs; independent and dependent variables; threats to “internal validity”; ways to reduce experimental error; Validity and reliability in psychological research

**Unit IV: Experimental design: (20 % Weightage)**

Between-subjects and within-subjects designs- strengths, weaknesses, and precautions relevant to each; “levels” and “treatments”

**Unit V: Conducting ethical research: (20 % Weightage)**

Basic information regarding the ethics of human research; principles of informed consent and understand the functioning of Institutional Review Boards.

### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit I: Overview of psychological research:</b>
1	Contributions of research to scientific understanding,
2-3	testable and untestable hypotheses
4-9	basic processes, pitfalls, and precautions in conducting research
10-16	<b>Unit-II: Explanation in scientific psychology</b>
10	the basic “scientific method,”
11	the development of scientific theories or hypotheses
12-13	roles of induction and deduction in the progression of scientific knowledge;
14	variables, intervening variables and their functions;
15	criteria for a “good” scientific theory;
16	basic verses and applied forms of research
17-24	<b>Unit III: Exploring the basics of experimentation</b>
17-18	Definition, purposes and advantages of experimental research.
19	“causality” and causal hypotheses;
20-21	types of control used in a psychological experiment;
22-23	basic experimental designs; independent and dependent variables; threats to “internal validity”;
24-26	ways to reduce experimental error; Validity and reliability in psychological research
27-31	<b>Unit IV: Experimental design:</b>
27-29	Between-subjects designs- strengths, weaknesses, and precautions relevant to each; “levels” and “treatments”
30-31	Within-subjects designs- strengths, weaknesses, and precautions relevant to each; “levels” and “treatments”
32-40	<b>Unit V: Conducting ethical research</b>
32-35	Basic information regarding the ethics of human research;
36-37	principles of informed consent
38-40	understand the functioning of Institutional Review Boards.
41-50	Practicum
51-65	Tutorial

### Essential Readings:

- ❖ □ Elmes, Kantowitz, & Roediger (8th or 9th edition). Research Methods in Psychology, .
- ❖ □ Bridget, S. & Cathy, L. (Eds.) (2008). Research methods in the social sciences. New Delhi: Vistaar Publication.
- ❖ Broota, K.D. (1992). Experimental Design in Behavioural Research. ND: New Age International Pub. □
- ❖ Kerlinger, N. F. (2017) Foundation in Behavioural Research. India: Surjeet Publications
- ❖ Heimen, G. W. (2002). Research methods in psychology (3rd ed.). Houghton Mifflin Harcourt Publishing Company.

### Additional/Advance/Further Readings:

- ❖ Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th ed.). London: RoutledgeFalmer
- ❖ Dawson, C. (2002). The practical research methods: A user-friendly guide to mastering research techniques and projects. UK: How to Books Ltd.
- ❖ Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Research methods in psychology (4th ed.). Retrieved from <https://tinyurl.com/RMiP4> Open (free) textbook available from the course Blackboard.

## System and Schools of Psychology

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>		<b>Course Duration</b>	One Semester
<b>Semester</b>	IV	<b>Contact Hours</b>	60
<b>Course Type</b>	Major Course		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>			
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>			

### Course objectives:

- This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.
- Review the development of psychological thought and introduce the issues and debates in contemporary psychology.

**Course Learning outcomes:** After successful completion of this course students would able to

- ❖ Develop a working knowledge of Psychological contents, areas and applications of psychology
- ❖ Apply psychological principles to understand personal as well as social issues and problems

### Course Contents:

#### Unit- 1 : Understanding Psyche

(20 % Weightage)

Debates and Issues: (a) Free will and determinism; (b) Empiricism and rationality; (c) Issues of Consciousness and Mind Body Relationship (Each of these debates and issues to be dealt with from the point of view of an East-West Comparison; Eastern perspective will include Yoga and Vedantic view)

#### Unit 2: Early Schools of Psychology

(20 % Weightage)

Associationism, Structuralism and Functionalism (Brief Introduction); Positivist Orientation: From behaviorism to cognition: Key contributions of Watson, Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model.



**Unit -3: Psychoanalytic and Neo Psychoanalytical ( 20 % Weightage)**

Freudian Psychoanalysis, The turn towards ‘social’ – Adler, Jung, Fromm, Ego, psychology – Erik Erikson, Object relations; Cultural psychoanalysis (Sudhir Kakar).

**Unit -4: Humanistic and Existential ( 20 % Weightage)**

Humanistic viewpoints (Maslow and Rogers), Existential viewpoints ( Rollo May, Fritz Perl’s)

**Unit -5: Contemporary Developments ( 20 % Weightage)**

Feminism and social constructionism, Integrative approach

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-7	Debates and Issues
8-9	Associationism
10-15	Structuralism and Functionalism
16-20	Structuralism and Functionalism
21-24	Freudian Psychoanalysis
25-30	The turn towards ‘social’ – Adler, Jung, Fromm
31-33	Ego Psychology
34-35	Object relations
36-37	Cultural psychoanalysis (Sudhir Kakar)
38-42	Humanistic viewpoints
43-48	Existential viewpoints
49-54	Feminism and social constructionism
55-60	Integrative approach

**Essential Readings:**

- ❖ Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology*, Vol.11(2):147-151.
- ❖ Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist*,40, 266-275.
- ❖ Kakar, Sudhir. (2006). Culture and Psychoanalysis: A Personal Journey. *Social Analysis*, Volume 50, Number 2, Summer 2006, pp.25-44.
- ❖ King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context*. (4th Ed.). Pearson education
- ❖ Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.
- ❖ Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- ❖ St. Clair, Michael. (1999). *Object Relations and Self-Psychology: An Introduction*. Wadsworth Publishing Company.
- ❖ Schultz & Schultz (1999). *A History of Modern Psychology*. Harcourt College Publishers/ Latest edition available.

**Additional/Advance/Further Readings:**

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

## PSYCHOLOGICAL DISORDERS AND THERAPIES

<b>Course Code</b>		<b>Credits</b>	4
<b>L + T + P</b>	(L+P)+(T)=(3)+(1)	<b>Course Duration</b>	One Semester
<b>Semester</b>	IV	<b>Contact Hours</b>	L+P(40+10)+ 10 (T) Hours
<b>Course Type</b>	Major Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course</b>	Skill based/Value Based		
<b>Methods of Content Interaction</b>	<i>Lecture, Tutorials, Group discussion, seminar, presentations by students</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

### Learning Objectives

- ❖ To impart preliminary knowledge about psychological disorders prevalent in society
- ❖ To develop an understanding of diagnostic criteria for psychological disorders
- ❖ To attain an overview of the role of various therapies in dealing with psychological disorders

### Learning outcomes

- ❖ After doing this course the student will be able to
- ❖ To identify clinical picture of various psychological disorders
- ❖ Categorize and diagnose disorders according to the current diagnostic systems
- ❖ To understand and appreciate the role of psychological first aid and therapies in treatment of psychological disorders

### UNIT I: Psychological disorders (20 % Weightage)

Psychological disorders: classifications and psychological assessment of psychological disorders (Mental status examination, clinical interview, case history, tests and behavioural assessment)

### UNIT II: Clinical features and etiology of psychological disorders I (20 % Weightage)

Generalized anxiety disorder, obsessive compulsive disorder, depressive disorders (major depressive disorder, persistent depressive disorder), bipolar disorders (bipolar I, Bipolar II and Cyclothymia),

### UNIT III: Clinical features and etiology of Psychological Disorders II (20 % Weightage)

Intellectual development disorder, autism spectrum disorder, attention deficit and hyperactivity disorder and Conduct Disorder

### UNIT IV: Psychotherapy (25 % Weightage)

Definition and objectives, Brief description of psychoanalysis, behaviour therapy, cognitive behaviour therapy, family therapy, group therapy supportive therapy, crisis intervention and ethical issues in therapy.

### UNIT V: Behavioural Medicine (10% Weightage)

Pharmacotherapy: antipsychotics, antidepressants, antianxiety, mood stabilizer, selective serotonin reuptake inhibitors and electroconvulsive therapy

**PRACTICUM: (5% weightage)**

**Suggestive practical**

Using the clinical interview to take the case history of a client

Screening for psychological disorders such as generalized anxiety disorder, obsessive compulsive disorder, depressive disorders, intellectual development disorder, autism spectrum disorder and attention deficit and hyperactivity disorders using tests, checklists

Conductive demographic survey to identify individuals at risk of developing psychological disorders.

**Content Interaction Plan:**

<b>Lecture cum Discussion (Each session of 1 Hour)</b>	<b>Unit/Topic/Sub-Topic</b>
<b>1- 7</b>	<b>UNIT I: Psychological disorders</b>
1	Classifications
2-3	Assessment
4-5	Mental status examination
6	Clinical interview
7	Tests and behavioural assessment
<b>8- 25</b>	<b>UNIT II: Clinical features and etiology of psychological disorders I</b>
8-10	Generalized anxiety disorder
11-13	obsessive compulsive disorder
14-16	major depressive disorder
17-19	persistent depressive disorder
20-21	Bipolar I
22-23	Bipolar II
24-25	Cyclothymia
<b>26-31</b>	<b>UNIT III: Clinical features and etiology of Psychological Disorders II</b>
26-27	Intellectual development disorder
27-28	Autism spectrum disorder
29-30	Attention deficit and hyperactivity disorder
30-31	Conduct Disorder
<b>32- 46</b>	<b>UNIT IV: Psychotherapy</b>
32	Definition and objectives
33-34	Brief description of psychoanalysis
35-37	Behaviour therapy
38-40	Cognitive behaviour therap.
41-42	Family therapy
43	Group therapy
44	Supportive therapy
45-	Crisis intervention
46	Ethical issues in therapy
<b>47-49</b>	<b>UNIT V: Behavioural Medicine</b>
47	Pharmacotherapy: antipsychotics, antidepressants, antianxiety,
48	Mood stabilizer, Selective serotonin reuptake
49	Electroconvulsive therapy
50-60	<i>Practical</i>
61-70	<i>Tutorials</i>

**Essential Readings:**

- Hooley, J. M., Butcher, J. N., Nock, M. K., Mineka, S., & Kapur, P. (2018). *Abnormal psychology* (17th ed.). New Delhi: Pearson Education.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders: DSM-5-TR*. Washington, DC

**Additional/Advance/Further Readings:**

- Harrison, P., Cowen, P., Burns, T., & Fazel, M. (2018). *Shorter Textbook of Psychiatry* (7<sup>th</sup> edition). Oxford University Press
- Corey, G. (2012). *Theory and Practice of Counselling and Psychotherapy* (11<sup>th</sup> edition), Cengage Learning.
- Gladding, S. T. (2021). *Theories of Counselling* (3<sup>rd</sup> edition), Rowman and Littlefield

## Practical/s

<b>Course Code</b>		<b>Credits</b>	02
<b>L + T + P</b>		<b>Course Duration</b>	One Semester
<b>Semester</b>		<b>Contact Hours</b>	
<b>Course Type</b>	Major Course		
<b>Nature of the Course</b>	Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	50%- Report Submission 50%- Practical conduct No CIA, Only university examination		

**Course objectives:**

- ❖ Ability to administer, analyses and interpret results from various psychological tools.
- ❖ Expanded knowledge of various assessment procedure
- ❖ Learning regarding conduction of experiments

**Course Learning outcomes:** After successful completion of this course students would able to

- To nurture the ability in students to understand himself/herself and other persons.
- To develop the skills of testing and scientific reporting in psychology.
- To familiarize the students to various psychological tests and assessment tools.
- To generate an interest in working of the community with a psychological outlook

**Course Contents:****PART I****Attention**

1. Span of attention
2. Set in attention

3. Division of attention

**Perception**

4. Colour blindness test

**Illusion**

5. Muller-Lyre Illusion

Motivation

6. Level of aspiration

7. Knowledge of result

**Part-II**

**Memory**

1. Immediate memory span

2. PGI Memory Scale

3. Wechsler Memory Scale

**Intelligence:**

Binet Simon Test

WAISIII

Objective and Projective test of personality

Neuropsychological Test

*Each student is required to conduct a minimum of 3 experiments and 3 tests from the above and submit record for evaluation at the end of the semester.*

<p>❖ <b>Essential Readings:</b></p> <ul style="list-style-type: none"><li>❖ Anastasi, A., &amp; Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.</li><li>❖ Postman. L.F. &amp;Fagan, J.P.(1949).Experimental Psychology. An introduction. New York: Harper and Brother Publishers.</li><li>❖ Woodworth,R.S., &amp; Schlosberg, H. (1965).Experimental Psychology. New York: Methen and Co.Lt</li></ul>
<p><b>Additional/Advance/Further Readings:</b></p> <ul style="list-style-type: none"><li>❖ Ronald Jay Cohen., &amp; Mark E. Swerdlik (2018). Psychological testing and assessment. McGraw Hill Education (India) Private Limited</li></ul>

## SEMESTER-V

### CLINICAL PSYCHOLOGY

<b>Course Code</b>		<b>Credits</b>	4
<b>L + T + P</b>	(L +P) +T= (3)+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	V	<b>Contact Hours</b>	L(45) + 15 (T)
<b>Course Type</b>	Major/ Minor		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	<b>Value Based</b> (Human Values /Ethics/ Constitutional Values etc.); Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignments, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of practicum marks depends upon the course instructor. - 70% - End Term External Examination (University Examination)		

#### Course Objectives:

- ❖ To offer students an introductory course on clinical psychology and provide an overview of the field of clinical psychology
- ❖ To introduce and discuss the risk factors, causes of abnormal behaviour as well as the classification of mental disorder along with their management.
- ❖ To provide the nature and scope of clinical psychology

**Course Learning Outcomes:** Upon successful completion of the course the students will be able to:

- ❖ Grasp the nature and scope of the domain and demonstrate adequate knowledge and understanding of abnormal behaviour and mental disorder
- ❖ Develop insight on various categories of psychological disorders with an emphasis on diagnosis and prognosis
- ❖ Describe and explain the concepts, assessment, classification and management of mental/ psychological disorders.

#### Course Content

##### **Unit- I Causes and risk factors for abnormal behavior (20% weightage)**

Diathesis- Stress Models, the biological viewpoint and biological causal factors, the impact of biological viewpoint, the psycho- social viewpoints- the psychodynamic perspectives, the behavioral perspective, the cognitive behavioral perspective., psycho-social causal factors

##### **Unit-II Classification and assessment of mental disorder (20% weightage)**

DSM IV-TR and ICD-10, purpose of clinical assessment, psychological assessment procedures- interviews, personality tests, and self- report inventories, projective personality tests, biological assessment procedures- brain imaging techniques. history and mental status examination

##### **Unit- III Psychotic and Neurotic spectrum disorders (20% weightage)**

Schizophrenia, mood disorders, schizophreniform disorder, schizoaffective disorder, delusional disorder and shared psychotic disorder, brief psychotic disorder and cultural bound syndromes; Generalized anxiety disorder, obsessive compulsive

disorder, post-traumatic stress disorder, panic disorder, phobias, dissociative disorder, hypochondriasis

**Unit-IV Personality disorders (20% weightage)**

Clinical features, categories, and management of personality disorders.

**Unit -V Management of psychological disorders (20% weightage)**

Psychoanalysis, client-centered therapy, cognitive behavior therapy, behavior therapies, Group therapy, psychopharmacology

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit- I Causes and risk factors for abnormal behaviour</b>
1-3	Diathesis- Stress Models, the biological viewpoint and biological causal factors, the impact of biological viewpoint,
4-6	the psycho- social viewpoints- the psychodynamic perspectives, the behavioural perspective,
7-9	the cognitive behavioural perspective., psycho-social causal factors
10-18	<b>Unit-II Classification and assessment of mental disorder</b>
10-12	DSM IV-TR and ICD-10, purpose of clinical assessment,
13-15	psychological assessment procedures- interviews, personality tests, and self- report inventories, projective personality tests,
16-18	biological assessment procedures- brain imaging techniques. history and mental status examination
19-27	<b>Unit- III Psychotic and Neurotic spectrum disorders</b>
19-20	Schizophrenia, mood disorders, schizophreniform disorder, schizoaffective disorder,
21-22	delusional disorder and shared psychotic disorder, brief psychotic disorder and cultural bound syndromes;
23-24	Generalized anxiety disorder, obsessive compulsive disorder, post-traumatic stress disorder,
25-27	panic disorder, phobias, dissociative disorder, hypochondriasis
28-36	<b>Unit-IV Personality disorders</b>
28-30	Clinical features,
31-33	Ccategories,
34-36	Major health concerns and management- heart disease, hypertension, stroke, diabetes, cancer, HIV/AIDS
<b>37-45</b>	<b>Unit -V Management of psychological disorders</b>
37-39	Psychoanalysis, client-centered therapy,
40-42	cognitive behaviour therapy, behaviour therapies,
43-45	Group therapy, psychopharmacology
46-60	<b>Tutorial</b>

**Essential Readings:**

1. Barlow D. H. (2011) The Oxford Handbook of Clinical Psychology, Oxford University Press.
2. Carson R. C., Butcher J. N. Mineka S. & Hooley J. M. (2012) Abnormal Psychology, 13<sup>th</sup> Edition, Pearson.
3. Sadock J. & Sadock V. A. (2007) Synopsis of Psychiatry, Behavioural Science/Clinical Psychiatry (10<sup>th</sup> ed) , Lippincott Williams & Wilkins.
4. Oltamanns T. F. & Emery R.E. (2012) Abnormal Psychology, Pearson (Boston)
5. Strauss E., Sherman E. M. S. (2006) A Compendium of Neuropsychological

Tests- Administration, Norms & Commentary (3<sup>rd</sup> ed), Oxford

**Additional/Advance/Further Readings:**

1. American Psychological Association (2000) Diagnostic and Statistical Manual of Mental Disorders (4th .ed.) Text Revision (DSM-1V-TR). New Delhi: Jaypee Brothers' Medical Publishers (p) Ltd.
2. World Health Organization (1992) ICD-10, Classification of Mental and Behavioural Disorders- Clinical Description and Guidelines

## LIFE SPAN DEVELOPMENT

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	(L +P) +T= (3)+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	V	<b>Contact Hours</b>	L(45) + 15 (T)
<b>Course Type</b>	Major/Minor		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	<b>Value Based</b> (Human Values /Ethics/ Constitutional Values etc.); Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignments, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) - 70% - End Term External Examination (University Examination)		

**Course Objectives:**

1. To cover the concepts, principles and perspectives of human development to impart understanding of how human behavior evolves over life span.
2. To focus on the cognitive; personal and moral; emotional and social development that takes place in the human life span.

