



UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Applied Psychology

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Contents

Page No.

Preamble

1. Introduction to Programme
2. Learning Outcome-based Curriculum Framework in Programme B.A. (Hons) Applied Psychology

- 2.1. Nature and Extent of the Programme in B.A. (Hons) Applied Psychology
- 2.2. Aims of Bachelor Degree Programme in B.A. (Hons) Applied Psychology
3. Graduate Attributes in B.A. (Hons) Applied Psychology
4. Qualification Descriptors for Graduates B.A. (Hons) Applied Psychology
5. Programme Learning Outcomes for in B.A. (Hons) Applied Psychology
6. Structure of in B.A. (Hons) Applied Psychology
 - 6.1. Credit Distribution for B.A. (Hons) Applied Psychology
 - 6.2. Semester-wise Distribution of Courses.
7. Courses for Programme B.A. (Hons) Applied Psychology
 - 7.1. Course Learning Objective
 - 7.2. Course Learning Outcomes
 - 7.3. Course Teaching-Learning Process
 - 7.4. Assessment Methods
8. Keywords

Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi visualises all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes and this is reflected in the B.A. (Hons) Applied Psychology revised curriculum.

The LOCF approach aims to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been implemented to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

B.A.(Hons)Applied Psychology clearly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to be inculcated at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, this programme prepares students for sustainability and life-long learning.

The University of Delhi hopes the LOCF approach of the programme B.A. (Hons) Applied Psychology will help students in making an informed decision regarding the goals that they wish to pursue in future education and life, at large. This syllabus covers an extensive range of theoretical courses, courses on research and application as well as courses reflecting the contemporary developments in the field of Applied Psychology.

CURRICULUM REVISION COMMITTEE 2019

Prof. AnandPrakash, Department of Psychology, Head and Course Coordinator, University of Delhi

Dr.Neera Pant, Associate Professor, Department of Psychology, Gargi College.

Dr.Suruchi Bhatia, Assistant Professor, Department of Psychology, Shyama Prasad Mukherji College.

Dr. Sunil Kumar Verma, Assistant Professor, Dept. of Psychology, Vivekanand College.

1. INTRODUCTION TO PROGRAMME

The document containing the curriculum outline and details helps in elucidating the Choice Based Curriculum Structure in terms of the Learning Outcomes. The purpose of the syllabus is to make the students develop an awareness and understanding of the contemporary trends and growth in the field of Applied Psychology. This will be substantiated by enabling students to learn relevant academic and professional skills through training and self-reflections in the discipline of psychology. This programme has been framed to maintain the teaching standards, assessment of students and keeping the interface of psychology-individual/community for the human welfare in the forefront. The syllabus has been designed to cover the different fields of psychology along with practical understanding wherever required within the CBCS framework. The course has been developed keeping in mind the current realities of the discipline including the socio-cultural context. The reach to different fields of psychology has been made through incorporating different papers viz. Social Psychology, Developmental Psychology, Systems in Psychology, Understanding Psychological Disorders, Counselling Psychology, Industrial/Organizational Behaviour, Health Psychology etc. To face the challenges of the modern life, skills like Stress Management, Effective Leadership and Communication Competence have been included. Certain electives have been framed to apprise students of the contemporary relevant areas in which psychology is making an impact in society example Youth Psychology, Media Psychology, Peace Psychology, Applied Cognition, and Ethics in Psychology.

2. LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN B.A. (HONS) APPLIED PSYCHOLOGY

2.1 NATURE AND EXTENT OF THE PROGRAMME IN B.A. (HONS) APPLIED PSYCHOLOGY

Psychology is an academic and applied discipline which involves the scientific study of mental functions and behaviors. The current structure aims to impart basic knowledge in Applied Psychology via the core papers, specialized area are introduced in the discipline centered course and the students are exposed to the application possibilities via the skill based courses. The core papers help in meeting with the goal of understanding human and group behaviour by establishing general principles and also by researching specific cases. The content of applied psychology has grown a great amount over the years and this is addressed through discipline centred courses. The study of Applied Psychology at the college level through this curriculum has focussed on developing a basic understanding and further equipping the students to choose advancement and specialization in the area.

2.2 AIMS OF BACHELOR DEGREE PROGRAMME IN B.A. (HONS) APPLIED PSYCHOLOGY

The Applied Psychology programme at the undergraduate level visualizes that training needs to attend to the following considerations:

1. Developing an understanding of various theoretical concepts underlying applied psychology
2. Inculcating the knowledge provided to them via classroom lectures, workshops or seminars and applying the same in real life settings.
3. Practicing effective listening skills in order to understand narratives of pain and social suffering enabling them to become more aware about themselves and others.
4. Developing and understanding of research skills so that students are able to design and conduct systematic and ethical applied and basic psychological research studies.
5. Development of skills related for competence in clinical work with a focus on empathetic understanding
6. Enhancement of knowledge related to self through the utilisation of Indian Psychological concepts for personal growth.
7. Learning skills related to research and analysis of data in a scientific manner using SPSS and other social science software.

3. GRADUATE ATTRIBUTES IN APPLIED PSYCHOLOGY

- **DISCIPLINARY KNOWLEDGE**

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

- **COMMUNICATION SKILLS**

Acquiring the skill for effectively presenting oneself to others, effectively communicating one's intentions with the help of relevant verbal and non-verbal cues. Communication built on empathy as is a core part of Applied Psychology .Learning to explore the world of marginalised people with empathy, compassion and concern. Displaying non-judgemental attitude and actively listening with any of the special groups they choose to study.

- **ANALYTICAL SKILLS**

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

- **RESEARCH RELATED SKILLS**

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

- **REFLECTIVE THINKING**

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

- **LIFELONG LEARNING**

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

- **SELF-DIRECTED LEARNING**

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

- **LEADERSHIP READINESS/ QUALITIES**

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

- **MULTICULTURAL COMPETENCE**

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

- **MORAL AND ETHICAL AWARENESS**

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

- **INFORMATIONAL AND DIGITAL LITERACY**

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

- **CRITICAL THINKING**

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

- **PROBLEM SOLVING**

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

- **RESEARCH RELATED SKILLS**

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

- **COOPERATION/TEAMWORK**

The Applied Psychology graduate will be trained to have the ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation. As a part of their training collaboration, cooperation and realising the power of groups and community is emphasized.

- **SCIENTIFIC REASONING**

Applied Psychology graduates have the ability for articulation of ideas, scientific writing and authentic reporting with effective presentation skills. This is made possible by challenging stereotypes, thinking out-of-the-box, analyzing and trying alternatives, and questioning conclusions based on newer evidence.

4. QUALIFICATION DESCRIPTORS FOR GRADUATES B.A. (HONS) APPLIED PSYCHOLOGY

The Applied Psychology graduate will demonstrate the following qualification descriptors:

- Ability to carry out academic inquiry into psychology and its major sub-fields with emphasis on application.
- Comprehension of different methods to psychological understanding including experimentation, observation, interviewing, using self-reports and other measures and understanding their application.
- Displaying effective communication skills, counselling abilities and understanding of scientific writing
- Being self-awareness and choosing a path of personal growth
- Professional competencies in using psychological techniques for participation in individual and group projects.
- Acquiring specific skillsets like mental status examination , using projective tests , administering and analysing psychometric tests for different sub fields of psychology e.g. clinical, Industrial, rehabilitation respectively.
- Ability to use data analytic procedures using SPSS like computational software.
- Proficiency in understanding the use of various qualitative and quantitative techniques for data analysis and their interpretation.
- Training themselves with the use of DSM and ICDS for diagnostic purposes.

5. PROGRAMME LEARNING OUTCOMES FOR B.A. (HONS) APPLIED PSYCHOLOGY

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

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

6. STRUCTURE IN B.A. (HONS) APPLIED PSYCHOLOGY

6.1 CREDIT DISTRIBUTION FOR B.A. (HONS) APPLIED PSYCHOLOGY

The UGC recommends a 10-point grading system with the following letter grades as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A(Very Good)	8
B+(Good)	7
B(Above Average)	6
C(Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

Table 2: Computation of SGPA and CGPA

Course	Credit	Grade letter	Grade point	Credit Point

				(Credit x Grade)
Course 1	3	A	8	3 X 8 = 24
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	20			139

Thus, SGPA = $139/20 = 6.95$

Table 3: Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit:20	Credit:22	Credit:25	Credit:26
SGPA:6.9	SGPA:7.8	SGPA:5.6	SGPA:6.0
Semester 5	Semester 6		
Credit:26	Credit:25		
SGPA:6.3	SGPA:8.0		

Thus, **CGPA** = $20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0$

= **6.73**

144

6.2 SEMESTER-WISE DISTRIBUTION OF COURSES

SEMESTER	CORE COURSE (14)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (AECC) (2) (SKILL BASED)	ELECTIVE DISCIPLINE SPECIFIC DSE (4)	ELECTIVE GENERIC (GE) (4)
I	C 1 Introduction to Psychology- I (Theory + Practical) (100+100)	Environmental Science			GE-1
	C 2 Research Methodology & Data Processing in Psychology- I (Theory + Tutorial) (100)				
II	C 3 Introduction to Psychology-II (Theory + Practical) (100+100)	English Communication			GE-2

	C 4 Research Methodology & Data Processing in Psychology- II (Theory +Tutorial) (100)				
III	C 5 Applied Social Psychology- I (Theory+ Practical) (100+ 50)		AEEC-1		GE-3
	C 6 Life Span Development (Theory + Practical) (100+ 50)				
	C 7 Systems in Psychology (Theory + Tutorial) (100)				
IV	C 8 Applied Social Psychology- II (Theory + Tutorial) (100)		AEEC-2		GE-4
	C 9 Health Psychology (Theory + Practical) (100+50)				
	C 10 Counselling Psychology (Theory + Practical) (100+50)				
V	C 11 Understanding Psychological Disorders- I (Theory + Practical) (100+ 50)				DSE-1
	C 12 Foundation of Industrial/ Organizational Psychology- II (Theory + Practical) (100+ 50)				DSE-2

	C 13 Understanding Psychological Disorders- II (Theory + Practical) (100+ 50)				DSE-3
VI	C 14 Foundation of Industrial/ Organizational Psychology- II (Theory + Practical) (100+ 50)				DSE-4

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

- DSE1: Neuropsychology
- DSE 2: Youth Psychology
- DSE 3:Environmental Psychology
- DSE 4: Professionalism in Psychology : Ethics & Issues
- DSE 5: Peace Psychology
- DSE 6: Psychological Assessment
- DSE 7: Living in Media World
- DSE 8: Geriatrics Psychology
- DSE 9: Project