**Course Learning Outcomes:** Upon successful completion of the course students will be able to:

1. Demonstrate good understanding about the concept, principles and perspectives of human development
2. Explain the biological, psychological and social changes happening in due course of human life and what are their psychological implications
3. Critically evaluate and apply the concept and theories of cognitive; personal and moral; emotional and social development in everyday life context

**Course Content**

**Unit I: Introduction to Human Development: (20% weightage)**

Meaning of development; Perspectives on development; Principles of growth and maturation; Development of stages; Determinants of development (biological, sociological, cultural and personal); Developmental issues



**Unit II: Perspectives of Development: (20% weightage)**

Psychoanalytical: Views of Erich Ericson, Freud Cognitive perspective: View of Piaget, Vygotsky, Information processing, Behavioural/Social Cognitive Perspective: Views of Pavlov, Skinner and Bandura

Ethological perspective: Lorenz, Bowlby Ecological Perspective:

Bronfenbrenner- Micro-system, meso-system, exo-system, Macro-systems, Chrono-systems

**Unit III: Cognitive Development: (20% weightage)**

Sensory and Perceptual Development, Development of language and thinking; Development of Attention, Memory, and Information processing

**Unit IV: Personal and Moral Development: (20% weightage)**

Development of Self, Development of Identity, Mid-life Crisis, Personality and successful aging, Perspective on Moral Development, Moral reasoning, Moral behaviour, Changes in moral reasoning; Influences on moral development

**Unit V: Emotional and Social Development: (20% weightage)**

Development of Attachment; Early emotional development, social network, Development of family and Peer Relationship, Parenting Styles and Social Development; Socialization in Indian Context

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit I: Introduction to Human Development</b>
1	Meaning of development; Perspectives on development;
2-3	Principles of growth and maturation;
4	Development of stages;
5-7	Determinants of development (biological, sociological, cultural and personal)
8-9	Developmental issues
10-18	<b>Unit II: Perspectives of Development</b>
10-11	Psychoanalytical: Views of Erich Ericson, Freud Cognitive perspective: View of Piaget, Vygotsky
12-14	Information processing, Behavioural/Social Cognitive Perspective: Views of Pavlov, Skinner and Bandura
15-16	Ethological perspective: Lorenz, Bowlby
17-19	Ecological Perspective: Brofenbrenner- Micro-system, meso-system, exo-system, Macro-systems, Chrono-systems
20-28	<b>Unit III: Cognitive Development</b>
20-21	Sensory and Perceptual Development,
22-23	Development of language and thinking;
24-25	Development of Attention,
26-28	Development of Memory, and Information processing
29-37	<b>Unit IV: Personal and Moral Development</b>
29-30	Development of Self, Development of Identity,
31-32	Mid-life Crisis, Personality and successful aging,
33-34	Perspective on Moral Development, Moral reasoning, Moral behaviour,
35-37	Changes in moral reasoning; Influences on moral development
<b>38-45</b>	<b>Unit V: Emotional and Social Development</b>
38-39	Development of Attachment;
40-41	Early emotional development, social network,
42-43	Development of family and Peer Relationship,
44-45	Parenting Styles and Social Development; Socialization in Indian Context
46-60	<b>Tutorial</b>

**Essential Readings:**

1. Berk, L. E. (2004). *Development through the Life Span*. New Delhi: Pearson Education
2. Hurlock, E. B. (1980). *Developmental psychology: A life span approach*. New Delhi: Tata McGraw Hill.
3. Bornstein, M. H., & Lamb, M. E. (1999). *Developmental Psychology: An advanced Textbook* (4<sup>th</sup> Edition). New Jersey: Lawrence Elbaum Associates □
4. Santrock, J. W. (1999). *Life-span development*. New York: McGraw Hill.

**Additional/Advance/Further Readings:**

1. Berk, L. E. (1994). *Child development*. New Delhi: Prentice Hall.
2. Bhutt, G. (1990). *Vikasatmak manovigyan*. Delhi: Delhi University.
3. Kaluger, G. S., & Kaluger, M. F. (1984). *Human development: The span of life*, (3rd edition). St. Louis: Times mirror.
4. Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood & adolescence*. Belmont: Thomson Higher Education.
5. Seigel, D. J. (2012). *Developing Mind: How relationship and the brain interact to shape who we are*, (2nd ed.). New York: The Guilford Press

## INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Course Code		Credit	04
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	V	<b>Contact Hours</b>	60 Hours
<b>Course Type</b>	Major / Minor		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

### **Course Objectives:**

- Understanding Organizational Behavior Dynamics
- Problem Identification and Resolution Skills
- Comprehension of Human Behavior in Workplace Settings
- Exploration of Leadership Theories and Practices
- Emphasis on Positive Organizational Behavior

### **Course Learning Outcomes:**

- Students will develop a comprehensive understanding of the factors influencing individual and group behavior within organizational settings.
- Students will be proficient in recognizing common problems encountered in work environments and applying appropriate strategies for resolution.
- Students will be able to analyze and interpret various aspects of human behavior, including attitudes, motivations, and behaviors, in organizational settings.
- Students will acquire knowledge of traditional and contemporary leadership approaches, enabling them to critically evaluate leadership practices and address emerging challenges in leadership roles.
- Students will understand concepts such as organizational culture, power dynamics, and positive psychology interventions, fostering environments conducive to employee well-being and productivity.

### **Course Contents:**

#### **Unit 1: Introduction**

**(20% weightage)**

Meaning of Industrial/Organizational Psychology

Historical antecedents of Organizational Behavior

Contemporary Trends and Challenges

Organizational Behavior: Challenges in the Indian Setting

#### **Unit 2: Individual level processes**

**(20% weightage)**

Employee attitudes: Job satisfaction, Organizational Commitment,

Organizational Citizenship Behaviour

Work Motivation

I. Early theories: Maslow, McClelland, Two factor

II. Contemporary theories: Goal setting, Equity, Expectancy

III. Applications: Job Characteristics Model, Job redesign, MBO

**Unit 3: Dynamics of Organizational Behavior (20% weightage)**

Organizational Culture

Power and Politics: Influence, empowerment, sexual harassment, organizational politics.

Positive Organizational Behavior

**Unit 4: Leadership (20% weightage)**

Basic approaches: Trait theories, Behavioral theories, Contingency theories

Contemporary Issues: Inspirational approaches to leadership,

Contemporary leadership roles, Challenges to the leadership construct

Indian perspective

**Unit 5: Positive Organizational Behavior (20% weightage)**

Optimism (Psy Cap); Emotional Intelligence; PERMA; Self-efficacy and Work-Life balance.

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-8	Meaning of Industrial/Organizational Psychology
9-13	Historical antecedents of Organizational Behavior
14-17	Contemporary Trends and Challenges
18-22	Organizational Behavior: Challenges in the Indian Setting
23-28	Employee attitudes: Job satisfaction, Organizational Commitment
29-32	Work Motivation
33-35	Organizational Culture
36-39	Power and Politics
40-43	Positive Organizational Behavior
44-48	Basic approaches: Trait theories, Behavioral theories, Contingency theories
49-52	Contemporary Issues: Inspirational approaches to leadership
53-55	Contemporary leadership roles, Challenges to the leadership construct
56	Optimism (Psy Cap);
57	Emotional Intelligence
58	PERMA; Self-efficacy
59-60	Work-Life balance.

**Essential Readings:**

- ❖ Chatterjee, N. R. (1967). Psychology in Industry. New Delhi: University of Delhi.
- ❖ Ghosh, P. K. &Ghorpade, M. B. (Year). Industrial Psychology, (Latest Edition) Himalaya Publishing: Bombay.
- ❖ Harrell, T. W. (Year). Industrial Psychology.Indian Edition.Oxford and IBH. Calcutta.
- ❖ Kumar, A. (2000). Organizational Behaviour.Anmol Publication.
- ❖ McCormick, E. J. &Ilgen, D. (1984). Industrial Psychology. Prentice-Hall India Pvt. Ltd., New Delhi.

**Additional/Advance/Further Readings:**

- ❖ Mohanty, G. (1988). Textbook of Industrial and Organizational Psychology.Oxford and IBH publishing Co. New Delhi.
- ❖ Robbins, S. P. & Judge, T.A., Vohra, N (2020). Organizational behavior.18th

Edition. New Delhi: Pearson Education.

- ❖ Robbins, S. P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. 7th Edition. SNew Delhi: Prentice Hall of India.

## PSYCHODIAGNOSTICS

Course Code		Credits	02
L+T+P	1+01	Course Duration	One semester
Semester	V	Contact Hours	20(L)+ 20(P)
Course type	Major Courses		
Nature of the course	Theory cum Practical		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 20%- Report submission and evaluation 50%- End term Examination ( University Examination)		

### Course objectives

- ❖ To impart conceptual knowledge of psycho diagnostics, domain and purpose
- ❖ To acquaint the students with the procedure of psychological testing, of intellectual, cognitive abilities, and Personality in clinical setting
- ❖ To develop and understanding of the multiple methods of clinical assessment

### Course Learning outcome

- ❖ After doing this course the students will be able to
- ❖ Learn which kinds of tests are used for intellectual, cognitive and personality assessment in clinical context
- ❖ Understand the key descriptive features of tests used in the clinical contexts
- ❖ Evaluate the role of multiple methods of assessment in clinical setting

### UNIT I: Intellectual and Cognitive Function (20 % Weightage)

Definition and relevance of Psychodiagnostics, domains of assessment, Wechsler Adult intelligence scale, Wechsler Intelligence Scale for Children, Malin Intelligence Scale for Indian Children, Vineland social maturity scale, PGI BBD, Mental status examination and Mini Mental State Examination

### Unit II: Test Used in Clinical Setting (20 % Weightage)

Assessment of personality: Bender Visual Motor Gestalt Test, Minnesota Multiphasic Personality Inventory, Temperament and Character Inventory, Thematic Apperception Test, Rorschach Psychodiagnostics,

### UNIT III: Scales Used in Clinical Setting (10 % Weightage)

Brief psychiatric Rating Scale, Yale-Brown Obsessive Compulsive Scale, Beck Depression Inventory, Hamilton Depression Rating Scale, Young Mania Rating Scale, Scale for the Assessemnt of Positive Symptom, Scale for the Assessment of Negative Symptoms. Autism Diagnostic Interview, Children Behavioural Checklist

### PRACTICUM: (50% weightage)

### Suggestive practical

Administration and interpretation of rating scale  
Administration and interpretation of intelligence tests  
Administration and interpretation of projective tests  
Conducting mini mental state examination  
Behavioural observation

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
<b>1-13</b>	<b>UNIT I: Intellectual and Cognitive Function</b>
1	Definition and relevance of Psychodiagnostics,
2-3	Wechsler Adult Intelligence Scale,
4-5	Wechsler Intelligence Scale for Children,
6-7	Malin Intelligence Scale for Indian Children
8-9	Vineland social maturity scale,
10-12	PGI BBD,
13	Mental status examination and Mini Mental State Examination
<b>14-16</b>	<b>Unit II: Test Used in Clinical Setting</b>
14	Bender Visual Motor Gestalt Test, Minnesota Multiphasic Personality Inventory
15	Temperament and Character Inventory, Thematic Apperception Test
16	Rorschach Psychodiagnostic
<b>17-20</b>	<b>UNIT III: Scales Used in Clinical Setting</b>
17-18	Brief psychiatric Rating Scale, Yale-Brown Obsessive Compulsive Scale, Beck Depression Inventory, Hamilton Depression Rating Scale, Young Mania Rating Scale,
19-20	Scale for the Assessment of Positive Symptom, Scale for the Assessment of Negative Symptoms. Autism Diagnostic Interview, Children Behavioural Checklist
20 Hours	<b>Practicum</b>

#### Essential Readings:

- ❖ Anastasi, A., & Susana Urbina, S. (2003). *Psychological testing*. New Delhi: Prentice Hall
- ❖ Gregory, R. J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
- ❖ Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). New Jersey: John Wiley & Sons.

#### Additional/Advance/Further Readings:

- ❖ Aiken, L. R., & Groth-Marnat, G. (2009). *Psychological testing and assessment* (12th Ed.) New Delhi: Pearson Education.
- ❖ Spreen, O., & Strauss, E. (1998). *A Compendium of neuropsychological tests* (2nd ed.). New York: Oxford University Press.

## SEMESTER- VI

### Guidance and Counselling

Course Code		Credits	04
L + T + P		Course Duration	One Semester
Semester	VI	Contact Hours	
Course Type	Major Course/ Minor		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course (if applicable)	Skill Based		
Methods of Content Interaction	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
Assessment and Evaluation	As per University Rule		

#### Course objectives:

- To familiarize students with the nature and process of counselling and guidance, its major theories and techniques and exposes them to the different fields of application of guidance and counselling.

**Course Learning outcomes:** After successful completion of this course students would be able

- To develop a thorough understanding and command on the key approaches and skill to resolve emotional and behaviour difficulties related to child/adolescent as well as couple/ family.
- To understand the indigenous concept of counselling, needs and challenges of counselling procedure in India.
- Would help them to develop professional skill in them

#### Course Contents:

##### Unit I: Counselling: The Art and Science of helping: (20% weightage)

- Meaning, purpose and goals of guidance and counselling with special reference to India
- Relationship among Guidance, counselling and Psychotherapy
- Professional issues, ethics, education and training of the counsellor

##### Unit II: Types of Guidance and counselling: (20% weightage)

- Educational, Vocational and Personal Guidance- Meaning, need and importance
- Directive, Non- directive and elective counselling- Meaning, need and importance

##### Unit III: Counselling Process and Tools: (20% weightage)

- Counselling relationship
- Clinical Interview
- Psychological Tests
- Case History

##### Unit IV: Theories and Techniques of Counselling (20% weightage)

- Psychodynamic approach- Freudian and Neo Freudian
- Humanistic- Existential, Client Centered
- Cognitive Approach- Beck and Ellis

- Behavioural Approach- Classical and Instrumental Conditioning Based
- Indian Contribution- Yoga

**Unit V: Counselling Application**

**(20% weightage)**

- Child, Family, Schools, Career, Substance and Crisis intervention

**Practicum:**

Participatory exercise, Case studies, audio visual of the following: -

- A) Understanding of counselling process skills specially school, career and family
- B) Training for counselling skills at relating stage and problem identification
- C) Externship in reference to different counselling context

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-6	Meaning, purpose and goals of guidance and counselling
7-9	Relationship among Guidance, counselling and Psychotherapy
10-15	Professional issues, ethics, education and training of the counsellor
16-18	Educational, Vocational and Personal Guidance
19-22	Directive, Non- directive and elective counselling
23-24	Counselling relationship
25-26	Clinical Interview
27-29	Psychological Tests
30-31	Case History
32-36	Psychodynamic approach
37-40	Humanistic- Existential
41-45	Behavioural Approach
46-48	Indian Contribution- Yoga
49-60	Counselling Application

**❖ Essential Readings:**

- ❖ Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby.
- ❖ Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
- ❖ Capuzzi,D. &Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- ❖ Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.
- ❖ Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- ❖ Geldard, K. &Geldard, D. (2011). Counselling Children: A Practical Introduction ( 3rd Ed.) New Delhi: Sage.
- ❖ Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.
- ❖ Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.



- ❖ Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- ❖ Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson.

**Additional/Advance/Further Readings:**

- ❖ Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson
- ❖ Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.
- ❖ Seligman, L. & Reichenberg, L.W. (2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.
- ❖ Sharf, R. S. (2012). Theories of Psychotherapy & Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.
- ❖ Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

## **APPLIED PSYCHOLOGY**

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	VI	<b>Contact Hours</b>	60
<b>Course Type</b>	Skill Based		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

**Course Objectives:**

- Introduce applications of psychology across fields like education, consumer behavior, military, forensic science, IT, media, sports, and population studies.
- Explore practical implications of psychological theories in real-world contexts.
- Understand the history, scope, and career paths in applied psychology.
- Analyze psychology's role in addressing contemporary issues such as terrorism, technology, and cultural adaptation.
- Apply psychological principles to solve societal challenges in various domains effectively.

### Course Learning Outcomes:

- Understand psychology's applications in diverse professional areas.
- Apply psychological theories to real-life situations for problem-solving.
- Identify career opportunities and necessary skills in applied psychology.
- Evaluate psychological factors in societal issues like terrorism and technology.
- Utilize psychology to address challenges in education, consumer behavior, military, forensics, media, sports, and population studies.

#### UNIT I: (20% weightage)

- A. Applied Psychology: Meaning, History, Fields and Career in Applied psychology, Educational Psychology
- B. Consumer Psychology: Concept, Consumer behavior and motivation - consumer decision making.

#### UNIT II: ( 20% weightage)

- A. Military Psychology- Concept, Role of Military Psychologists; Psychological tests in Military;Terrorism.
- B. Forensic Psychology: Meaning, Role of Forensic psychologist; Uses of Psychological Assessments.

#### UNIT III: (20% weightage)

- A. Application of psychology in IT and Mass Media: Concept. Recent trends (Artificial intelligence, Psych cybernetics);
- B. Psychological consequences of recent developments in IT and Mass Media.

#### UNIT IV: ( 20% weightage)

- A. Cross-cultural: Definition and goals.
- B. Acculturation and Ethnocentrism in Psychology.

#### UNIT V: (20% weightage)

- A. Sports Psychology: Role of Sports Psychologist; Application of sports psychology.
- B. Population Psychology: Displacement, Deprivation, Marginalization.

### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-7	Meaning, History, Fields and Career in Applied psychology, Educational Psychology
8-14	Concept, Consumer behavior and motivation - consumer decision making.
15-21	Concept, Role of Military Psychologists; Psychological tests in Military;Terrorism
22-28	Meaning, Role of Forensic psychologist; Uses of Psychological Assessments.
29-35	Application of psychology in IT and Mass Media
36-40	Psychological consequences of recent developments in IT and Mass Media.
41-46	Cross-cultural: Definition and goals

47-50	Acculturation and Ethnocentrism in Psychology
51-55	Role of Sports Psychologist; Application of sports psychology
56-60	Population Psychology: Displacement, Deprivation, Marginalization

**Essential Readings:**

- ❖ Barker, M., Barker, D. I., Bormann, N. F. & Neher, K. E. (2013). Social media marketing: A strategic approach. South Western Cengage learning.
- ❖ Bartol, A. M. & Bartol, C. R. (2011). Current Perspectives in Forensic Psychology and Criminal Behavior. 3rd Edition. SAGE Publications Inc.
- ❖ Bayne, R., & Horton, I. (2003). Applied Psychology: Current Issues and New Directions. SAGE Publications Ltd.
- ❖ Berry, J.W. (1997). Immigration, acculturation, and adaptation Applied Psychology, 46(1), 5-34.
- ❖ Berry, J.W., Poortinga, Y.H., Segall, M.H., Dasen, P.R. (2002). Cross-Cultural Psychology: Research and Applications. Cambridge: Cambridge University Press
- ❖ Canter, D. (2010). Forensic Psychology VSI: PBF. Oxford University Press, New Delhi.

**Additional/Advance/Further Readings:**

- ❖ Cox, R. H. (2002). Sport Psychology, McGraw-Hill Higher Education.
- ❖ Cronin, C. (2003). Military Psychology: An Introduction. 2nd Edition. Pearson Custom Pub.
- ❖ Griffith, C. R. (2005). An Introduction to Applied Psychology. Kessinger Publishing, Inc.
- ❖ Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.
- ❖ Jarvis, M. (2006). Sport Psychology. 1st Edition. Psychology Press.
- ❖ Jost, J. (2004). Political Psychology. Psychology Press.
- ❖ Kennedy, L. Z., & Zillmer, E. A. (2012). Military Psychology: Clinical and Operational Applications. 2nd Edition. Guilford Publications.
- ❖ Swain, S. (2019). Applied Psychology. OakBridge Publishing Pvt Ltd. Haryana

## ADVANCED RESEARCH METHODOLOGY AND DESIGN

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	(L +P) +T= (3)+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	VI	<b>Contact Hours</b>	L+P(40 + 10) + 15 (T)
<b>Course Type</b>	Discipline Based Core Elective/Course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based (Discipline based course)		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignment, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of practicum marks depends upon the course instructor. - 70% - End Term External Examination (University Examination)		

### Course Objective:

- ❖ To develop an advanced level of understanding of the purpose of research, advanced research methods and research design in the field of psychology.
- ❖ To equip students with knowledge of advanced research methods and designs to conduct independent research in psychology.

**Course Learning Outcome:** Upon successful completion of the course students will be able to:

- ❖ Demonstrate an understanding of the advanced research methods and design in the field of psychology
- ❖ Describe the different types of research methods for observing and evaluating behaviors and psychological processes
- ❖ Describe, critically analyse, explain and conduct independent research in psychology using advanced research methods and designs

### Course Content:

#### **Unit I: Psychological Research: (20% weightage)**

Nature and purpose; Scientific approach to Psychology; Types of research- Descriptive, exploratory and causal research; Qualitative research methods; Ethical issues.

#### **Unit II: Psychological research process: (20% weightage)**

Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling design and data collection; Data analysis and interpretation; Reporting research (APA style).

#### **Unit III: Research tools for data acquisition: (20% weightage)**

Observation, interview, Questionnaires and tests.

#### **Unit IV: Experimental research designs - (20% weightage)**

Randomized groups, matched groups. Factorial designs- between and within group designs; a-priory and post-hoc comparisons

#### **Unit V: Non-experimental research designs: (20% weightage)**

correlational, quasi experimental and ex-post-facto designs. Single subject design; longitudinal and cross-sectional designs

### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit I: Psychological Research:</b>
1	Nature and purpose;
2	Scientific approach to Psychology;
3-4	Types of research- Descriptive, exploratory and causal research;.
5-6	Qualitative research methods;
7-9	Ethical issues
10-20	<b>Unit II: Psychological research process:</b>
10-11	Formulation of research problem and hypothesis;
12-13	Choosing research design; Identifying variables;
14	Control of extraneous variables;
15-17	Sampling design and data collection;
18	Data analysis and interpretation;
19	basic verses and applied forms of research
20	Reporting research (APA style)
17-24	<b>Unit III: Research tools for data acquisition</b>
17-18	Observation,
19-20	Interview,
21-22	Questionnaires and
23-24	Psychological tests.
25-32	<b>Unit IV: Experimental research designs -</b>
25-27	Randomized groups, matched groups.
28-30	Factorial designs- between and within group designs;
31-32	a-priory and post-hoc comparisons
33-40	<b>Unit V: Non-experimental research designs:</b>
33-35	correlational, quasi experimental and ex-post-facto designs.
36-37	Single subject design;
38-40	longitudinal and cross-sectional designs
41-50	Practicum
51-65	Tutorial

### Essential Readings:

1. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). Research methods in psychology(4thed.). Sage.
2. Bridget, S. & Cathy, L. (Eds.) (2008). Research methods in the social sciences. New Delhi: Vistaar Publication.
3. Broota, K.D. (1992). Experimental Design in Behavioural Research. ND: New Age International Pub.
4. Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5thed.). London: RoutledgeFalmer
5. Dawson, C. (2002). The practical research methods: A user-friendly guide to mastering research techniques and projects. UK: How to Books Ltd.
6. Elmes, D., Kantowitz, B., & Roediger, H. (2011). Research methods in psychology (9thed). Cengage Learning.

### Additional/Advance/Further Readings:

1. Nestor, P.G. & Schutt, R.K. (2011). Research methods in psychology: Investigating human behavior. Sage
2. Winer, B.J., Brown, D.R. & Michels, K.M. (1991). Statistical principles in experimental design. NY: McGraw Hill.
3. Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Research

methods in psychology (4th ed.). Retrieved from <https://tinyurl.com/RMiP4>  
 Open (free) textbook available from the course Blackboard. Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th ed.). London: RoutledgeFalmer

4. Dawson, C. (2002). The practical research methods: A user-friendly guide to mastering research techniques and projects. UK: How to Books Ltd.
5. Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Research methods in psychology (4th ed.). Retrieved from <https://tinyurl.com/RMiP4>  
 Open (free) textbook available from the course Blackboard.

## Educational Psychology

Course Code		Credits	04
L+T+P	3(L+P) + 1(T)	Course Duration	One semester
Semester	VI	Contact Hours	60
Course type	Major Course		
Nature of the course	Theory cum practical		
Special nature/ category of the course	Skill Based/ Human Values		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation			

### Course Objectives:

The objectives of this course are:

- ❖ To promote an understanding of the application of Psychological principles in the process of education.
- ❖ It is envisaged that students will develop skills of analysis and synthesis of theoretical approaches to education and will be able to critically evaluate various applications of psychology in educational settings.

### Course Learning Outcomes:

After successful completion of this course students would able:

- ❖ To become familiar with several prominent theories of human development, intelligence, and Learning and how each influences educational process
- ❖ To examine the influence of students' individual characteristics on their learning and performance, including cultural differences and student exceptionalities
- ❖ To know how to establish a learning community in which individual differences are respected
- ❖ To recognize the impact of a variety of instructional strategies on learning outcomes
- ❖ To know the most effective ways to design instruction to meet students' levels of development and learning needs

### Course Contents:

**Unit -I: Conceptual and Theoretical Perspectives in Educational Psychology  
 (20% weightage)**

- Behaviouristic & Social Learning Theories and its application in Classroom
- Piaget Theory and its application in teaching
- Vygotsky's Cognitive psychology and information processing model
- Metacognition, Cognitive styles and learning strategies
- Humanistic approaches to education

**Unit -II: Human Diversity and Education (20% weightage)**

- Cultural differences in learning styles
- Social Class differences, Poverty, Disadvantaged and Education
- Individual and Group differences in intelligence; Gender issues, multilingualism and minority issues in the education

**Unit -III: Effective Teaching and classroom Management (20% weightage)**

- Characteristics of effective teachers
- Teaching Methods (Direct instruction- Lecture and explaining, Questioning, Aptitude Treatment, Student centered teaching, Discussion methods, Individualized instruction, Computer Assisted Instruction)
- Ecology of classrooms, Social Psychology of class rooms
- Classroom management, Discipline and communication

**Unit -IV: Exceptionally and Special Education (20% weightage)**

- Physically Challenged Students, Students with cognitive disabilities
- Students with emotional and Behavioural disorders(ADHD)
- Specific learning Disability
- Gifted and Talented Students
- Intervention and special education for various forms of exceptionality; mainstreaming

**Unit -V: Educational Assessment (20% weightage)**

- Measurement and Evaluation (Norm referenced and criterion referenced tests)
- Standardized Test- meaning, types and interpretation, Class room assessment and grading
- Diversity/ Cultural difference and assessment

**Practicum-** 2 practicum reports shall be submitted by the students, based on the above topics, which are evaluated under the continuous internal assessment.

**Essential Readings:**

- ❖ Harsen, M. & Bellack , A.S. (1981).Behavioural Assessment: A practical handbook. New York: Pergamon Press.
- ❖ Winer, B.(1983). Clinical Methods in Psychology. New York: John Wiley.□

**Additional/Advance/Further Readings:**

- ❖

## **SEMESTER-VII**

### **Neuropsychology**

Course Code		Credits	04
L+T+P	(L+P)+(T)= (3)+(1)	Course Duration	One semester
Semester	VII	Contact Hours	L+P(40+10) + 15(T)
Course type	Major Course		
Nature of the course	Theory cum Practical		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End Term Examination (University Examination)		

#### **Course Objectives:**

The major objectives of this course are:

- To cater to knowledge in the area of the brain and behavior
- The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation

#### **Course Learning outcomes:**

After the successful course completion, the student will be able:

- To discuss and explain relations between the higher central nervous functions that determine our behavioral repertoire, describe differences between congenital and accrued brain abnormalities and the major risks factors for early brain developmental related deviations
- Able to develop skills of neuropsychological assessment and psychological intervention
- Develop understanding of the importance of neuropsychological knowledge on the subject of human development and changes
- To demonstrate the ability to identify the need for neuropsychological rehabilitation

#### **Course Contents:**

##### **Unit-I Foundations of Brain Behaviour**

**(Weightage 30%)**

- Branches of neuropsychology
- The cerebral hemispheres & Their internal structure
- The cerebral cortex and its lobular organization
- Neurophysiology of perception, learning and memory
- Neurophysiology of emotion and motivation etc

##### **Unit-II- Lobular Syndromes:**

**(Weightage 20%)**

- Frontal Lobe Syndrome: Disturbance of attentional and memory processes, Disturbances of emotional behavior; Disturbance of psychomotor functions, Frontotemporal lobar degeneration (FTLD)
- Temporal Lobe Syndrome: Disturbance of hearing & Vestibular functions, Disturbance of speech; Disturbance of emotion
- Parietal & Occipital Lobe syndrome: Disturbance of visual perception and memory; disturbance of reading and writing , visuo- spatial neglect



**Unit III-Techniques of brain investigation: (Weightage 20%)**

- Noninvasive methods of study: Magnetic Resonance Imaging technique (MRI), Positron Emission Tomography technique (PET), Functional MRI (fMRI), etc
- Invasive methods of study, Stereotaxic surgery, Invasive electrophysiological method, Knife cuts, Cryogenic cuts method etc.

**Unit-IV- Neuropsychological Assessment (Weightage 10%)**

- Neuropsychological assessment and its approaches
- Purposes
- Neuropsychological battery (Halstead Retain, Luria Nebraska Neuropsychological Batteries, CANTAB)

**Unit-V Neuro psychological Rehabilitation (Weightage 20%)**

- Neuropsychological rehabilitation
- Relaxation techniques
- Supportive psychotherapies
- Neuropsychological profile of cortical and subcortical dementia and other neurocognitive disorders
- Rehabilitation strategies for people with neuro-degenerative disorders (Brain Injury, Dementia)

**Practicum:** Any 2 practicum pertaining to above topics. This practicum reports would be considered as a part of Continuous Internal Assessment.

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit-I Foundations of Brain Behaviour</b>
1	Branches of neuropsychology
2-3	The cerebral hemispheres & Their internal structure
4-5	The cerebral cortex and its lobular organization
6-7	Neurophysiology of perception, learning and memory
8-9	Neurophysiology of emotion and motivation etc
10-16	<b>Unit-II- Lobular Syndromes:</b>
10-12	Frontal Lobe Syndrome: Disturbance of attentional and memory processes, Disturbances of emotional behavior; Disturbance of psychomotor functions ,Frontotemporal lobar degeneration (FTLD)
13-14	Temporal Lobe Syndrome: Disturbance of hearing & Vestibular functions, Disturbance of speech; Disturbance of emotion
15-16	Parietal & Occipital Lobe syndrome: Disturbance of visual perception and memory; disturbance of reading and writing, visuo- spatial neglect
17-24	<b>Unit III-Techniques of brain investigation</b>
17-20	Noninvasive methods of study: Magnetic Resonance Imaging technique (MRI), Positron Emission Tomography technique (PET), Functional MRI (fMRI), etc
21-24	Invasive methods of study, Stereotaxic surgery, Invasive electrophysiological method, Knife cuts, Cryogenic cuts method etc.
25-31	<b>Unit-IV- Neuropsychological Assessment</b>
25-26	Neuropsychological assessment and its approaches
27	Purposes
28-31	Neuropsychological battery (Halstead Reitan , Luria Nebraska Neuropsychological Batteries, CANTAB)
32-40	<b>Unit-V Neuro psychological Rehabilitation</b>
32-33	Neuropsychological rehabilitation
34	Relaxation techniques
35	Supportive psychotherapies

36-40	Neuropsychological profile of cortical and subcortical dementia and other neurocognitive disorders
41-50	Practicum
51-65	Tutorial
<b>Essential Readings:</b>	
<ul style="list-style-type: none"> <li>❖ D'Esposito, M. (Ed.). (2003). Neurological foundations of cognitive neuroscience. MIT press. □</li> <li>❖ Freeman W.H. Olton,D.(1987). Duality and unity of the brain.London,MacMillan Boller.F. &amp; Grafman.J.(1988). Handbook of neuropsychology,New York Elsevie</li> <li>❖ Goldstein, L. H., &amp; McNeil, J. E. (Eds.). (2012). Clinical neuropsychology: A practical guide to assessment and management for clinicians. John Wiley &amp; Sons.</li> <li>❖ Heilman, M. K. M., &amp; Valenstein, E. (2010). Clinical neuropsychology. Oxford University Press.□</li> <li>❖ Heilman.K.M &amp; Valenstein.E(1983). Clinical Neuropsychology.New York Oxford University Press</li> <li>❖ Stahl, S.M. (1998). <i>Essential psychopharmacology</i>. London: Cambridge University Press.</li> <li>❖ Vinken, P.J, &amp; Bruyn, G.W. (1969). <i>Handbook of clinical neurology</i> (Vols. 2, 4, 45 &amp; 46). Amsterdam: North Holland Publishing Co.</li> <li>❖ Vinken, P.J., &amp; Bruyn, G.W., (1969). <i>Handbook of clinical neurology</i> (Vols. 2, 4 &amp; 45). Amsterdam: North Holland Publishing Co.</li> <li>❖ Vyas, J.N. &amp; Ahuja, N (1999). <i>Textbook of postgraduate psychiatry</i> (2nd ed., Vols. 1- 2). New Delhi: Jaypee brothers.</li> <li>❖ Walsh, K. (2003). <i>Neuropsychology- A clinical approach</i> (4th ed.). Edinburgh: Churchill Livingstone.</li> <li>❖ Walsh,K.(1994).Neuropsychology: A clinical Approach New Delhi</li> <li>❖ WhitakerH.A.(1988). Neuropsychological studies of non-focal brain damage.New York; Springer-Verlag</li> <li>❖ Zomeran, A. H., &amp; Brouwer, W. H. (1994). Clinical neuropsychology of attention. Oxford University Press, USA</li> </ul>	
<b>Additional/Advance/Further Readings:</b>	
<ul style="list-style-type: none"> <li>❖ Morgan.J.E., Joseph H.R.(2017). Text Book of Clinical Neuropsychology. Taylor &amp; Francis.</li> <li>❖ Parsons.M.W &amp; Hammeke.T.A.(2014). Clinical Neuropsychology: A Pocket Handbook for Assessment.</li> <li>❖ Kolb.B., And Whisaw.I.Q.(2009). Fundamentals of human neuropsychology. Worth Publisher New York.</li> </ul>	

## ADVANCED COGNITIVE PSYCHOLOGY

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	(L +P) +T= (3)+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	VII	<b>Contact Hours</b>	L(40 + 10) + 15 (T)
<b>Course Type</b>	Major/Minor		
<b>Nature of the Course</b>	Theory cum practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	<b>Value Based</b> (Human Values /Ethics/ Constitutional Values etc.); Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignments, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of practicum marks depends upon the course instructor. - 70% - End Term External Examination (University Examination)		

### Course Objectives:

- ❖ To provide an in-depth exploration of human cognition, focusing on both classic and current issues covering theories of how the mind works.
- ❖ To impart advanced knowledge about higher mental processes of attention, perception, memory systems, thinking, language, and reasoning.