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

- GE 1:Understanding Psychology (Theory+ Tutorial)
- GE 2:Psychology for Living (Theory+ Tutorial)
- GE 3:Abnormal Psychology (Theory+ Tutorial)
- GE 4: Psychology at Work((Theory+ Tutorial)
- GE 5:Intergroup Relations (Theory+ Tutorial)
- GE 6:Fundamentals of Statistics and Research in Psychology (Theory+ Tutorial)

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

- AEEC /SEC 1 :Stress Management (Theory+ Practical)
- AEEC /SEC 2 :Effective Leadership (Theory+ Practical)
- AEEC /SEC 3 :Communication Competence (Theory+ Practical)

7. COURSES FOR B.A. (HONS) APPLIED PSYCHOLOGY

CORE COURSES

C1: INTRODUCTION TO PSYCHOLOGY - I

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

Nature and scope of Psychology, Historical Development and Current Status, Psychology in India. Biological Basis of human behaviour , Neuron, Structure and Function of Nervous System specifically brain.

UNIT 2

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

UNIT 3

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

UNIT 4

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

PRACTICALS

Three reports to be written ONE on Experimental Method and TWO reports on the experiments conducted.

Understanding and Conduction of TWO Experiments. Experiments to be done from the following: Attention, Perception; Learning, Memory.

REFERENCES

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). *Introduction to Psychology*. New York: H. B. J. Inc. (Ch. 1, pg 2-28; Ch. 5 , pg 150-198; Ch 8, Pg 270-316)
- Baron, R.A. & Misra, G. (2014). *Psychology*. New Delhi: Pearson Education. (Ch.1, pg 1-42; Ch. 3, pg 88-126; Ch. 6 , pg 215-255; Ch. 7, pg 236-269)
- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). *Psychology: South Asian Edition*. New Delhi: Pearson Education. (UNIT 1 :Ch. 3, pg 88-126; Ch. 6, pg 212-251)
- Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill. (Ch. 7 , pg 210-249)
- Sternberg, R. (2000). *Psychology: In Search of the Human Mind*. Wadsworth Publishing.

ADDITIONAL RESOURCES

- Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th Edition). New York, NY: McGraw Hill. (UNIT 1: Ch. 1 & Ch. 2, UNIT 2: Ch. 3, UNIT 3: Ch. 4, UNIT 4: Ch. 5)
- Susan Nolen-Hoeksema (2014) Atkinson & Hilgard's. *Introduction to Psychology*. 16th Edition ISBN:9788131528990 India, Cengage New Edition.

TEACHING LEARNING PROCESS

The purpose of the teaching learning process is to focus on student-centered learning and endeavours to create a learning environment where the students interest in psychology is enhanced and also knowledge gained in the process. Various teaching methods have been adopted to enhance the students learning such as lectures, classroom discussions; technology enabled learning, workshops, use of films, workshops, classroom activity, presentations, field visits etc. The practical component of this paper allows students the opportunity to design research studies using various kinds of tools and techniques and also to carry out quantitative analysis of the findings. Students will be trained in skills to conduct a psychological experiment ensuring controlled conditions, keeping in mind ethics of experimentation. These experiments will be done in small groups of 10-12 students under the supervision of teachers. Students will be supervised closely and taught the necessary methods of conducting experiments using human participants. The concerns of Applied Psychology, given the requirement of the students for interaction with human participants, make it extremely difficult to work with a group size of more than 10-12 students.

ASSESSMENT METHODS

Students will be assessed on their understanding of the knowledge of Psychology their ability to express their knowledge accurately and ethically, their capability to review, design, conduct research and write reports. Hence Home assignments, class test, paper presentations, viva voce, reports will be used to assess the students.

KEYWORDS

Fields of Psychology, Nervous System, Attention, Memory, Learning , Perception.

C2: RESEARCH METHODOLOGY & DATA PROCESSING IN PSYCHOLOGY - I

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- To develop a basic understanding of fundamental of research and statistics.

UNIT 1

Introduction: Meaning of research and its purposes; the notion of variable and its types: Independent, dependent and control; the concepts of predictor and criterion, the process and steps of scientific research; Identifying a research problem; Types of research: Descriptive, Exploratory, Experimental, and Correlational; Ethics in Psychological Research

UNIT 2

Methods of Data Collection: Experimental method, Case study (Brief Introduction), Observation, Interview, Survey method. Quantitative and qualitative research.

UNIT 3

Nature of Quantitative Data and Descriptive Statistics in Psychology: Level of measurement; Measures of central tendency: characteristics and computation of mean, median and mode; Measures of variability: Characteristics and computation of range, semi-interquartile range, standard deviation, variance. Standard scores and transformed scores.

UNIT 4

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

Normal Probability Curve: Characteristics and application of Normal probability Curve, Random sampling distribution.

REFERENCES

Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology* (4th ed). India: Prentice Hall. (Unit 4 : Ch. 3 and Ch. 11)

Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd ed.). Oxford: Blackwell Publishers. (Unit 1 : Appendix 1, Unit 2 : Ch. 2,3,4 and 5; Unit 3: Ch. 7)

Kothari, C.R. (2007). *Research Methodology: Research and Techniques*. New Age International (P) Ltd. (UNIT 1: Ch. 1 and 2, UNIT 2: Ch. 6, UNIT 3: Ch. 7)

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

Home assignments, class test, term papers, presentations.