**Course Learning Outcomes:** Upon successful completion of the course students will be able to:

- ❖ Demonstrate in-depth understanding of how sensory inputs are transformed, reduced, elaborated, and stored, retrieved and used in solving human problems.
- ❖ Familiarize themselves with the key cognitive processes and advanced mechanism involved in human cognition
- ❖ Critically evaluate and apply the concepts and principles of advanced cognitive psychology to everyday life situation and experience

### Course Content

**Unit I: Cognitive approach to psychology:** (20 % weightage)

Origin and current status of cognitive psychology, assumptions and methods of cognitive psychology.

**Unit II: Attention:** (20 % weightage)

Concept and mechanism; Types and theories.

**Unit III: Memory:** (20 % weightage)

Working memory, semantic, episodic, procedural, eye-witness and flashbulb memory, traumatic and false memory, everyday memory; Approaches to memory- information processing & connectionist.

**Unit IV: Language processes:** (20 % weightage)

Acquisition, Comprehension and Production; Language and thought.

**Unit V: Decision Making and problem solving:** (20 % weightage)

Models & theories; Human problem solving strategies- heuristics and algorithmic; expert and novice problem solvers.

### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit I: Cognitive approach to psychology</b>
1-4	Origin and current status of cognitive psychology,
5-9	Assumptions and methods of cognitive psychology.
10-20	<b>Unit II: Attention</b>
10-12	Important Concepts and mechanism of attention
13-16	Types of attention
17-20	Theories of attention
18-26	<b>Unit III: Memory</b>
18-19	Working memory,
20-22	semantic, episodic, procedural memory
23-24	eye-witness and flashbulb memory, traumatic and false memory, everyday memory;
25-27	Approaches to memory- information processing & connectionist.
28-34	<b>Unit IV: Language processes</b>
28-30	Acquisition, Comprehension and Production;
31-34	Language and thought.
35-40	<b>Unit V: Decision Making and problem solving:</b>
35-37	Models & theories;
38-40	Human problem solving strategies- heuristics and algorithmic; expert and novice problem solvers
41-50	Practicum
51-65	Tutorial

### Essential Readings:

1. Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
2. Baddley, A., Eysenck, M. W., & Anderson, M. C. (2009). Memory. New York: Psychology Press.
3. Mattlin, M. W. (2005). *Cognition*. (6th ed.) Bangalore: Prism Books.
4. Sternberg, R. J. (2009). *Cognitive psychology* (5th ed.). USA: Wadsworth Cengage learning
5. Best, J. B. (1999). *Cognitive psychology* (5th ed.). Belmont, CA: Books/Cole Wadsworth.
6. Solso, R. L., MacLin, O. H., & MacLin, M. K. (2007). *Cognitive Psychology* (7<sup>th</sup> ed.). Pearson.

### Additional/Advance/Further Readings:

1. Galloti, K. M. (2010) *Cognitive psychology in and out of the laboratory* (4th ed.). US: Thompson Wadsworth
2. Hunt, R. R., & Ellis, H. C. (2004) *Fundamentals of cognitive psychology* (7th ed.) Tata Mc Graw Hill.
3. Harley, Treror, A. (2002). The psychology of language: From data to theory. Taylor & Francis.
4. Smith, E.E. & Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
5. Reisberg, Daniel (2009). Cognition: Exploring the science of the mind. (4th Edition). New York:
6. Norton. Goldstein, E. Bruce (2007). Cognitive Psychology: connecting mind, research and everyday experience (2nd Edition).

7. Wadsworth. Matlin, M W (2009). Cognition (7th Edition), Wiley.

### PSYCHOLOGICAL ASSESSMENT

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	2 + 0 + 2	<b>Course Duration</b>	One Semester
<b>Semester</b>	VII	<b>Contact Hours</b>	30 (L) + 0 (T) + 60 (P) Hours
<b>Course Type</b>	Major		
<b>Nature of the Course</b>	Theory and Practical		
<b>Special Nature/ Category of the Course (if applicable)</b>	Value Added and Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Group discussion, primary data collection &amp; analysis, seminar, presentations by students)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 20%- Report submission and evaluation</li> <li>● 50%- End Semester Examination ( University Examination)</li> </ul>		

#### Course Objectives:

- ❖ To offer a comprehensive course that covers nature, principle and methods of psychological assessment
- ❖ To impart knowledge of various techniques for psychological assessment
- ❖ To foster ability to develop, administer and interpret certain psychological tests in different contexts of application.

**Course Learning Outcomes:** Upon successful completion of the course a student will be able to:

- ❖ Demonstrate understanding of the basic principles, research, and theories on testing and measurement of psychological constructs.
- ❖ Conduct intelligence, cognitive, personality, developmental, clinical, and neuro-psychological assessment with proficiency.
- ❖ To critically analyse the psychometric properties of psychological tests and apply the knowledge in its application for research and practice

#### Course Content

**Unit I: Introduction to Psychological Assessment: (15 % weightage)**

Nature and purpose; Assessment, evaluation and testing; Principles of assessment; Types of scales; Uses of psychological tests; Ethical consideration; Psychometric evaluation of tests

**Unit II: Methods of psychological assessment: (15 % weightage)**

Case study, observation, assessment interview, psychological tests, rating scales

**Unit III: Application of Psychological Tests I: (10% weightage)**

*Personality*- Administration, scoring and interpretation of MMPI, NEO-PI, 16-PF, Rorschach Ink- Blot test; *Intelligence Testing* – Introduction, administration, scoring and interpretation of Raven’s Progressive Matrix, WAIS; *Aptitude Test* – Introduction, administration, scoring and interpretation of DAT

**Unit IV: Application of Psychological Tests II: (10% weightage)**

Organization-Nature and purpose of organization testing; Introduction, administration, scoring and interpretation of MBTI; Clinical & counselling setting- Nature and purpose of clinical/ counseling testing, MSE (mental status examination), measures of self-concept, self-esteem, anxiety, adjustment

**Unit V: Issues in testing and measurement:** Response bias and response set; Cross-cultural issues –test equivalence and measurement bias; Test adaptation- translation – back translation method and statistical methods.

**Practicum: (50% weightage)**

Any 5 practicum pertaining to above topics. This practicum reports would be considered as a end term examination and would be evaluated by the course instructor.

**Evaluation:**

**End Term Exam theory=50 points**

**Practical Report =20 points**

**Continuous Internal Assessment= 30 points**

**Content Interaction Plan:**

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/ Sub Topic
<b>1-3</b>	<b>Unit I: Introduction to Psychological Assessment</b>
1	Nature and purpose
1	Assessment, evaluation and testing
2	Principles of assessment; Types of scales; Uses of psychological tests
3	Ethical consideration
3	Psychometric evaluation of tests
<b>4-9</b>	<b>Unit II: Methods of psychological assessment</b>
4	Case study
5	Observation
6	Assessment interview
7	Psychological tests
8-9	Rating scales
<b>10-18</b>	<b>Unit III: Application of Psychological Tests I:</b>
11-12	<i>Personality</i> - Administration, scoring and interpretation of MMPI
13	Administration, scoring and interpretation of NEO-PI
14	Administration, scoring and interpretation of 16-PF
15-16	Administration, scoring and interpretation of Rorschach Ink- Blot test
17	<i>Intelligence Testing</i> – Introduction, administration, scoring and interpretation of Raven’s Progressive Matrix,
18	Introduction, administration, scoring and interpretation of WAIS;
<b>19-27</b>	<b>Unit IV: Application of Psychological Tests II:</b>
19	Organization-Nature and purpose of organization testing
20-21	Introduction, administration, scoring and interpretation of MBTI
22	Nature and purpose of clinical/ counseling testing,
23-24	MSE (mental status examination),

25-27	measures of self-concept, self-esteem, anxiety, adjustment
<b>28-30</b>	<b>Unit V: Issues in testing and measurement:</b>
28	Response bias and response set
29	Cross-cultural issues –test equivalence and measurement bias
30	Test adaptation- translation – back translation method and statistical methods
60 Hours	<b>Practical (1 credit = 2 Hr)</b>

### Essential Readings:

1. Anastasi, A., & Susana Urbina, S. (2003). *Psychological testing*. New Delhi: Prentice Hall
2. Das, J. P. (1994). *Assessment of cognitive processes*. Sage.
3. Gregory, R. J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
4. Groth-Marnat, G. (2009). *Handbook of psychological assessment (5th ed.)*. NJ: John Wiley & Sons.

### Additional/Advance/Further Readings:

1. Aiken, L. R., & Groth-Marnat, G. (2009). *Psychological testing and assessment (12th Ed.)* New Delhi: Pearson Education.
2. Spreen, O., & Strauss, E. (1998). *A Compendium of neuropsychological tests (2nd ed.)*. NY: Oxford University Press.
3. Freeman, F. S. (1965). *Psychological testing (3rd ed.)*. ND: Oxford & IBH Publishing Co. Pvt. Ltd.
4. Ghiselli, E. E., Campbell, J. P., & Zedek, S. (1981). *Measurement theory for the behavioural sciences*. W.H. Freeman.

## Quantitative Methods of Data Analysis

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	VII	Contact Hours	60
Course Type	Major Course		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Skills Based/ Value Added		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Tutorials		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End Term Examination (University Examination)		

### Course Objectives:

- To acquaint the students with higher level knowledge about statistical tools and concepts
- To teach students higher level statistics
- To help the students understand pertinent way of testing relationship among variables and also testing the proposed hypotheses.
- To develop skills and competencies to use different statistical tools in different fields.

**Course Learning Outcome:**

After the completion of the course the students would be able:

- To analyze the gathered data by using various statistical techniques at the advanced level.
- They would be able to use the statistical procedures in their further research work and ultimately enhance their research ability.
- This advanced statistic courses developed skills relevant for the preparation of a dissertation paper by the end of the programme.
- It includes material relating to quantitative research methodologies, to be able apply advanced knowledge in statistics to experimental and applied research, to be able to apply different forms of quantitative analysis.

**Course Contents:**

**Unit I: Testing Association and Hypothesis (20% weightage)**

- Concept of Linear correlation
- Pearson correlation
- Spearman’s rank order correlation,
- Biserial
- Point Biserial correlation;
- Significance of Mean difference- description and computation of ‘t- ratio’

**Unit II: Analysis of Variance (20% weightage)**

- Between groups
- Repeated factor
- Mixed design
- Post hoc comparison

**Unit III: Analysis of Variance: Factorial Design (20% weightage)**

- Concept of factor
- Assumptions; Two factor and Three Factor experimental designs
- Main effects & Interaction effects
- Introduction of Multivariate ANOVA

**Unit IV: Linear and Multiple Regressions (20% weightage)**

- Nature
- Assumptions and Computation
- Testing models; Forward - Backward stepwise regression

**Unit V: Introduction to Non Parametric statistics (20% weightage)**

- Mann Whitney ‘U’ Test
- Sign test
- Kruskal- Wallis one-way ANOVA
- Friedman two-way ANOVA

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit I: Testing Association and Hypothesis</b>
1-2	Concept of Linear correlation



3-4	Pearson correlation
5	Spearman's rank order correlation,
6	Biserial
7	point Biserial correlation
8-9	Significance of Mean difference - description and computation of 't- ratio'
9-17	<b>Unit II: Analysis of Variance</b>
9-11	Between groups
12-13	Repeated factor
14-15	Mixed design
16-17	Post hoc comparison
18-26	<b>Unit III: Analysis of Variance : Factorial Design</b>
18	Concept of factor
19-22	Assumptions: Two factor and Three Factor Experimental designs
23-24	Main effects, Interaction effects
25-26	Introduction of Multivariate ANOVA
27- 35	<b>Unit IV: Linear and Multiple Regressions</b>
27-28	Nature
29-30	Assumptions and Computations
31-35	Testing models; Forward - Backward stepwise regression
36- 45	<b>Unit V: Introduction to Non Parametric statistics</b>
36	Introduction to non-parametric statistics
37-38	Mann Whitney 'U' Test
39	Sign test
40-42	Kruskal- Wallis one-way ANOVA
43-45	Friedman two-way ANOVA
46-60	<b>Tutorials</b>

#### **Essential Readings:**

- ❖ Aron.A & Elliot J.Coups (2019). Statistics for Psychology. Pearson Ltd.
- ❖ Broota KD (2010). Experimental designs in behavioural research . New Delhi: New Age International
- ❖ Cumming.G.& Calin-Jageman.R.(2021). Introduction to The New statistics. Taylor & Francis Ltd.
- ❖ Field.A.(2009). Discovering statistics using SPSS(3rd edition) lOndon Sage.
- ❖ Garrett,H.E(2006). Statistics in psychology and Education.Greenwood Press
- ❖ Mangal,S.K.(2005). Statistics in psychology and education.Prentice Hall India.

#### **Additional/Advance/Further Readings:**

- ❖ McClave.J.T.& Sincich.T.(2005). Statistics.10th Edition. Pearson Publication.
- ❖ Howitt.D.& Cramer.D.(2020). Understanding Statistics in Psychology with SPSS. Pearson Publication.
- ❖ Faulkenberry.T.J.(2022). Psychological Statistics.Routledge Publication.

# SEMESTER- VIII

## ADVANCED SOCIAL PSYCHOLOGY

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	VIII	<b>Contact Hours</b>	30 (L) +30 (P) Hours
<b>Course Type</b>	Major		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"><li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li><li>● 70% - End Term External Examination (University Examination)</li></ul>		

### **Course Objectives:**

- Understand the historical and theoretical underpinnings of social psychology, including its evolution in Western and Indian contexts.
- Learn various research methodologies used in social psychology, such as experiments, surveys, interviews, and qualitative analysis.
- Analyze social cognition processes, including self-concept, perception, nonverbal communication, and attribution theories.
- Examine stereotypes, prejudice, discrimination, and strategies for mitigating their effects, considering cognitive, cultural, and motivational factors.
- Explore social influence dynamics, including attitudes, persuasion, conformity, obedience, and their impact on social change.

### **Course Learning Outcomes:**

- Gain a solid understanding of social psychology's historical and theoretical foundations, integrating diverse perspectives.
- Develop proficiency in research methods essential for conducting and interpreting social psychology studies.
- Apply knowledge of social cognition to comprehend human behavior and communication patterns.
- Identify and address issues related to stereotypes, prejudice, and discrimination in various cultural contexts.
- Utilize insights into social influence dynamics to analyze and address societal challenges effectively.

### **Course Contents:**

#### **Unit I: Introduction: Theories and Methods in Social Psychology**

Social Psychology: Past, Present and Future

Evolution of social Psychology in Western and Indian perspectives

Major theoretical approaches in social psychology: Learning, Cognitive, and Socio-cultural theories

Methodological issues: Scientific method: Experiments, Survey, interviews, qualitative: Discourse analysis.

## **Unit II: Social Cognition and Social Perception**

The Social Self: Self-Concept; Self-esteem; Self-presentation, Self-Control, Culture and Self, the elements of social perception, Cognition: Heuristics, Schemas. Affect and Cognition; Nonverbal Communication; Attribution theories, Attribution Biases, Culture and attribution, Impression Formation and Impression Management,

Stereotypes, Prejudice, and Discrimination: Causes, Effects, and Cures – Defining the terms, Cognitive and Cultural Factors–Social categorization, How Stereotypes Survive and Self-perpetuate; Culture and Socialization, Stereotype Content Model. Effects on the Targets of Stereotypes and prejudice: Perceiving Discrimination, Stereotype Threat Contents; Reducing Stereotypes, Prejudice and Discrimination: Intergroup Contact, The Jigsaw Classroom.

Intergroup Relationship and Motivational Factors–Fundamental Motives Between Groups, Realistic Conflict Theory, Social Identity Theory, Culture and social Identity, Motives Concerning Intergroup Dominance and Status.

## **Unit III: Social Influence**

Attitudes and Attitude Change: Attitude Formation, attitude and behavior, Theories of Attitudes change: Cognitive dissonance; Persuasion–Dual-process routes to persuasion (Elaboration-likelihood model & Heuristic- systematic model); resisting persuasion attempts- Indoctrination and Inoculation, Conformity and Social Change: Conformity, Compliance; Obedience to Authority; Majority and minority influence and social change-Social Impact Theory

## **Unit IV: Group Processes**

Fundamentals of groups-Socialization and group development, roles, norms, culture and cohesiveness; Individuals in Groups: Social Facilitation, Social Loafing, Deindividuation; Group decision making; Conflicts: Cooperation and Competition within and between groups,

Aggression: Theories of aggression; aggression and culture, gender and individual difference; origin of aggression; Situational Influence on aggression; Media Effects; Intimate Violence-trust betrayed; Reducing Violence- multiple causes and multiple cure

## **Unit V: Social Relations**

Helping Others: Defining altruism and pro-social behavior, Theoretical Perspectives on helping, Evolutionary and motivational factors, Situational influence, Personal Influence, Interpersonal Influence, Understanding the Bystander Effects, Factors that increase or decrease the tendency to help, Helping in emergency;

Inter personal Attraction and Personal relationship: Determinants of inter personal attraction; Similarity Vs. Complementarity; Maintaining close relationship; Self disclosures, Intimacy, balance of power, conflict, responses to dissatisfaction.