KEYWORDS

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

C3: INTRODUCTION TO PSYCHOLOGY –II

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

Cognition – Concepts and Categorization, Problem Solving & Decision Making.

UNIT 2

Intelligence – Nature of intelligence, nature-nurture debate; Theories: Psychometric, Information processing, contemporary theories; culture and intelligence; emotional intelligence; Assessment and application.

UNIT 3

Personality – Nature of personality, personality-environment interaction; Theories: Trait, psychoanalytic, behaviouristic, social-cognitive, humanistic; culture and personality; Assessment & Application.

UNIT 4

Language: Adaptive functions; properties; structure; Acquisition of language; bilingualism; role of culture.

PRACTICAL

Tests/ Battery on any 2 topics from the following: Intelligence, Personality, Thinking, Problem solving, Reasoning, Aptitude.

REFERENCES

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). *Introduction to Psychology*. New York: H. B. J. Inc. (UNIT 2, Ch. 12, UNIT 3: Ch. 13, UNIT 4: Ch. 9)

Baron, R.A. & Misra, G. (2014). *Psychology*. New Delhi: Pearson Education. (UNIT 1: Ch. 7, UNIT 2, Ch. 11, UNIT 3: Ch. 12.)

Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). *Psychology: South Asian Edition*. New Delhi: Pearson Education. (Ch. 8 ,pg 312-348)

Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw- Hill (Ch. 9 ,pg 312-340; Ch. 12 pg 440-478)

ADDITIONAL RESOURCES

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi. (UNIT 2, Ch. 9, UNIT 3: Ch. 11, UNIT 4: Ch. 8)

Sternberg, R. (2000). *Psychology: In Search of the Human Mind*. Wadsworth Publishing. (UNIT 1: Ch. 1, UNIT 2, Ch. 11, UNIT 3: Ch. 17, UNIT 4: Ch. 9)

Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). *Atkinson & Hilgards: Introduction to psychology*. Andover: Cengage Learning.

TEACHING LEARNING PROCESS

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

ASSESSMENT METHOD

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

KEYWORDS

cognition, intelligence, personality, language.

C4: RESEARCH METHODOLOGY & DATA PROCESSING IN PSYCHOLOGY- II

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

Psychological Testing and Assessment: Characteristics of a Good Test : Standardization of test; Reliability validity and norms; Item-analysis. Ethical and professional Issues in testing. Applications of psychological tests in educational setting, counselling and guidance, clinical setting, and organizational setting.

UNIT 2

Sampling technique and Scale construction: Sampling Techniques: Probability and non-probability sampling techniques; Scale Construction: Likert, Thurstone, Guttman, and Semantic differential scale.

UNIT 3

Introduction to Inferential Statistics: Hypothesis: Null and Alternate hypothesis, One-tailed (directional) and Two-tailed (non-directional) hypothesis, Confidence interval, levels of significance, Errors in decision making: Type I and Type II error, Power of a test.

Hypothesis testing: Single mean (z-test), t- Distribution, Characteristics of Student's t , t-test (Independent and dependent means): Assumptions and calculation.

UNIT 4:

Hypothesis Testing: More than two groups (ANOVA): Assumptions and calculation of one-way and two-way ANOVA; Comparison of t and F.

Chi-Square: Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies: assumptions and calculation.

Parametric and Non-Parametric Statistics: Characteristics and differences

REFERENCES

Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology* (4th ed). India: Prentice Hall.(UNIT 3 :Ch. 3 and 7; UNIT 4 :Ch. 4)

King, B. M., &Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th ed.). USA: John Willey.(UNIT 3: Ch. 13, 14, 15; UNIT 4 : Ch. 16,17,20 and 23)

Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd ed.). Oxford: Blackwell Publishers.(UNIT 1 : Ch. 1, UNIT 2: Ch. 8, UNIT 3-4: Ch. 9)

Freeman, F. S. (1972). *Theory and practice of psychological testing*. New Delhi: Oxford & IBH. (UNIT 1: 3,4 and 5)

Gregory, R. J. (2006). *Psychological Testing: History, Principles, and Applications* (4th ed.). New Delhi: Pearson Education. (UNIT 1: Ch. 2, Ch. 3 & Ch. 4)

Mohanty, B., &Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: Sage Publications. (UNIT4 : Ch. 8)

Newman, W. L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education. (UNIT 2: Ch. 8)

Broota, K.D(1989). *Experimental Design in Behavioural Research: New Delhi: New Age International (P) Limited.*(UNIT 4: Ch. 1 and 2)

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

Home assignments, class test, term papers, presentations.

KEYWORDS

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

C5: APPLIED SOCIAL PSYCHOLOGY- I

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Describe the key concepts and methods relevant to the study of social psychology
- Differentiate between the fields of social psychology & applied social psychology
- Understand and improve the relationship between self and others
- Understand the significance of Indigenous social psychology and apply social psychological processes in promoting change in Indian society.

UNIT 1

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

UNIT 2

Social Cognition: Nature of social cognition, social schema, heuristic, new directions of social cognition; Attribution theory (Heider, Kelley, Jones and Davis, Weiner); attribution biases; Person perception: impression formation and management (definition, process and factors).

UNIT 3

Interpersonal attraction and relationships: Defining interpersonal attraction and its biases, nature of interpersonal relationships, type of relationships and theories.

UNIT 4:

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

PRACTICALS

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

Methodological approaches to social psychology:

- Construction of attitude rating scale
- Adaptation of attitude rating scale or questionnaire on any aspect of social behavior, related to the course contents in Indian setting, such as domestic violence, relationship questionnaire, self-esteem questionnaire or any other
- Experimental approach to assess any aspect of social behavior.
- Assessing self, such as self-concept, self-identity, attribution process relationship characteristics, relationship conflicts, attitudes using any qualitative method
- Case study on attitude change and behavior in the Indian context, such as a case study of change in attitude and behavior toward sanitation, corruption, cleanliness or any other

Training and adopting strategies of change.

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

Aronson, E., Wilson, T.D., Akert, R.M. & Somers, S.R. (2017). *Social Psychology (10th ed.) Indian adaptation*. India: Pearson Education Pvt. Ltd. (Unit 1: Chapters 1 and 2; Unit 2: chapter 3 and Chapter 4; Unit 4: Chapter 7).

Baumeister, R.F., & Bushman, B.J.(2013). *Social Psychology & Human Nature*. Wadsworth (Unit 2: Chapter 3 and 5).

Chambers, R. (1994). *Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm*. *World Development*, Vol.22, No.10, pp. 1437-1454. (Unit 1)

Hogg, M., & Vaughan, G.M.(2008) *Social Psychology*. Prentice Hall.(Unit 1: Chapter:1; Unit 2: Chapter 2, Chapter 3 Unit 3: Chapter 14; Unit 4: Chapter 5, Chapter 6).

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

Myers, D.G. (2005). *Social Psychology (8th ed.)*. New Delhi: Tata McGraw Hill Pub. Co. Ltd. (Unit 1: Chapter 1; Unit 4: Chapter 4, Chapter 7).

ADDITIONAL RESOURCES

Fisher, R.J (1982). *Social Psychology: An Applied Approach* New York: St. Martin's Press. Inc. (Unit 1: Chapters 1, 2 and 3).

Schneider, F.W., Gruman, A. and Coult, L.M.(eds) (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problem*. New Delhi: Sage Publications. (Unit 1:Chapter 1, 4).

TEACHING LEARNING PROCESS

The teaching learning process will be based on lectures, class presentations, text readings, discussions, audio visual methods and practical activities. Lectures will focus on understanding

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

ASSESSMENT METHODS

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

KEYWORDS

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

C6: LIFE SPAN DEVELOPMENT

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

Cognitive development: Brief introduction to cognitive development: Piagetian, Vygotskian. Language development, Role of language in cognitive development.

UNIT 3

Emotional development ;Moral development (Kohlberg); Social context (family, peers, school).

UNIT 4

Developmental issues in Indian context: issues of disability; developmental issues of adolescence; challenges and changes in adulthood ;Aging

PRACTICALS

Any TWO practicums from the following list are to be done

1. Life Review of self or an adult.
2. Assessment of cognitive or socio-emotional status with the help of standardized psychological

tests.

3. Field report: The interaction between individuals and contexts (family, school, peers, culture).

4. Case study of an atypical individual.

5. Field work: some illustrative topics:

Examining the issues of old age by interviewing an elderly individual.

Evaluating quality of service in old-age homes.

Identifying the challenges faced by people with disabilities through secondary data analysis.

Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

REFERENCES

Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson. (Unit 1: Chapter 1, 2 to 8)

Kakar, S. (2012) *The inner world: A psychoanalytic study of childhood and society in India (4th Ed.)*. New Delhi. Oxford University Press (Unit 4)

Santrock, J.W. (2012). *A topical approach to life-span development*. New Delhi: Tata McGraw-Hill. (Unit 1 to 3)

Shaffer, D.R. & Kipp, K. (2007). *Developmental psychology: Childhood and Adolescence Indian reprint*: Thomson Wadsworth (Unit 2 : Chapter 7 to 10, Unit 3: Chapter 15 & 16)

Sharma, N. & Chaudhary, N. (2009). *Human development: Contexts and processes In G. Misra (ed) Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson. (Unit 4)

ADDITIONAL RESOURCES

Berk, L. E. (2010). *Child Development (9th Ed.)*. New Delhi: Prentice Hall. (Unit 3: Chapter 12)

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

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

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

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

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

Topic based interaction: Participation in class discussions. Regularity with assigned readings and corresponding discussions. Bringing insights and current concerns into discussions. Home assignment: To explore a concept in depth, a question based on any topic from the syllabus

would be assigned and assessed. Class assignment: Presentations (individual/group) and/or a time-bound test on any topic from syllabus would be assigned and assessed

KEYWORDS

Life span development, domains, perspectives, methods, issues.

C7: SYSTEMS IN PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

By the end of this course, it is expected that the student will be able to:

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

UNIT 1

Science and Psychology; Associationism: Only British empiricism to be covered; Structuralism: Wundt and Titchener; Act Psychology: Brentano.

UNIT 2

Classical Behaviourism: Watson; Overview of Neo-behaviourism.

UNIT 3

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

UNIT 4

Indigenous Indian thought and traditions; Nature of consciousness, mind, self and mental functions as understood in Samkhya, Yoga, Vedanta.

REFERENCES

Bhushan, B. (2017). *Eminent Indian Psychologist: 100 years of Psychology in India*. New Delhi: Sage Publication (Unit 4: Chapter 1).