**Essential Readings:**

- ❖ Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- ❖ Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Wadsworth.
- ❖ Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- ❖ Hogg, M. & Vaughan, G.M. (2008). Social Psychology. Prentice Hall.
- ❖ Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.
- ❖ Krech, D. & Crutchfield, R. S. Theory and Problems of Social Psychology. McGraw Hill.
- ❖ Kuppaswamy. An Introduction to Social Psychology. Media Promoters and Publishers Pvt Ltd.

**Additional/Advance/Further Readings:**

- ❖ Kuppaswamy. An Introduction to Social Psychology. Media Promoters and Publishers Pvt Ltd.
- ❖ Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson
- ❖ Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson

## Positive Psychology

Course Code		Credits	04
L+T+P	3(L+P) + 1(T)	Course Duration	One semester
Semester	VIII	Contact Hours	L+P(40+10) + 15(T)
Course type	Major Courses/ Minor Course		
Nature of the course	Theory cum practical		
Special nature/ category of the course	Skill Based/ Human Values		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End Term Examination (University Examination)		

**Course Objectives:**

The objectives of this course are:

- To introduce the understanding of the theory and practice of principles of positive psychology in the students
- To acquaint them with the growing body of research evidence on creating, maintaining and developing positive individuals, relationships, organizations and communities.

**Course Learning Outcomes:**

After successful completion of this course students would be able:

- To develop competencies for experiencing positive emotion, happiness and sharing happiness as lived experience to others in community which ultimately cultivate positive subjective well-being at individual and community level
- To understand the Indian thought related to positive psychology and its relevance in contemporary society.
- To develop understanding of positive aspects of human behaviour through the wisdom embedded in Indian thoughts.

**Course Contents:**

**Unit-I: Positive Psychology: Past, Present and Future (Weightage 20%)**

- Concept, nature, assumptions and goals
- Historical background and scope
- Eastern and Western views on positive psychology
- Positive psychology and its development in Indian context

**Unit -II: Promoting happiness, positive emotion and subjective well being (Weightage 20%)**

- Happiness: concept, types, traits related to happiness, measurement of happiness
- Positive emotion: Cultivating positive emotion, relation with well being
- Promoting positive self: Hope, Optimism, Gratitude, Forgiveness, Empathy, Altruism

**Unit -III: Religion and spirituality as factor of positive well being (Weightage 20%)**

- Role of religion and spirituality to maintain subjective well being
- Resilience and virtue
- Concept of Indian spirituality i.e. virtue, resilience and its relevance in cultivating well being

**Unit -IV: Applications of positive psychology (Weightage 20%)**

- Ageing, Education, Health, Work, Environment.
- Mindfulness meditation: theory, research and practice
- Relevance of positive psychology in counselling and therapy

**Unit -V: Self-awareness and social support (Weightage 20%)**

- Self-awareness, techniques to enhance self-awareness
- Social support
- Love and Belongingness

**Practicum-** 2 practicum reports shall be submitted by the students, based on the above topics, which are evaluated under the continuous internal assessment.

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-8	<b>Unit-I: Positive Psychology: Past, Present and Future</b>
1-2	Concept, nature, assumptions and goals
3-4	Historical background and scope
5-6	Eastern and Western views on positive psychology
7-8	Positive psychology and its development in Indian context
9-16	<b>Unit -II: Promoting happiness, positive emotion and subjective well being</b>
9-11	Happiness: concept, types, traits related to happiness, measurement of happiness
12-14	Positive emotion: Cultivating positive emotion, relation with well being
15-16	Promoting positive self: Hope, Optimism, Gratitude, Forgiveness,

	Empathy, Altruism
17-24	<b>Unit -III: Religion and spirituality as factor of positive well being</b>
17-18	Role of religion and spirituality to maintain subjective well being
19-20	Resilience and virtue
21-24	Concept of Indian spirituality i.e. virtue, resilience and its relevance in cultivating well being
25-32	<b>Unit -IV: Applications of positive psychology</b>
25-28	Ageing, Education, Health, Work, Environment.
29-30	Mindfulness meditation: theory, research and practice
31-32	Relevance of positive psychology in counselling and therapy
33-40	<b>Unit -V: Self-awareness and social support</b>
33-36	Self-awareness, techniques to enhance self-awareness
37-38	Social support
39-40	Love and Belongingness
41-50	Practical's
51-60	Tutorials

#### **Essential Readings:**

- ❖ Baumgardner,S.R.& Crothers,M.K.(2009). Positive Psychology. Pearson
- ❖ Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge. ~ 50 ~ □
- ❖ Gillman,R., Hubner,E. & Furlong,M.J.(Eds.) (2009). Handbook of positive Psychology in schools. New York: Routledge.
- ❖ Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books. □
- ❖ Huppert, F, F.A., Baylis ,N. & Keverne, B. (2005). The science of well-being. Oxford; Oxford University press. □
- ❖ Lyubomirsky, S. (2007). The how of happiness: A scientific approach to getting the life you want. New York: Penguin. □
- ❖ Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press. □
- ❖ Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press
- ❖ Snyder, C.R. & Lopez, S.J. (2011). Positive psychology: The Scientific and Practical exploration of Human Strengths. Thousand Oaks,CA: Sage.
- ❖ Synder,C.R. & Shane,J.L.(2005). Handbook of Positive Psychology. Oxford university Press.

#### **Additional/Advance/Further Readings:**

- ❖ Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
- ❖ Seligman.M.(2011). Flourish. Penguin Random House.
- ❖ Biswas.R.& Dean.B.(2007). Positive Psychology Coaching: Putting the Science of Happiness to work for your clients. John Wiley & Sons.

## MOTIVATION AND EMOTION

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	(L +P) +T= (3)+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	VIII	<b>Contact Hours</b>	L(40 + 10) + 15 (T)
<b>Course Type</b>	Major/Minor		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	<b>Value Based</b> (Human Values /Ethics/ Constitutional Values etc.); Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignments, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) - 70% - End Term External Examination (University Examination)		

### Course Objectives:

- ❖ To give in-depth knowledge about the nature, principle and theories of human motivation and emotion.
- ❖ This course also focuses on significant topics of the contemporary times, like emotional intelligence and self-conscious emotion

**Course Learning Outcomes:** Upon successful completion of the course students will be able to:

- ❖ To demonstrate understanding about motivation and emotion involved in human functioning.
- ❖ To analyse and apply the learning to motivate and manage emotions in the real world

### Course Content

**Unit I: Motivation:** (20 % weightage)

Nature and properties; Origin, development and present status. Conceptual issues; response dimension.

**Unit II: Theoretical framework:** (20 % weightage)

Murray and Maslow, intrinsic and extrinsic framework.

**Unit III: Emotion:** (20 % weightage)

Conceptual and theoretical issues, Cross-cultural differences in emotional expression and experiences.

**Unit IV: Self-conscious emotion:** (20 % weightage)

Shame, guilt, embarrassment, pride; Positive emotions optimism and hope.

**Unit V: Emotional intelligence:** (20 % weightage)

Concept, dimension and assessment.

### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit I: Motivation</b>
1-3	Nature and properties of motivation
4-6	Origin, development and present status.
7-9	Conceptual issues; response dimension.
10-20	<b>Unit II: Theoretical framework</b>
10-15	Murray and Maslow,

16-20	intrinsic and extrinsic framework.
21-26	<b>Unit III: Emotion</b>
21-23	Conceptual and theoretical issues,
24-26	Cross-cultural differences in emotional expression and experiences.
27-34	<b>Unit IV: Self-conscious emotion</b>
27-29	Shame, guilt, embarrassment, pride;
30-34	Positive emotions optimism and hope..
35-40	<b>Unit V: Emotional intelligence</b>
35	Concept,
36-38	dimensions of emotional intelligence
39-40	assessment. of emotional intelligence
41-50	Practicum
51-65	Tutorial

### Essential Readings:

1. Barret, L. F., Niedenthal, P.M., & Winkielman (2005). Emotion and consciousness. New York: The Guilford Press.
2. Cofer, C. N., & Appley, M. H. (1964). Motivation: Theory and Practice. New York: Wiley
3. Carr, A. (2008). Positive Psychology: The science of happiness and human strengths. New Delhi: Routledge
4. Lewis, M., Haviland-Johns, J. M., & Barrett, L. F. (2008). Handbook of Emotions. New York: The Guilford Press.
5. Weiner, B. (1998). *Human motivation*. Newbury Park: Sage.
6. Strongman, K. T. (2003). *The psychology of emotion*. (5<sup>th</sup> Ed.) West Sussex: John Wiley Sons Ltd.
7. Edwards, D. C. (1999). Motivation and emotion. New Delhi: Sage
8. Rolls, E. T. (2005). *Emotion explained*. Oxford: Oxford University Press.
9. Lewis, M., & Haviland-Jones, J. M. (2000). *Handbook of emotions*. New York: Guilford Press.

### Additional/Advance/Further Readings:

1. Ekman, P. (2003). Emotions revealed. London: Weidenfield & Nicolson.
2. Kitayama, S. & Markus, H.R. (1994). Emotion and culture empirical studies of mutual influence. Washington, DC: American Psychological Association.
3. Singh, D (2003). *Emotional intelligence at work*. New Delhi: Sage
4. Reev, J. M. (2009). *Understanding motivation and emotion*. London: John Wiley and Sons.
5. Mandal, M.K. (2004). Emotion. New Delhi: East-West Press.



## SELF AND PERSONALITY

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	(L +P) +T= (3)+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	VIII	<b>Contact Hours</b>	L(40 + 10) + 15 (T)
<b>Course Type</b>	Discipline Based Core Elective/Open Elective/		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	<b>Value Based</b> (Human Values /Ethics/ Constitutional Values etc.); Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignments, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) - 70% - End Term External Examination (University Examination)		

### Course Objectives:

- ❖ To provide an insights and understanding of the dynamics of an individual's personality.
- ❖ To provide perspectives from different theorists about individual differences.
- ❖ To help us understand and cherish the importance of socio-cultural and religious aspects of understanding the psyche of an individual.

**Course Learning Outcomes:** Upon successful completion of the course students will be able to:

- ❖ Demonstrate a good understanding of self and personality from various perspectives.
- ❖ Cherish the importance of socio-cultural and religious aspects of understanding the psyche of an individual.
- ❖ Develop skills to self-monitor, analyse and critically evaluate self and personality in the contemporary world that would accelerate the personality development of the students

### Course Content

#### **Unit I: Nature of personality (20 % weightage)**

Nature of personality theory, The Dispositional or Trait and Type Approach: Allport, Cattell, Eysenck, Big FIVE Factor Model.; Psychoanalytic approach: Freud, Jung, Adler, Erickson, Object Relation Theories, Limitations to the Psychoanalytic approach.

#### **Unit II: Approaches to personality I (20 % weightage)**

Behaviouristic Approach: Skinner, Bandura, Rotter and Mischel  
Humanistic/Phenomenological Approach: Rogers, Maslow.

#### **Unit III: Approaches to personality II (20 % weightage)**

Cognitive Approach: Kelly, Gender Schema Theory.  
Need Theory of Murray, Field Theory of Lewin.

#### **Unit IV: Two Perspectives on Person, Self and Identity (20 % weightage)**

Self-concept, Self-Perception, Social Identity, Self and identity, Multiple Identity, Possible selves, cross-cultural variation in self and identity formation;

**Unit V: The Social Nature of Self and Identity** (20 % weightage)

Sex and Gender: Gender as crucial aspect of identity and gender stereotypes;

Feeling the self: Self Esteem, Self-Motives, and Self Discrepancy Theory;

Dealing with the self: Self-Monitoring

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-14	<b>Unit I: Nature of personality</b>
1-2	Nature of personality theory
3-8	The Dispositional or Trait and Type Approach: Allport, Cattell, Eysenk, Big FIVE Factor Model.
8-14	Psychoanalytic approach: Freud, Jung, Adler, Erickson, Object Relation Theories, Limitations to the Psychoanalytic approach.
15-22	<b>Unit II: Approaches to personality I</b>
15-19	Behaviouristic and Social Learning Approach: Skinner, Bandura, Rotter and Mischel
20-22	Humanistic/Phenomenological Approach: Rogers, Maslow.
23-30	<b>Unit III: Approaches to personality II</b>
23-26	Cognitive Approach: Kelly, Gender Schema Theory.
27-28	Need Theory of Murray
29-30	Field Theory of Lewin.
31-38	<b>Unit IV: Perspectives on Person, Self and Identity especially in Indian context</b>
31	Self-concept
32	Self-Perception
33	Social Identity
34-36	Self and identity, Multiple Identity, Possible selves
37-38	Cross-cultural variation in self and identity formation in Indian context
39-45	<b>Unit V: The Social Nature of Self and Identity</b>
39-41	Sex and Gender: Gender as crucial aspect of identity and gender stereotypes
42-43	Feeling the self: Self Esteem, Self Motives, and Self Discrepancy Theory;
44-45	Dealing with the self: Self-Monitoring
46-60	<b>Tutorial</b>

❖ **Essential Readings:**

- ❖ Bowlby, S. (1969). *The self in social psychology*. Taylor & Francis Publication Ltd.
- ❖ Hall, C. S., & Lindzey, G. (1978). *Theories of personality* (3rd ed.). New York: John Wiley & Sons.
- ❖ Hjelte, L. A., & Zeigler, D. J. (1991). *Personality theories: Basic assumptions research & applications* (2nd ed.). New York: McGraw-Hill.
- ❖ Paranjpe, A. C. (1998). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press.
- ❖ Pervin, L. A. (1975). *Personality: Theory assessment and research* (2nd ed.) New York: Wiley.
- ❖ Ronald, A. (1989). *In search of self in India and Japan: Toward a cross-*

*cultural psychology*. New Jersey: Princeton University Press.

**Additional/Advance/Further Readings:**

- ❖ Hogan.R., Johnson.J.A., Johnson.J.M & Briggs.S.R.(1997). Handbook of Personality Psychology. Elsevier.
- ❖ Lester.D.(2010). A Multiple Self Theory of Personality. Nova Science Publisher.
- ❖ Duckworth.A.(2017). Summary Grit: The Power of Passion and Perseverance.Create Space Independent Publishing Platform.

## **SEMESTER-IX**

### **ADVANCED PSYCHOPATHOLOGY**

<b>Course Code</b>		<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	IX	<b>Contact Hours</b>	60 (L) + 10 (T) Hours
<b>Course Type</b>	Major Course/ Minor Course/ OEIC		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	Value Based (Human Values /Ethics/ Constitutional Values etc.)		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

#### **Course Objective:**

- ❖ The course aims to make students understand the different ways of categorization in mental disorders, causes of the disorders, and to understand the signs and symptoms of the disorders in detail.

#### **Course Learning Outcomes:**

After successfully completing the course students would be able

- ❖ To develop an insight about various psychological problems prevailing in society, about their nature, cause and treatment modalities.
- ❖ This course would help them learn make appropriate diagnosis, differential diagnosis and management of mental disorders.

#### **Course Contents:**

##### **UNIT I: Classification systems in Psychopathology (10 % Weightage)**

- Psychopathology and systems of classification;
- ICD 11
- DSM –5 TR: Similarities, differences and critical evaluation;
- Clinical interview, history taking and mental status examination
- Major theoretical models of psychopathology

##### **UNIT II: Anxiety Disorders (15 % Weightage)**

Clinical features, etiology and management of Separation anxiety disorder; Specific phobia Agoraphobia; Social anxiety disorder; Panic disorder; Generalized anxiety disorder

##### **UNIT III: Obsessive compulsive, Trauma and stressor related disorders: (15 % Weightage)**

Clinical features, etiology and management of Obsessive Compulsive Disorder, Body Dysmorphic Disorder, Posttraumatic Stress disorder, Acute Stress Disorder and Adjustment Disorder.

##### **UNIT IV: Dissociative Disorders (15 % Weightage)**

Clinical features, etiology and management of Dissociative Identity Disorder; Dissociative Amnesia, Depersonalization/Derealization Disorder

**UNIT V: Somatic Symptoms and Related Disorders (15 % Weightage)**

Clinical features, etiology and management of Somatic Symptoms Disorder, Illness Anxiety Disorder, Functional Neurological Symptom Disorder (Conversion Disorder); Factitious Disorder

**UNIT VI: Schizophrenia Spectrum, Other Psychotic and Organic Disorders: (15 % Weightage)**

Clinical features, etiology and management of Delusional Disorder; Brief Psychotic Disorder; Schizophrenia; Schizoaffective Disorder, Mood Disorder and Organic Disorders

**UNIT VII: Personality Disorders and Neurodevelopmental Disorders (15 % Weightage)**

Clinical features, Category; Etiology and Management of Personality Disorders, Autism Spectrum Disorder; Attention-Deficit/Hyperactivity Disorder; Intellectual Developmental Disorder (Intellectual Disability).

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/ Sub Topic
<b>1-10</b>	<b>Unit I: Classification systems in Psychopathology</b>
1-2	Psychopathology and systems of classification
3-4	ICD 10
5-6	DSM –5: Similarities, differences and critical evaluation
7-8	Clinical interview, history taking and mental status examination
9-10	Major theoretical models of psychopathology
<b>11-18</b>	<b>Unit II: Anxiety Disorder</b>
11-12	Clinical features, etiology and management of Separation anxiety disorder
13-14	Specific phobia and Agoraphobia
15-15	Social anxiety disorder; Panic disorder;
17-18	Generalized anxiety disorder
<b>19- 28</b>	<b>Unit III: Obsessive compulsive, Trauma and stressor related disorders</b>
19-20	Clinical features, etiology and management of Obsessive Compulsive Disorder
21-22	Body Dysmorphic Disorder
23-24	Posttraumatic Stress disorder
25-26	Acute Stress Disorder
27-28	Adjustment Disorder
<b>29-32</b>	<b>UNIT IV: Dissociative Disorders</b>
29-30	Clinical features, etiology and management of Dissociative Identity Disorder
<b>31-31</b>	Dissociative Amnesia
31-32	Depersonalization/Derealization Disorder
<b>33-40</b>	<b>UNIT V: Somatic Symptoms and Related Disorders</b>
33-34	Clinical features, etiology and management of Somatic Symptoms Disorder
35-36	Illness Anxiety Disorder
37-38	Functional Neurological Symptom Disorder (Conversion Disorder)
39-40	Factitious Disorder
<b>41-52</b>	<b>UNIT VI: Schizophrenia Spectrum, Other Psychotic and Organic Disorders</b>
41-42	Clinical features, etiology and management of Delusional Disorder
43-44	Brief Psychotic Disorder
45-46	Schizophrenia;
47-48	Schizoaffective Disorder

49-50	Mood Disorder
51-52	Organic Disorders
<b>53- 61</b>	<b>UNIT VII: Personality Disorders and Neurodevelopmental Disorders</b>
53-55	Clinical features, Category; Etiology and Management of Personality Disorders
56-57	Autism Spectrum Disorder
58-59	Attention-Deficit/Hyperactivity Disorder;
60-61	Intellectual Developmental Disorder (Intellectual Disability)
62-70	<i>Tutorials</i>

### Essential Readings

Hooley, J. M., Butcher, J. N., Nock, M. K., Mineka, S., & Kapur, P. (2018). *Abnormal psychology* (17th ed.). New Delhi: Pearson Education.

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders: DSM-5-TR*. Washington, DC

### Additional/Advance/Further Readings:

Harrison, P., Cowen, P., Burns, T., & Fazel, M. (2018). *Shorter Textbook of Psychiatry* (7<sup>th</sup> edition. Oxford University Press

World Health Organization (2022). *International classification of Diseases-11 (ICD-11)*.

Sadock, B. J., Sadock, V. A., Ruiz, P. (2015). *Synopsis of psychiatry* (11<sup>th</sup> ed.). Baltimore: Williams & Wilkins

## Counselling Skills

Course Code		Credits	04
L+T+P	(L+P) + (T)=(3)+(1)	Course Duration	One semester
Semester	IX	Contact Hours	L+P(40+10)+ 15 Hours
Course Type	Major Course/ Minor Course/ OEIC		
Nature of the Course	Theory Cum Practical		
Special Nature/ Category of the Course	Skill Based/Human Values and Ethics		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Tutorials		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of practicum marks depends upon the course instructor. 70%- End Term Examination (University Examination)		

### Course Objectives:

- To develop an understanding of basic concepts, processes, and techniques of Counseling
- To provide a comprehensive understanding of the different methods and approaches to counseling.

- This course gives the student the experience of undergoing as well as performing counseling using different methods and to acquaint the learner with the challenges of Counseling.

**Course Learning Outcomes:**

After successfully completing the course a student would able

- To develop a thorough understanding and command on the key approaches and skill to resolve emotional and behaviour difficulties related to child/adolescent as well as couple/ family.
- To understand the indigenous concept of counselling, needs and challenges of counselling procedure in India.
- Would help them to develop professional skill in them
- It will also be helpful to developing a basic understanding of counselling as a profession, gaining an overview of basic approaches, theories and techniques in counselling and learning about the newer forms of therapy like solution focused therapy, narrative therapy etc.

**Course Contents:**

**Unit -I. Counselling as a profession & Process (20% weightage)**

- Nature and Goals
- Professional Training, values & Ethics
- Contemporary issues, challenges and future of counseling practice in India
- Indianization of counselling practice
- Counselling relationships
- Qualities of a good counsellor

**Unit -II Counselling Skills -I (20% weightage)**

- Attending skills
- Listening skills
- Exploration skills (probe, Immediacy, self-disclosure, interpretation, confrontation)
- Counselling interview skill

**Unit-III Counselling Skills-II (20% weightage)**

- Client centered Skills
- Skills for helping with feelings and emotion
- Action skills (Information giving, Goal setting, Reinforcement)
- Skills for closure and terminating, managing resistance and transference

**Unit-IV Approaches to Counselling (20% weightage)**

- Psychodynamic approach
- Behavioural & Cognitive Behavioural approach
- Person centered approach
- New approaches of counselling(Expressive techniques-art, music, dance etc)
- Counselling in multicultural context

**Unit-V Counselling Applications in different fields (20% weightage)**

- Educational Setting
- Work Place Setting
- Family & marital Counselling
- substance abuse problems
- Crisis Intervention: suicide, grief, and sexual abuse

**Practicum:** Any 2 practicum pertaining to above topics. This practicum reports and its evaluation would be considered as a part of Continuous Internal Assessment.

**Content Interaction Plan:**

Lecture cum Discussion( Each	Unit/Topic/ Sub Topic
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session of 1 Hour)	
1-8	<b>Unit -I. Counselling as a profession &amp; Process</b>
1	Nature and Goals
2-3	Professional Training, values & Ethics
4-5	Contemporary issues, challenges and future of counseling practice in India
6	Indianization of counselling practice
7	Counselling relationships
8	Qualities of a good counsellor
9-16	<b>Unit -II Counselling Skills -I</b>
9-10	Attending skills
11	Listening skills
12-14	Exploration skills (probe, Immediacy, self-disclosure, interpretation, confrontation)
15-16	Counselling interview
17-25	<b>Unit-III Counselling Skills-II</b>
17-18	Client centered Skills
19-20	Skills for helping with feelings and emotion
21-23	Action skills (Information giving, Goal setting, Reinforcement)
24-25	Skills for closure and terminating, managing resistance and transference
26-34	<b>Unit-IV Approaches to Counselling</b>
26	Psychodynamic approach
27-28	Behavioural & Cognitive Behavioural approach
29	Person centered approach
30-31	New approaches of counselling
32-34	Counselling in multicultural context
35-40	<b>Unit-V Counselling Applications in different fields</b>
35	Educational Setting
36	Work Place setting
37	Family & marital Counselling
38	substance abuse problems
39-40	Crisis Intervention: suicide, grief, and sexual abuse
40-50	<b>Practicum</b>
51-60	<b>Tutorials</b>

### Essential Readings:

- ❖ Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia:
- ❖ Chandra, R. (2011). Psychology, counseling and therapeutic practices. N.D.:Gyan Books.
- ❖ Clarkson, P. (Ed.) (1998). Counseling Psychology. U.K.:Psychology Press.
- ❖ Corey, G. (2019). Theory and Practice of Counselling and Psychotherapy. New Delhi: Cengage Learning.
- ❖ Edward, N. (2011). Counselling theory and practice. Cengage learning.
- ❖ Feltham, C., & Horton, I. (Eds.) (2012). The Sage handbook of counseling and psychotherapy. Los Angeles: Sage.
- ❖ Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press
- ❖ Gelso, C., Williams, E. N., & Fretz, B. R. (2014). Counseling psychology. Washington: APA Publication.



❖ Kapur, Malavika (2011). Counselling children with psychological problems. Pearson Publications.
❖ Misra, G. (Ed.) (2011). Handbook of psychology in India. New Delhi, India: Oxford University Press.
❖ Mosby. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa:
❖ Nelson-Jones.,R. (2012). Introduction to counselling skills. Los Angeles:Sage
❖ Rao.S.N.(2013). Counselling and Guidance. New Delhi: Author Press.
❖ Sejwal, P., & Arora, M. (2012). Counseling psychology. N.D.:Crescent Publishing Corporation
❖ Sharf, R. S. (2012). Theories of Psychotherapy and Counseling: Concepts and Cases. 5th Edition. Belmont: Brooks/Cole (Cengage Learning).
❖ C. Brown. Capuzzi,D. &Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi.
<b>Additional/Advance/Further Readings:</b>
❖ Hough Margaret (2017). Counselling Skills and Theory.Hodder Education Publication.
❖ McLeod.J.& McLeod.J.(2011). Counselling Skills:A practical for counsellors and helping professionals. Open University Press.
❖ Meier.A.& Boivin.M.(2011). Counselling and Therapy Techniques. Sage Publication India Pvt. Ltd.

## Qualitative Methods of Data Analysis

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	IX	Contact Hours	45 (L) + 15(T)
Course type	Major/ Minor/ OEIC		
Nature of the course	Theory		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End Term Examination (University Examination)		

### Course Objectives:

The objectives of the course are:

- To impart an understanding in students about how social knowledge can be qualitatively gathered and analyzed.
- Provides a basic understanding of qualitative research method, its scopes and challenges.

**Course Learning Outcomes:** After completing this course student will be able

- To critically evaluate the advantages and disadvantages of various qualitative methods and
- To apply this knowledge in their research work.

**Course content:**

**Unit -I: Introduction to Qualitative Methods - Practical Considerations  
(Weightage 20%)**

- Nature, Assumption & philosophy of qualitative inquiry
- Differences between Qualitative and Quantitative methods
- Cross validation and triangulation
- Qualitative research Process and sampling in qualitative research

**Unit-II:**

**Methods of Verbal Data (Weightage 20%)**

**Collections**

- Interview-nature, assumption and type
- Focused Group- nature, definition and process involved in focused group datacollection
- Discourses- Discourses as a Qualitative Method

**Unit -III: Observation & Other Mediated Methods of Qualitative inquiry  
(Weightage 20%)**

- Observation
- Ethnography
- visual Data
- Interpretative Phenomenology
- Grounded Theory

**Unit- IV: Analyzing Qualitative Data (Weightage 20%)**

- Text analysis
- Documentation of data- coding and categorizing
- Analysis of conversation and ~~discourse~~
- Analyzing narratives
- Use of Computerized methods of analyzing qualitative data

**Unit- V: Writing Qualitative Research (Weightage 20%)**

- Quality criteria and Qualitative research
- Writing Qualitative research report
- Ethical issues

**Content Interaction Plan:**

Lecture Discussion( cum Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit -I: Introduction to Qualitative Methods - Practical Considerations</b>
1-3	Nature, Assumption & philosophy of qualitative inquiry
4-6	Differences between Qualitative and Quantitative methods
7-9	Cross validation and triangulation

10-18	<b>Unit-II: Methods of Verbal Data Collections</b>
10-11	Interview: nature, assumptions and type
12-15	Focused Group- nature, definition and process involved in focused group datacollection
16-18	Discourses- Discourses as a Qualitative Method
19-27	<b>Unit -III: Observation &amp; Other Mediated Methods of Qualitative inquiry</b>
19-20	Observation
21	Ethnography
22-23	visual Data
24	Text analysis
25	Inter pretative Phenomenology
26-27	Grounded Theory
28-36	<b>Unit- IV : Analyzing Qualitative Data</b>
28-31	Documentation of data- coding and categorizing;
32-34	Analysis of conversation and discourse
35-36	Analyzing narratives Computerized methods of analyzing qualitative data
37-45	<b>Unit- V: Writing Qualitative Research</b>
37-39	Quality criteria and Qualitative research
40-42	The quality of Quantitative research
43-45	WritingQualitative research
46-60	<b>Tutorial</b>
<b>Essential Readings:</b>	
<ul style="list-style-type: none"> <li>❖ Creswell,JS(2007). Qualitative inquiry and research design: choosing among fiveapproaches.Thousand Oaks:Sage</li> <li>❖ Danzing N.K. &amp; LincolnY.(2005). The Sage Handbook of Qualitative reserach.3rded.London Sage</li> <li>❖ Jonathan.A.S.(2015). Qualitative Psychology: A Practical Guide to Research Methods. Sage Publication.</li> <li>❖ Seth.S., Chadha.N.K. &amp; Bhatia.H.(2022). Qualitative Methods: A Practical Journey into Research. Friends Publication India.</li> <li>❖ Sharan.B.M &amp; Elizabeth.J.T (2014). Qualitative Research. Jossey-Bass Publication</li> </ul>	
<b>Additional/Advance/Further Readings:</b>	
<ul style="list-style-type: none"> <li>❖ Merriam.S.B.,&amp; Tisdell.E.J.(2015). Qualitative Research: A Guide to Design and Implementation.John Wiley and Sons.</li> <li>❖ Miles.M.B., Huberman.A.M.&amp; Saldana.J.(2019). Qualitative Data Analysis. Sage Publication.</li> </ul>	

## HUMAN RESOURCE MANAGEMENT

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	IX	<b>Contact Hours</b>	30 (L) +30 (P) Hours
<b>Course Type</b>	Major/ Minor/OEIC		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

### Course Objectives:

- Understand and resolve organizational human resource issues effectively.
- Master core HR functions and contemporary HR challenges.
- Learn fundamental HRM concepts, including personnel management and HRD.
- Apply HR practices such as recruitment, training, and performance evaluation.
- Develop skills in international HRM and organizational change management.

### Course Learning Outcomes:

- Analyze and address HR issues proficiently in organizational contexts.
- Implement comprehensive HR systems and strategies.
- Apply HRM principles effectively within organizational contexts.
- Optimize organizational performance through HR practices.
- Manage international HR effectively and drive organizational change.

### Course Contents:

#### **Unit 1: Introduction to Human Resource Management (HRM) (Weightage 20%)**

Personnel management, HRM and HRD, Context and issues in HRM

#### **Unit 2: Human Resource Practices (Weightage 20%)**

Job analysis; Recruitment and selection; Training; Performance evaluation

#### **Unit 3: Meeting HR requirements (Weightage 20%)**

Performance Management, Career management and Talent Management and developing diverse talent pool, Competency assessment

#### **Unit 4: International human resource management (IHRM) (Weightage 20%)**

The context of Globalization, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise, Selection of international assignees; Expatriate failure, Cross-cultural training.

#### **Unit 5: Organizational change and development (Weightage 20%)**

Organizational change: concepts, models and, techniques

organizational development: concepts, models and techniques

### Content Interaction Plan:

Lecture Discussion( session of 1 Hour)	cum Each	Unit/Topic/ Sub Topic
1-4		Personnel management
5-8		HRM and HRD
9-12		Context and issues in HRM
13-14		Job analysis
15-17		Recruitment and selection
18-23		Training; Performance evaluation
24-28		Performance Management
29-35		Career management and Talent Management and developing diverse talent pool
36-38		Competency assessment
39-42		The context of Globalization
43-44		Dimensions of Cultural difference (Hofstede)
45-48		Policies and practices in the multinational enterprise
49-52		Selection of international assignees
53-55		Expatriate failure, Cross-cultural training.
56-58		Organizational change: concepts, models, techniques
59-60		organizational development: concepts, models and techniques

#### Essential Readings:

- ❖ Banfield, P., & Kay, R. (2011). Introduction to human resource management (2<sup>nd</sup> Ed.). New Delhi, India: Oxford University Press.
- ❖ Bhatnagar, J., & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
- ❖ Cascio W.F. & Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
- ❖ DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.

#### Additional/Advance/Further Readings:

- ❖ DeNisi, A. S., & Griffin, R. W. (2011). Managing human resources (4th Ed.). Boston:Cengage Press.
- ❖ Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.
- ❖ Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.
- ❖ Khandelwal, K. A. (2009). In search of Indianness: Cultures of multinationals. New Delhi, India: Kanishka Publishers.
- ❖ Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). Human resource management: A South Asian perspective. Delhi, India: Cengage Learning India Pvt. Ltd.
- ❖ Pande, S., & Basak, S. (2012). Human resource management. New Delhi, India:Pearson Education.

## HEALTH PSYCHOLOGY: THEORY & PRACTICE

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	(L +P) +T= (3)+1	<b>Course Duration</b>	One Semester
<b>Semester</b>	IX	<b>Contact Hours</b>	L(45) + 15 (T)
<b>Course Type</b>	Major/Minor		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	<b>Value Based</b> (Human Values /Ethics/ Constitutional Values etc.); Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Assignments, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	- 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) - 70% - End Term External Examination (University Examination)		

### Course Objectives:

- ❖ To impart an advanced understanding of the theory, practice and application of psychology to the study of human behavior relevant to health, illness and health care.
- ❖ To build a sound theoretical and applied base for apt use of psychological principles to promote changes in people's behavior and their associated beliefs about health and illness.

**Course Learning Outcome:** Upon successful completion of the course the students will be able to:

- ❖ Demonstrate their understanding of the concepts, assumptions and models of health psychology.
- ❖ Explain and describe the implications of psychological principles in major health problems, their management, current research trends, and issues of concern in this field.

### Course Content

**Unit-I Health Psychology:** (20% weightage)

Concept, Assumptions, Models (Biomedical and Biopsychosocial)

**Unit-II Theories:** (20% weightage)

Social Cognitive Theory, Theory of Planned Behavior, Health Belief model, Protection – motivation theory, Trans – theoretical model of behavior change, Self-regulatory model, latest trends.

**Unit-III Health Promotion and Illness Prevention:** (20% weightage)

Health and Behavior; Changing health habits; Cognitive behavioural approaches to health behavior change.