Brennan, J.F. (1991). *History and Systems of Psychology*. NJ: Prentice hall. (Unit 3: Chapter 14).
Chaplin, J.P. and Krawiec, T.S. (1979). *Systems and Theories in Psychology*. NY: Holt, Rinehart and Winston. (Unit 1: Chapter 1).

Hergenhahn, B.R. & Henley, T.B. (2014). *An Introduction to History of Psychology*. UK: Wadsworth, Cengage Learning (Unit 1: Chapter 1; Unit 2: Chapters 12 and 13; Unit 3: Chapter 16).

Marx, M.H. and Hillix, W.A. (1986). *Systems and Theories in Psychology*. NY: McGraw Hill. (Unit 1: Chapter 1; Unit 2: Chapter 7).

Paranjpe, A.C. (1984). *Theoretical Psychology: The Meeting of East and West*. New York : Plenum Press. (Unit 4)

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

ADDITIONAL RESOURCES

Leahey, T.H. (1994). *A History of Modern Psychology*. N.J.: Prentice Hall. (Unit 1: Chapter 1).
Saraswati, S.N. (2008). *Samkhya Darshan*. Yoga publications trust. Munger, Bihar, India. (Unit 4)..

Woody, W.D. and Viney, W. (2017). *A History of Psychology: The Emergence of Science and Applications*. UK: Routledge. (Unit 3: Chapter 15; Unit 2: Chapter 13).

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

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

KEYWORDS

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

C8: APPLIED SOCIAL PSYCHOLOGY-2

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

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

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

UNIT 1

Social diversity and challenges: social psychology of diversity: stereotype, prejudice and discrimination, Social Diversity and Challenges: Types of social diversity - Gender, Social Inequality, Religious Diversities; social conflicts; Resolving intergroup conflict (Collaborating, competing, accommodating, avoiding & compromising) and Promoting intergroup peace in society. Cases in Indian context.

UNIT 2

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

UNIT 3

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

UNIT 4

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

REFERENCES

Forsyth, D.R. (2014). *Group Dynamics*. Belmont, California: Wadsworth. (Unit 3: Chapter 1, Chapter 6, Chapter 10, Chapter 11).

Hogg, M. & Vaughan, G. M. (2011).*Social Psychology*. Essex. England: Pearson Education Limited (Unit 1: Chapter 10, Chapter 11; Unit 3: Chapter 8).

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

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

Mikkelsen, B. (1995). *Methods for Development Work and Research : A guide for practitioners*. New Delhi: Sage. (Unit 4: Chapter 3).

Schneider, F.W., Gruman, A. and Coult, L.M. (eds) (2012). *Applied Social Psychology; Understanding and Addressing Social and Practical Problem*. New Delhi: Sage publications. (Unit 1: Chapter 14; Unit 4: Chapter 4, Chapter 13)

ADDITIONAL RESOURCES

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

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

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

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

KEYWORDS

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

C9: HEALTH PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Understand the health issues from the standpoint of biological, psychological and social factors acting together.
- Learn about the role of beliefs and attitudes in the health problems of our times
- Understanding the importance of modifying the problematic health behaviours
- Learning how people appraise and cope with their health problems.
- Knowing the importance of positive emotions such as happiness, hope and optimism in developing satisfaction, resilience and well-being

UNIT 1

Introduction: Definition of health psychology, goals of health psychology, health-illness continuum, Mind-body relationship, Bio-psychosocial model of Health (advantages and clinical implications);Lifestyle and disease patterns in India.

UNIT 2

Behaviour and Health: Characteristics of health behaviours (health behaviour, illness behaviour and sick-role behaviour); Barriers to health behaviour (individual, interpersonal and community). Theories of health behaviour (Protective motivation theory, theory of reasoned action, Transtheoretical model).

UNIT 3

Health Enhancing Behavior: Exercise and yoga, nutrition, sleep. Pain (meaning, measurement and management).

UNIT 4

Health and Well-being: Positive emotions, happiness, Subjective well-being; Resilience (definition, sources in childhood and youth).

PRACTICALS

Any two practicum (one in lab and one in field) on any of the two topics from the syllabus: using scales on hope, optimism, life satisfaction, or subjective well- being. Field study on lifestyle and illnesses in Indian sample.

REFERENCES

Allen, F. (2011).*Health psychology and behaviour*.Tata McGraw Hill Edition.(Unit 1: Chapters 6,7,8 and 9; Unit 2: Chapter 4; Unit 3: Chapter -8).

Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling Kindersley. (Unit 1: Chapter 1; Unit 2: Chapter 6).

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage. (Unit 4: Chapter 5).

Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill. (Unit 2: Chapter 3; Unit 3: Chapters 4 and 10).

ADDITIONAL RESOURCES

Dalal, A.K. (2016). *Cultural Psychology of Health in India*. Delhi: Sage.

Sanderson, C.A. (2018). *Health Psychology: Understanding the Mind-body Connection* (3rd Edition). London, UK: Sage Publishers.

TEACHING LEARNING PROCESS

The curriculum is to be implemented using multiple teaching methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Indian research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive. Tutorial activities constitute an essential component of the teaching-learning process in psychology. They provide the students much needed time and space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations, review research papers, and design small research studies in the area of health and its applications.

ASSESSMENT METHODS

This will be done through short answer questions covering a wide range of topics. Home and class assignments. Semester end long answer questions to be used to assess in-depth knowledge. The focus of assessment will be on students' understanding of their knowledge and their ability to express their knowledge accurately. KEYWORDS Health, Behaviour, Interventions, Exercise Happiness, subjective well-being, life satisfaction, resilience, optimism.

C10: COUNSELLING PSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

PRACTICALS

Participatory exercises/ case studies/ audio-visuals / role plays/ group discussions for any TWO of the following: Understanding of Counselling process/skills. Training for counselling skills based on any therapeutic modality or stages of counselling. Externships in reference to different counselling contexts. Understanding diversity through sensitisation programmes (LGBTQ/gender/culture)

REFERENCES

Corey, G (2013) *Theory and Practice of Counseling and Psychotherapy*. Wadsworth (Unit 1: Chapter 1,Chapter 2: Unit 2:Chapter 4,Chapter 7,Chapter 9,Chapter 10: Unit 3: Chapter 13)

Gladding, S &Batra, P. (2018) *Counselling: A comprehensive profession*. New Delhi: Pearson (Unit I: Chapter 1,Chapter 2,Chapter 3,Chapter 4: Unit 2: Chapter 7,Chapter 8: Unit 4: Chapter 13,Chapter 14, Chapter 15)

Nelson,R,J. (2012) *Theory and Practice of Counseling and Therapy*. New Delhi: Sage South Asia. (Practicals)

Pandey, A. (2011). *Psychotherapy and Indian thought*. In R.M.M. Cornelissen, G. Misra & S. Varma (Eds), *Foundations of Indian Psychology (Unit 3:Volume 2, pp 36-63)*. New Delhi: Pearson

Rao, K, R. &Paranjpe, A.C. (2017).*Psychology in the Indian Tradition*. New Delhi: Springer (Unit 3: Chapter 7: 218-225; Chapter 8)

Seligman, L&Reichenberg, L.W. (2010) *Theories of counseling and Psychotherapy*. New Jersey: Pearson (Unit 1: Chapter 1,Unit 2: Chapter 3,Chapter 8,Chapter 13, Chapter 14, Chapter 16: Unit 3: Chapter 6, Chapter 7,Chapter 11)

Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases*.5th Edition. Belmont: Brooks/Cole (Cengage Learning) (Unit 3,4)

ADDITIONAL RESOURCES

Rogers,C. (1995) *On Becoming a Person: A Therapist's View of Psychotherapy*: Houghton Mifflin

Seth, S., Bhatia, H. and Chaddha, N.K. (2018).*Counseling Skills: Knowing self and others*.

New Delhi: The Reader's Paradise

Yalom, I (2003) *The Gift of Therapy. An open letter to a new generation of therapists and their patients*. Little Brown Book Group.

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

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

KEYWORDS

Counselling, classical and contemporary approaches, skills training, sensitization

C11: UNDERSTANDING PSYCHOLOGICAL DISORDERS – I

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the concept of abnormal behaviour.
- Understanding the clinical picture and etiology of various subcategories of disorders listed in the DSM-5.
- Exploring clinical assessment in an evidence based framework

UNIT 1

Introduction: Understanding abnormal behaviour Understanding classification: DSM & ICD (Latest versions), Clinical assessment.

UNIT 2

Anxiety disorders (clinical picture & etiology): a) Specific Phobias & Social Anxiety Disorder, Panic Disorder, Generalized anxiety disorder.

UNIT 3

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

UNIT 4:

Schizophrenia : Schizophrenia: clinical picture and etiology

PRACTICALS

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

REFERENCES

Alloy, L.B., Riskind, J.H. and Manos, M.I. (Latest edition). *Abnormal Psychology; Current Perspectives*. New Delhi: Tata McGraw Hill

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

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

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

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

ADDITIONAL RESOURCES

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

Lippincott Williams & Wilkins. Comer, R.J. (2016) *Fundamentals of Abnormal Psychology* (8 th Ed) USA:Worth Publishers

Sue, D., Sue, D.W., & Sue, S. (2010). *Understanding Abnormal Behaviour* (9th Ed). USA: Wadsworth.

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

TEACHING LEARNING PROCESS

This paper provides an overview of the etiological understanding and therapeutic interventions for the various psychological disorders. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS Disorders, DSM, ICD, clinical picture, etiology, assessment

C12: FOUNDATION OF INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY-I (THEORY+ PRACTICAL)

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4:

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

PRACTICALS

Do any TWO

1. Any one test from the following: FIRO-B, MBTI, Work Environment Scale, OCB Checklist, or, any other organization based scale.
2. Any one field based practical from the units above

REFERENCES

- Blum, M.L. and Naylor, J.C. (1968). *Industrial Psychology; Its theoretical and Social Foundations*, New York: Harper and Row (Unit 3: Chapter 2, Chapter 5 Chapter 7)
- Jex, Steve M. & Britt, Thomas W (2014) *Organizational Psychology: A Scientist-Practitioner Approach*, 3rd Edition, Wiley International (Unit 2: Chapter 5)
- Luthans, F, Brett C. Luthans, Kyle W. (2015). *Organizational behaviour: An evidence based approach*, 13th Edition. McGraw Hill Unit 1: (Chapter 1, Chapter 3;)
- Lynton, R.P. & Pareek, U. (1990) *Training for development*, Sage India (Unit 4)
- Mulla, Zubin & Krishnan, Venkat. (2006). Karma Yoga: A Conceptualization And Validation Of The Indian Philosophy Of Work. *Journal of Indian Psychology*. 24. 26-43. (Unit 2;)
- Parikh, N. & Gupta, R. (2010). *Organization Behaviour*. Tata Mc.Graw Hill Education, New Delhi (Unit 1: Chapter 1, Chapter, 20)
- Robbins, S.P., Judge T.A. (2017) *Essentials of Organizational Behaviour*, Pearson Education. (Unit 2: Chapter 3)

ADDITIONAL RESOURCES

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

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

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of organisational psychology. The approach would be to bridge gap between ideas and their execution, and facilitating new managerial practices adapted to emerging business realities. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS organizational structure, organizational designs, Organizational Support, Karma Yoga.