**Unit IV: Management of chronic and terminal illness:** (20% weightage)

Emotional responses to and coping with chronic illness; Physical, vocational, social and personal issues; Intervention for psychological issues in chronic illness; Psychological issues and management of terminally ill; Major health concerns and management- heart disease, hypertension, stroke, diabetes, cancer, HIV/AIDS

**Unit-V Health Care System:** (20% weightage)

Indian Scenario, Attitude of Health Professionals, Burnout in health professionals, Designing health care work environment, Future challenges for health care, Growth of Health Psychology.

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit-I Health Psychology</b>
1-3	Concept,
4-6	Assumptions,
7-9	Models (Biomedical and Biopsychosocial)
9-18	<b>Unit-II Theories:</b>
9-11	Social Cognitive Theory, Theory of Planned Behavior,
12-14	Health Belief model, Protection – motivation theory,
15-17	Trans – theoretical model of behavior change,
18-19	Self-regulatory model, latest trends
20-28	<b>Unit-III Health Promotion and Illness Prevention</b>
20-22	Health and Behavior;
23-25	Changing health habits;
26-28	Cognitive behavioural approaches to health behavior change
29-37	<b>Unit IV: Management of chronic and terminal illness</b>
29-31	Emotional responses to and coping with chronic illness; Physical, vocational, social and personal issues;
32-34	Intervention for psychological issues in chronic illness; Psychological issues and management of terminally ill;
35-37	Major health concerns and management- heart disease, hypertension, stroke, diabetes, cancer, HIV/AIDS
<b>38-45</b>	<b>Unit-V Health Care System</b>
38-40	Indian Scenario, Attitude of Health Professionals,
41-43	Burnout in health professionals, Designing health care work environment,
44-45	Future challenges for health care, Growth of Health Psychology.
46-60	<b>Tutorial</b>

**Essential Readings:**

- Ogden, J. (2012). Health Psychology. McCrawhill Foundation
- Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology(2nd Ed) Pearson Education Limited, New York.
- Sarafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York. Page 4 of 12
- Taylor,S.E., (2009). Health Psychology (9th Ed). New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Ayers, S., Baum, A., McManus, C., Newman, S., Wallston,K., Weinman,J., & West,R. (2007). Cambridge Handbook of Psychology, Health and Medicine (2nd Ed). Cambridge University Press

**1. Additional/Advance/Further Readings:**

- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014).Health Psychology an introduction to behavior and health (8th Ed). Delhi: Cengage Learning
- Lyons, A.C. & Chamberlain, K. (2006). Health Psychology A Critical Introduction. Cambridge University Press
- Straub, R.O. (2014). Health Psychology a BioPsychosocial Approach (4th Ed).

## Media psychology

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	IX	Contact Hours	45 (L) + 15(T)
Course type	Major/ Minor/ OEIC		
Nature of the course	Theory		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End Term Examination (University Examination)		

### Course Objectives

- To introduce the importance of media psychology
- To develop an in depth understanding of the influence of media and related psychology behind the techniques used in media

### Course Learning Outcomes:

- To understand the effect of media on human psyche
- To develop an insight into the role of media in identity formation and happiness
- To be able to understand the critical issues of media influence

### Course content

#### Unit1: Media Psychology

**(Weightage 20%)**

Relevance of media psychology, theories of mass communication: Socio cognitive Theory, socialization theories- Uses and gratifications theory- schema theory- theories of persuasion; The role of television, radio, newspaper and internet, ethical consideration

#### Unit 2: Children, Adolescents and the Media

**(Weightage 20%)**

Use of different media by children- socialization of children through media- impact of media on adolescent behavior-helping children addicted to advertisements and video games-cultural functions of media use- influence of media on the adolescent's body image

#### Unit-3: Violence in the media

**(Weightage 20%)**

Effects of media on violence: news, films and video games- characteristics of people who watch media violence-sexual violence-cognitive factors in media violence-helping children to deal with violence in media

#### Unit-4: Media on values and health

**(Weightage 20%)**

Role of media on religion, public health and Media-Idealized media images of women

#### Unit-5: Research methods in media psychology

**(Weightage 20%)**

The Experimental tradition-survey methods-interviewing and Qualitative analysis, Ethnography and Observation-analysis of media Texts-Discourse analysis



### Content Interaction Plan:

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	Relevance of media psychology
10-20	Theories of mass communication
21-25	The role of television, radio, newspaper and internet, ethical consideration
26-31	Use of different media by children
32-35	Impact of media on adolescent behavior
36-40	Cultural functions of media use- influence of media on the adolescent's body image
40-45	Effects of media on violence : news, films and video games
46-50	Characteristics of people who watch media violence- sexual violence
51-52	Cognitive factors in media violence
53-54	Helping children to deal with violence in media
55	Role of media on religion, public health and Media-
56-57	Idealized media images of women
58-60	Research methods in media psychology
<b>Essential Readings:</b> <ul style="list-style-type: none"><li>❖ George C Erric Schater(2005).Psychology of media and politics. Elsevier Science Academic Press,London.</li><li>❖ Giles.P(2003). Media Psychology. Lawrence Erlbaum Associates publishers,New Jersey London</li><li>❖ Harris.R.J.(2004).A cognitive psychology of mass Communication(4<sup>th</sup> Ed) Lawrence Erlbaum Associates publishers,New Jersey London</li><li>❖ ValkenburgP.M.(2004) Children's Response to the screen: A media Psychological Approach. Mahwah NJ: Lawrence Erlbaum Associates.</li></ul>	

## SEMESTER-X

### ADVANCED PSYCHOTHERAPY

<b>Course Code</b>		<b>Credits</b>	4
<b>L + T + P</b>	(L+P)+(T)	<b>Course Duration</b>	One Semester
<b>Semester</b>	X	<b>Contact Hours</b>	L+P(40+10)+ 15 (T) Hours
<b>Course Type</b>	Major/ Minor/ OEIC course		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>Lecture, Tutorials, Group discussion, seminar, presentations by students</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"><li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li><li>• 70% - End Term External Examination (University Examination)</li></ul>		

#### Course Objectives:

- ❖ To provide an in-depth understanding of different types of theory/approach and psychotherapy.
- ❖ To train students in its application of different types of psychotherapy.

#### Course Learning Outcomes:

- ❖ After completion of the course a student is expected to have developed skill and competence to assess psychological problems and their management.

#### Course Contents:

##### UNIT I: Introduction:

(20 % Weightage)

- Meaning
- Goals of psychotherapy
- General and specific factors promoting change in psychotherapy
- Psychotherapy research: efficacy and effectiveness
- Professional training and ethics in clinical practice
- Critical/controversial issues in psychotherapy.

##### UNIT II: Psychodynamic therapies:

(20 % Weightage)

- Psychoanalytic therapies
- Brief analytic therapies
- Object-relations therapies
- Interpersonal approaches

##### UNIT III: Humanistic & transpersonal therapies:

(20 % Weightage)

- Client-centered therapies
- Existential therapies
- Gestalt therapies
- Transpersonal therapies

**UNIT IV: Behavioural & Cognitive-Behavioural therapies: (25 % Weightage)**

- Behavioural therapy
- Cognitive behavioral assessment
- Cognitive behavioral therapy for anxiety disorder, depression, marital problems and family problems
- Rational emotive behavior therapy
- Eye Movement Desensitization and Reprocessing (EMDR) Therapy

**UNIT V: Somatic therapies and recent developments in Psychotherapy: (15 % Weightage)**

- Overview of Pharmacotherapy
- Indications of neuroleptics
- Anxiolytic
- Hypnotics
- Antidepressant
- Mood stabilizers and
- Electroconvulsive therapy
- Genetic Counselling
- E-therapy/online therapy
- Recent developments in psychotherapy (integrative, narrative, feministic etc)

**Practicum:** Any 2 practicum pertaining to above topics. This practicum reports would be considered as a part of Continuous Internal Assessment.

**Content Interaction Plan:**

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1- 8	<b>UNIT I: Introduction</b>
1	Meaning, Goals of psychotherapy
2-3	General and specific factors promoting change in psychotherapy
4-5	Psychotherapy research: efficacy and effectiveness
6-7	Professional training and ethics in clinical practice
8	Critical/controversial issues in psychotherapy.
9-16	<b>UNIT II: Psychodynamic therapies</b>
9-10	Psychoanalytic therapies
11-12	Brief analytic therapies
13-14	Object-relations therapies
15- 16	Interpersonal approaches
17- 24	<b>UNIT III: Humanistic &amp; transpersonal therapies</b>
17-18	Client-centered therapies
19-20	Existential therapies
21-22	Gestalt therapies
23-24	Transpersonal therapies
25-34	<b>UNIT IV: Behavioural &amp; Cognitive-Behavioural therapies:</b>
25-26	Behavioural therapy
27-28	Cognitive behavioral assessment
29-30	Cognitive behavioral therapy for anxiety disorder, depression, marital problems and family problems
31	Rational emotive behavior therapy
32	Eye Movement Desensitization and Reprocessing (EMDR) Therapy
33-40	<b>UNIT V: Somatic therapies and recent developments in psychotherapy:</b>
35-36	Overview

37	Indications of neuroleptics
38	Hypnotics, Antidepressant
39-40	Mood stabilizers and Electroconvulsive therapy, online psychotherapy
41-50	<i>Practical</i>
51-60	<i>Tutorials</i>

**Essential Readings:**

- Beck, J.S (1995). Cognitive therapy: Basic and beyond. New York: Guilford Press.
- Beck, J (2011). Cognitive behavior therapy: Basics and beyond (2nd ed). The Guilford Press.
- Brem, C. (2001). Basic skills in psychotherapy and counselling. Singapore: Brooks/Cole.
- Corey, G. (2015). Theory and practice of counseling and psychotherapy (10th ed.). Boston: Cengage Learning.
- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.

**Additional/Advance/Further Readings:**

- Brem, C. (2000). Dealing with challenges in psychotherapy and counselling. Singapore: Brooks/Cole.
- Feltham, C. (Ed.) (1999). Controversies in psychotherapy and counseling. New Delhi, India: Sage.
- Francine Shapiro (2019). Eye Movement Desensitization and Reprocessing (EMDR) Therapy: Basic Principles, Protocols, and Procedures (Third edition). The Guilford Press, New York London.
- Gianluca C., Andrea, G., Fabriziamantovani and Giuseppe, R. (2003). From Psychotherapy to e-Therapy: The Integration of Traditional Techniques and New Communication Tools in Clinical Settings. *Cyber-psychology & Behavior*, 6(4), 375-382.
- Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). Theories of counseling and psychotherapy: A multicultural perspective (6th ed.). Boston: Allyn & Bacon.
- McDonald, A., Eccles, J. A., Fallahkhair, S., and Critchley, H. D. (2020). Online psychotherapy: trailblazing digital healthcare. *BJ Psych Bulletin*, 44, 60–66

## Clinical Assessment

Course Code		Credits	04
L+T+P	2+0+2	Course Duration	One semester
Semester	X	Contact Hours	30(L)+ 60(P)
Course type	Major/ Minor/ OEIC courses		
Nature of the course	Theory cum Practical		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 20%- Report submission and evaluation 50%- End Term Examination (University Examination)		

### Course objectives:

- Familiarize the students with various methods, approaches and tools of assessment especially used in clinical settings.
- Provide training and knowledge to select, administer, score and interpret various types on psychological tests.

### Course Learning Outcomes:

After successful completion of the course:

- The students should be imparted a variety of proficiency to conduct the screening and various psychological assessment tools for evaluating various psychopathology, developmental delays and psychological attributes of the child and adult.
- Students would develop professional skills which are helpful in diagnosing and preparing psychological reports.
- The practicum of case study and interview would let the students learn and execute an in depth investigation of an individual, society or community.

### Course Content:

#### Unit- I: Clinical Assessment

(18 % Weightage)

- Definition and purpose
- Interview and its types
- Mental status examination
- case history
- Behavioural assessment
- Process and stages of diagnostic assessment & Differential diagnosis.

#### Unit -II: Assessment of developmental milestone and abilities (8 % Weightage)

- Assessment of development: VSMS, VABS and other developmental scales
- Assessment of intelligence: The Stanford-Binet Scale of intelligence, WAIS, WISC; Bhatia Intelligence Test
- Diagnostic/ clinical utility of intelligence tests – scatter analysis and other techniques.

#### Unit- III: Assessment of Personality

(8 % Weightage)

- Personality assessment: Psychometric and projective tests
- The MMPI, MCMI, Neo Personality Inventory (NEO)
- Rorschach, TAT and its versions, Sentence completion techniques.

- Drawing as means of projection
- Clinical utility of various personality test

**Unit-IV: Neuropsychological Assessment (8 % Weightage)**

- Neuropsychological assessment: PGI -BBD, Wechsler Memory Scale, WCST, LNNB;
- Clinical utility of neuropsychological test

**Unit- V : Rating Scales (8 % Weightage)**

- Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS),
- Issues related to clinical applications of above rating scales
- Test combinations and report writing

**Practicum: (50 % Weightage)**

Any 5 practicum reports pertaining to above topics would be submitted by the students. This practicum reports would be evaluated by the course instructor.

**Evaluation:**

**End Term Exam theory=50 points**

**Practical Report =20 points**

**Continuous Internal Assessment= 30 points**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
<b>1-10</b>	<b>Unit- I: Clinical Assessment</b>
1	Definition and purpose
2-3	Interview and its types
4-5	Mental status examination
6-7	case history
8-9	Behavioural assessment
10	Process and stages of diagnostic assessment & Differential diagnosis.
<b>11-15</b>	<b>Unit -II: Assessment of developmental milestone and abilities</b>
11-12	Assessment of development: VSMS, VABS and other developmental scales
13-14	Assessment of intelligence: The Stanford-Binet Scale of intelligence, WAIS, WISC; Bhatia Intelligence Test
15	Diagnostic/ clinical utility of intelligence tests – scatter analysis and other techniques.
<b>16-20</b>	<b>Unit- III: Assessment of Personality</b>
16	Personality assessment: Psychometric and projective tests
17-18	The MMPI, MCMI, Neo Personality Inventory (NEO)
	Rorschach, TAT and its versions, Sentence completion techniques.
19	Drawing as means of projection
20	Clinical utility of various personality test
<b>21-25</b>	<b>Unit-IV: Neuropsychological Assessment</b>
21-23	Neuropsychological assessment: PGI -BBD, Wechsler Memory Scale, WCST, LNNB;
24-25	Clinical utility of neuropsychological test
<b>26-30</b>	<b>Unit- V : Rating Scales</b>
26-28	Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS),
29	Issues related to clinical applications of above rating scales
30	Test combinations and report writing
60 Hours	<b>Practicum</b>

**Essential Readings:**

- ❖ Bellack, A.S. and Hersen,M(Ed.s.) (1998). Behavioural assessment: A practical Handbook(4th ed.).MA: Allyn and Bacon.
- ❖ Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.) New York: Brooks & Cole.
- ❖ Hersen,M.(2004). Comprehensive Handbook of psychological assessment(Vol.4). Industrial and Organizational assessment. New York,NY:Wiley.
- ❖ Morrison, J. (2007). Diagnosis made easier. NY: Guilford Press.
- ❖ Neitzel, M. T., Bernstein, D. A., &Millich, R. (1998). Introduction to clinical psychology. (5th Ed.). Upper Saddle River, N. J.: Prentice Hall.
- ❖ Pridmore, S. (2000). The psychiatric interview: A guide to history taking and mental status examination. Amesterdam: Taylor & Francis.
- ❖ Trull, T. J. &Prinstein, M.J. (2013). Clinical Psychology (8th Ed.). Wadsworth, Cengage Learning

**Additional/Advance/Further Readings:**

- ❖ Suhr.J.A.& Sellbom.M.(2019). The Cambridge Handbook of clinical Assessments and Diagnosis.Cambridge university Press.
- ❖ Haynes.S.T., Smith.G.T.& Hunsley.J.D.(2011). Scientific Foundations of Clinical Assessment.Routledge, Taylor & Francis Group, New York
- ❖ Baer.L & Blais.M.A.(2010). Handbook Of Clinical rating Scales and Assessment in Psychiatry and Mental Health. Humana Press.

**REHABILITATION PSYCHOLOGY**

<b>Course Code</b>		<b>Credits</b>	4
<b>L + T + P</b>	3+1+0	<b>Course Duration</b>	One Semester
<b>Semester</b>	X	<b>Contact Hours</b>	45 (L)+15 (T) Hours
<b>Course Type</b>	Major/ Minor/ OEIC courses		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course</b>	Skill based/Value Based		
<b>Methods of Content Interaction</b>	<i>Lecture, Tutorials, Group discussion, seminar, presentations by students</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

**Course Objectives:**

- ❖ To understand the role of rehabilitation psychologist in the field of disability rehabilitation.
- ❖ To become aware of recent trends in rehabilitation psychology.

**Course Learning Outcomes:**

After completion of the course students will be able to

- ❖ Understand the principles of rehabilitation science and apply it to the practice of rehabilitation/clinical psychology.
- ❖ Identify Assessment strategies useful in the area of rehabilitation.
- ❖ Understand the contribution for community based approaches in rehabilitation.

**Course Contents:**

**UNIT I: Rehabilitation psychology (10 % Weightage)**

- Definition
- Historical perspectives
- Scope and
- Ethical issues in rehabilitation

**UNIT II: Basic concepts of Rehabilitation (15 % Weightage)**

- Impairment, disability and handicap
- Impact of psychiatric disability on the individual, family, community
- Disability due to psychiatric disorders

**UNIT III: Psychological Approach to Rehabilitation (15 % Weightage)**

- Assessment, Diagnosis, Management and certification
- Role of psychologist in disability rehabilitation
- Understanding psychological needs of caregivers and
- Working with families of persons with disabilities

**UNIT IV: Clinical Characteristics / symptoms and assessment (25 % Weightage)**

- Chronic pain
- Spinal cord injury
- Traumatic brain injury
- Alzheimer
- Dementia
- Autism
- Attention deficit and hyperactivity disorder
- Schizophrenia and
- Bipolar disorder

**UNIT V: Rehabilitation related to clinical conditions (25 % Weightage)**

- Community-based Rehabilitation
- Management of Behavioral and Learning Problems
- Vocational Rehabilitation
- Geriatric Rehabilitation
- Neuropsychiatric rehabilitation
- Artificial intelligence and
- Robotics in rehabilitation

**Practicum: (10 % Weightage)**

**Practicum:** Any 2 practicum pertaining to above topics. This practicum reports would be considered as a part of Continuous Internal Assessment.

**Content Interaction Plan:**

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1- 6	<b>UNIT I: Rehabilitation psychology</b>
1	Definition
2-3	Historical perspectives



4-5	Scope
6	Ethical issues in rehabilitation
<b>7- 14</b>	<b>UNIT II: Basic concepts of Rehabilitation</b>
7-8	Impairment, disability and handicap
9-11	Impact of psychiatric disability on the individual, family, community
12-14	Disability due to psychiatric disorders
<b>15-22</b>	<b>UNIT III: Psychological Approach to Rehabilitation</b>
15-16	Assessment, Diagnosis, Management and certification
17-18	Role of psychologist in disability rehabilitation
19-20	Understanding psychological needs of caregivers
21-22	Working with families of persons with disabilities
<b>23-30</b>	<b>UNIT IV: Clinical Characteristics / symptoms and assessment</b>
23	Chronic pain, Spinal cord injury
24	Traumatic brain injury
25	Alzheimer
26	Dementia
27	Autism
28	Attention deficit and hyperactivity disorder
29	Schizophrenia
30	Bipolar disorder
<b>31- 40</b>	<b>UNIT V: Rehabilitation related to clinical conditions</b>
31-32	Community-based Rehabilitation
33-34	Management of Behavioral and Learning Problems
35	Vocational Rehabilitation
36-37	Geriatric Rehabilitation
38	Neuropsychiatric rehabilitation
39	Artificial intelligence
40	Robotics in rehabilitation
41-50	<i>Practical</i>
51-65	<i>Tutorials</i>

#### **Essential Readings:**

- Disability Manual (2005). National Human Rights Commission.
- Golden, C. J. (1984). Current topics in Rehabilitation Psychology: Grune & Stration, London.
- Lisa, A. Brenner., Stephanie, A. Reid-Arndt, Timothy, R., Elliott, Robert G. Frank, and Bruce Caplan (2019). Handbook of Rehabilitation Psychology, Third Edition, American Psychological Association.

#### **Additional/Advance/Further Readings:**

- Kennedy, P. (Ed.). (2012). The Oxford handbook of rehabilitation psychology. Oxford University Press.
- Nirbhay, N. Singh (1998). Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9, Elsevier Science, Pergamon.
- Zigler, E, Gates, D. B. (1999). Personality development in individuals with mental retardation, Newyork: Cambridge University Press.

## COMMUNITY PSYCHOLOGY

Course Code		Credits	04
L+T+P	(L +P) +T= (3)+1	Course Duration	One semester
Semester	X	Contact Hours	L+P(40+10)+ 15 Hours
Course Type	Major/ Minor/ OEIC courses		
Nature of the Course	Theory Cum Practical		
Special Nature/ Category of the Course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Tutorials		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of marks depends upon the course instructor. 70%- End Term Examination (University Examination)		

### Course objectives:

- To familiarize the students with concepts of community psychology and imparts advance understanding about the concept of prevention, crisis intervention and consultation in community setting
- The course equips the students with skills of community intervention
- To provide knowledge of importance of community in enriching quality of life of the individual and community as well.

### Course Learning Outcomes:

At the end of the course the student will be able:

- To recognize the reciprocal effect of the communities
- To apply community psychology model to mental health care and rehabilitation
- To develop a positive and pro attitude toward healthy living for oneself and others. This would also helpful in developing insights with respect to community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.

### Course contents:

#### UNIT I: Introduction (20 % Weightage)

Definition of community psychology, A shift in perspective  
Types of communities; models of community psychology

#### UNIT II: Core values (20 % Weightage)

Core values in community psychology  
Individual and family wellness; sense of community  
Respect for human diversity; social justice.  
Empowerment and citizen participation  
Collaboration and community strengths.

#### UNIT III: Health promotion (20 % Weightage)

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

**UNIT IV: Interventions****(20 % Weightage)**

Community development and empowerment

Introduction to prevention and promotion: Concepts for understanding prevention and promotion  
Prevention and promotion: Issues in implementing programs**UNIT V: Promoting community and social change****(20 % Weightage)**

Concept of Consultation

Use of non-professional

Action research and advocacy for social change

Empowerment and citizen participation

**Content Interaction Plan:**

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-5	Definition of community psychology, A shift in perspective
6-8	Types of communities
9-12	Models of community psychology
13-16	Core values in community psychology
17-22	Individual and family wellness; sense of community
23-27	Empowerment and citizen participation
28-32	Collaboration and community strengths
33-38	Process of community organization for health promotion, importance
39-44	Community program for: child and maternal health, physical challenged and old age in the Indian context.
45-47	Community development and empowerment
48-49	Introduction to prevention and promotion
50-51	Issues in implementing programs
52-53	Concept of Consultation
54	Use of non-professional
55-56	Action research and advocacy for social change
57-60	Empowerment and citizen participation

**Essential Readings:**

- ❖ Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M.J., & Dalton, J.H., (2011) Community Psychology: Linking Individuals & Communities (3RD ed). Belmont, CA: Wadsworth/Cengage Learning.
- ❖ Shanmugham, T.E. (1987) Community Psychology. Madras: Utsav Shanmugham. Korchin, S.J., (2004) Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers
- ❖ Rappaport, J & Seidman, E (2000) Handbook of Community Psychology. New York: Plenum Publishers
- ❖ Duncan, N., Bowman, B., Naidoo, A., Pillay, J., & Roos, V. (2007). Community psychology: Analysis, context and action. Cape Town: University of Cape Town.
- ❖ Rudkin, J, K. (2003). Community Psychology: Guiding Principles and Orientation Concepts. Upper Saddle River, NJ: Prentice Hall.
- ❖ McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An Introduction to Community Health. Burlington, MA, United States: Jones and Bartlett Publishers.
- ❖ Misra, G. (Ed.) (2010). Psychology in India, Vol. 2: Vth ICSSR Survey of Psychology. New Delhi: Pearson.
- ❖ Poland, B. D., Green, L.W. & Rootman, I. (2000). Setting for Health Promotion: Linking Theory and Practice. New Delhi: Sage Publication

**Additional/Advance/Further Readings:**

- ❖ Rappaport.J. & Edward. S.(2000). Handbook of community Psychology. Springer Science and Business Media Publication.
- ❖ Kagan.C., Burton.M.R. & Duckett.P et al (2011). Critical Community Psychology. John Wiley & Sons.
- ❖ Levine.M.& Perkins.D.V.(1987). Principles of Community Psychology: Perspectives and Applications. Oxford University Press.

**CULTURAL PSYCHOLOGY**

<b>Course Code</b>		<b>Credits</b>	04
<b>L + T + P</b>	2+ 0 +1	<b>Course Duration</b>	One Semester
<b>Semester</b>	X	<b>Contact Hours</b>	60
<b>Course Type</b>	Major		
<b>Nature of the Course</b>	Theory cum Practicum		
<b>Special Nature/ Category of the Course (if applicable)</b>	Skill Based		
<b>Methods of Content Interaction</b>	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

**Course Objectives:**

- Understand how culture influences psychological processes and behaviors.
- Cultivate adaptability in diverse multicultural settings.
- Learn research methods and ethical considerations in cultural psychology.
- Explore social and emotional behaviors within cultural contexts.
- Examine processes of cultural learning and transmission.

**Course Learning Outcomes:**

- Recognize cultural influences on psychology, enhancing cultural awareness.
- Develop adaptability skills for multicultural interactions.
- Critically evaluate cross-cultural research methods and ethics.
- Analyze social and emotional behaviors in cultural contexts.
- Apply insights from indigenous psychology to promote cultural diversity and understanding.

**Course Contents:****UNIT I: Introduction****(20 % Weightage)**

Definition and nature of Culture; Cultural Dimensions; goals of Cultural Psychology; ethnocentrism & relativism; cultural variations; need for Cross-Cultural psychology

Research methods in Culture; research issues; ethics in cultural research.

**UNIT II: Social and Emotional Behavior ( 20 % Weightage)**

Social: Social behavior, language, cognition, sexuality, and morality

Emotional: components of emotions, motivation, personality, mental health, physical health.

**UNIT III: Cultural Learning & Cultural Narratives ( 20 % Weightage)**

Enculturation – Agents of enculturation; cultural and biological transmission of development; socialization & parenting styles; cognitive development

Cultural Narratives – prospects of fusion between culture & psychology; social reforms & cultural change, cultural values.

**UNIT IV: Living in a Multi-Cultural World ( 20 % Weightage)**

Acculturation – Culture shock; Berry’s Model of acculturation; psychological acculturation & adaptation; Bilingualism

Intercultural Relations – intercultural relations; multiculturalism; intercultural communications; impact of other cultures; threats and challenges of living in a multicultural world.

**UNIT V: Indigenous Psychology ( 20 % Weightage)**

Indian Psychology – Implications and applications; Indian perspective on emotions; Self and identity; indigenization of psychology in India.

**Essential Readings:**

- ❖ Berry, J.W. Pootinga, Y.H., Segall, M.H., & Dasen, P.R. (1992). Handbook of Cross-Cultural Psychology: Research and Applications. Cambridge University Press: Cambridge.
- ❖ Stigler, J.W., Shweder, R.A., & Herdt, G. (1990). Cultural Psychology: Essays On Comparative Human Development. Cambridge University Press: Cambridge.
- ❖ Worthy, L.D.; Lavigne, T & Romero, F. (2020). Culture and Psychology. Maricopa Open Digital Press

**Additional/Advance/Further Readings:**

## Forensic Psychology

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	X	Contact Hours	45 (L) + 15(T)
Course type	Major/ Minor/ OEIC courses		
Nature of the course	Theory		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End Term Examination (University Examination)		

### Course Objectives:

This course has mainly two objectives: -

- First to help students learn the roles of forensic psychologists, the psychologist in court, eyewitness testimony and false confession as the central issues in forensic psychology
- Second provide knowledge about the subjective experiences of victims and how to solve these issues through psychological intervention

### Course Learning Outcomes:

After the completion of the course:

- Students would be able to demonstrate describe the major areas of interests shared by psychology and the law, describe the types of forensic evaluations conducted in criminal and civil cases
- Students would able to get various career opportunities and the training needed to become a forensic psychologist.
- Students would be equipped with some psychological skills to solve the traumatic experiences of the various victims

### Course Contents:

#### Unit I: Introduction

(Weightage 20%)

- Definition
- Historical perspective
- Role of forensic psychologist in different situations especially clinical and experimental

#### Unit II: Psychology of crime

(Weightage 20%)

- Theories and psychobiological bases of crime
- Assessment and violence prediction
- Eyewitness testimony & expert testimony
- False confession

#### Unit III: Psychological Investigation of Crime

(Weightage 20%)

- Different methods of psychological investigations: -Lie detection, Polygraph, hypnosis and narcoanalysis and other methods like profile analysis
- Role of personality in crime

#### Unit IV: The Psychologist in Court

(Weightage 20%)

Expert evidence, Forensic reports  
Pre-trial preparation, Forensic portfolio  
Examination in chief, Cross Examination

**Unit V: Recognition of subjective experience of victims**

(Weightage 20%)

- Subjective experience of victims of crime like rape: psychological consequences
- Psycho-social management of these consequences

**Content Interaction Plan:**

Lecture cum Discussion( Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	<b>Unit I: Introduction</b>
1	Definition
2-4	Historical perspective
5-9	Role of forensic psychologist in different situations especially clinical and experimental
10-18	<b>Unit II: Psychology of crime</b>
10-13	Theories and psychobiological bases of crime
14-15	Assessment and violence prediction
16-17	Eyewitness testimony & expert testimony
18	False confession
19- 27	<b>Unit III: Psychological Investigation of Crime</b>
19-25	Different methods of psychological investigations:-Lie detection, Polygraph, hypnosis and narcoanalysis and other methods like profile analysis
26-27	Role of personality in crime
28-35	<b>Unit IV: Psychology of Crime</b>
28-31	Violence at different setup like home and workplace
32-35	Abuse: nature, types and cause
36-45	<b>Unit V: Recognition of subjective experience of victims</b>
36-38	Subjective experience of victims of crime like rape : psychological consequences
39-45	Psycho-social management of these consequences
46-60	<b>Tutorials</b>

**Essential Readings:**

- ❖ Batchman,R., & Schutt,R.K.(2008). Fundamentals of reserach in criminology and criminal justice,London:Sage.
- ❖ Crighton.D.A & Towl.G.J.(2021). Forensic Psychology. Wiley Publication
- ❖ Haward.L.(1981). Forensic Psychology. London: Battsford Academic & Educational Ltd.
- ❖ Howitt,D.(2002). Forensic and Criminal Psychology. New Delhi.India Prentice Hall.
- ❖ Sandie.T.(2019). Forensic Psychology: The Basics.Taylor & Francis Ltd
- ❖ Wrightsman,L.S.& Fulero,S.M.(2008). Forensic Psychology(3rd Ed.).Belmont,CA:Wadsworth Publishing Co.

**Additional/Advance/Further Readings:**

- ❖ Canter.D.V.(2012). Forensic Psychology For Dummies.John Wiley & Sons.
- ❖ Graham.M.D.& Beech.A.R.(2012). Forensic Psychology: Crime , Justice, law, Interventions.John Wiley & Sons.

❖ Samenow.S.E.(2014). Inside the Criminal Mind. Broadway Books.

## DEVELOPMENTAL DISABILITIES AND PSYCHOLOGICAL INTERVENTION

<b>Course Code</b>		<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	X	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Course Type</b>	Major/ Minor/OEIC courses		
<b>Nature of the Course</b>	Theory		
<b>Special Nature/ Category of the Course (if applicable)</b>	Value Based (Human Values /Ethics/ Constitutional Values etc.)		
<b>Methods of Content Interaction</b>	<i>(Lecture, Tutorials, Group discussion, presentations by students)</i>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>● 70% - End Term External Examination (University Examination)</li> </ul>		

### **UNIT I: Developmental Disabilities (25% Weightage)**

Definition, clinical characteristics and Etiology of Attention Deficit/Hyperactivity Disorder, Childhood Disintegrative Disorder, Autism spectrum disorders, Asperger syndrome, cerebral palsy, Down syndrome, Fragile X syndrome, Klinefelter Syndrome, Learning Disabilities, intellectual disability, Phenylketonuria, Fragile X Syndrome, Rett Syndrome, Tourette Syndrome

### **UNIT II: Current issues in health, Neuroscience and Genetics (20% Weightage)**

General health, Advances in genetics, Neuroscience of developmental disabilities.

### **UNIT III: Assessment of Developmental disability (20% Weightage)**

Assessment of Adaptive Functioning, Intellectual Disability, Cognitive Function, developmental function and psychopathology

### **UNIT IV: Psychological Intervention and Management (25% Weightage)**

Early intervention, Behaviour Modification, Behaviour analysis, Functional skill training, social skill training, vocational skill training,

### **UNIT V: Rehabilitation Act (10% Weightage)**

Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act

<b>Lecture cum Discussion( Each session of 1 Hour)</b>	<b>Unit/Topic/ Sub Topic</b>
<b>1-13</b>	<b>UNIT I: Developmental Disabilities</b>
1-2	Definition, clinical characteristics and Etiology of Attention Deficit/Hyperactivity Disorder,
2-3	Childhood Disintegrative Disorder,
4-5	Autism spectrum disorders,
6-7	Asperger syndrome
8	Cerebral palsy,
9-10	Down syndrome, Fragile X syndrome, Klinefelter Syndrome,
11	Learning Disabilities,
12	Intellectual disability,



13	Phenylketonuria, Rett Syndrome, Tourette Syndrome
<b>14-18</b>	<b>UNIT II: Current issues in health, Neuroscience and Genetics</b>
14-15	General health
16	Advances in genetics
17-18	Neuroscience of developmental disabilities
<b>19-25</b>	<b>UNIT III: Assessment of Developmental disability</b>
19	Assessment of Adaptive Functioning,
20-21	Intellectual Disability
22-23	Cognitive Function,
24-25	Developmental function and psychopathology
<b>26-36</b>	<b>UNIT IV: Psychological Intervention and Management of Developmental Disability</b>
26	Early intervention
27-28	Behaviour Modification,
29-30	Behaviour analysis,
30-32	Functional skill training
33-34	Social skill training
35-36	Vocational skill training
<b>37-45</b>	<b>UNIT V: Rehabilitation Act</b>
37-38	Persons with Disabilities Act
39-40	The National Trust Act
41-42	Mental Health Care Act
43-45	Rehabilitation Council of India Act
15 Hours	<i>Tutorials</i>

### Essential Readings

- Jacobson, J. W., Mulick, J. A., and Rojahn, J. (2007). Issues in Clinical Child Psychology Handbook of Intellectual and Developmental Disabilities. Springer Science Business Media, New York.
- Neerja Pandey (2021). The Handbook of Developmental Disability and Rehabilitation. Partridge Publishing India.

### Additional/Advance/Further Readings:

- The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016.
- The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999.
- Disability Manual (2005). National Human Rights Commission.