C13: UNDERSTANDING PSYCHOLOGICAL DISORDERS – II

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

Attention Deficit/Hyperactivity Disorders) Autism Spectrum Disorders) Intellectual Disabilities & Specific Learning Disorder.

UNIT 3:

Functional Neurological Symptom Disorder (Clinical picture & etiology), Personality Disorders (Cluster A, B, C clinical picture only).

UNIT 4

Obsessive Compulsive Disorder (Clinical picture & etiology), Biological treatment interventions, Overview of psychological therapeutic interventions.

PRACTICALS

Case history and MSE

Observation of at least two cases from the list of disorders studied in Sem. V & VI

REFERENCES

Alloy, L.B., Riskino, J.H. and Manos, M.I. (Latest edition). *Abnormal Psychology; Current Perspectives*. New Delhi: Tata McGraw Hill

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

Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2017). *Abnormal Psychology* (16th ed). India : Pearson (Unit I: Chapter 7 (mood disorders and suicide); Unit II: Chapter 15 (Disorders of childhood and Adolescence), Chapter 8 (Somatic Symptom and dissociative disorders), Chapter 10 (personality Disorders), Unit 4: Chapter 6: (Panic, Anxiety, Obsessions and their disorders)

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

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

ADDITIONAL RESOURCES

B.J., Sadock, V.A. & Ruiz, P (2017) *Kaplan & Sadock's Comprehensive Text Book of Psychiatric*. Walter & Kluwer/ Lippincott Williams and Wilkins.

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

Comer, R.J. (2016) *Fundamentals of Abnormal Psychology* (8 th Ed) USA:Worth Publishers

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

TEACHING LEARNING PROCESS

This paper provides an overview of the etiological understanding and therapeutic interventions for the various psychological disorders. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS Bipolar I, II, Attention Deficit/Hyperactivity Disorder, Autism Spectrum Disorder
Obsessive Compulsive Disorder, Neurocognitive Disorder

C14: FOUNDATION OF INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY- II (THEORY+ PRACTICAL)

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

Work Motivation: Meaning of motivation; theories of motivation (context, process, and contemporary theories). Motivational Application through Job Design and Goal Setting.

UNIT 2

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

UNIT 3

Basic Approaches to Leadership: Trait Theories; Behavioural Theories; Contingency Theories; Inspirational approaches: Transformational-transactional leadership; Contemporary approaches: Authentic leadership, Indian Approaches To Leadership, Challenges to leadership in contemporary times.

UNIT 4

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

PRACTICALS

Any TWO 1 Simulated Exercise/ Workshop: Power, Leadership, Motivation, EI, POB (any one) 2.
One Field based practicum based on the above units.

REFERENCES

Greenberg & Baron, (2008). *Behaviour in Organisation*, 9th (Ed.) Pearson. (Unit 1 Chapter 4 Unit 2: Chapter 11; Unit 3 Chapter 12;

Jex, Steve M. & Britt, Thomas W (2014) *Organizational Psychology: A Scientist-Practitioner Approach*, 3rd Edition, Wiley International (Unit1: Chapter 8 &9; Unit 3: Chapter 10)

Luthans, F, Brett C. Luthans, Kyle W. (2015). *Organizational behaviour: An evidence based approach*, 13th Edition. McGraw Hill (Unit1 : Chapter 6; Unit 2: Chapter 10; Unit 3: Chapter 13, Unit 4: Chapter 7;)

Parikh, N. & Gupta, R. (2010). *Organization Behaviour*. Tata Mc.Graw Hill Education ,New Delhi (Unit 1: Chapter 7 & Chapter 8 Unit 2: Chapter 22; Unit 3: chapter 18 & 19)

Robbins, S.P., Judge T.A. (2017) *Essentials of Organizational Behaviour*, Pearson Education (Unit1 : Chapter 7&8 Unit 2: Chapter 13; Unit 3: Chapter 12)

ADDITIONAL RESOURCES

Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.
Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
Roethlisberger, F.J. & Dickson, W.J. (1939). *Management and the Worker*. Cambridge, Massachusetts: Harvard University Press.
Schermerhorn, Jr., Osborn, J.G. Uhl-Bien, M. & Hunt, J.R. (2013). *Organizational behaviour*. New Delhi: Wiley India.

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of organisational psychology. The approach would be to bridge gap between ideas and their execution, and facilitating new managerial practices adapted to emerging business realities. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS: Work Motivation, Power politics, Leadership, Positive Organizational Behaviour

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

DSE-1: NEUROPSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

PRACTICAL

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

REFERENCES

Pinel, J.P.J (2011). *Biopsychology*. Pearson Education

Unit 1: Chapter1 & Chapter 16); Unit 3: Chapter 9 & 10& 16 (dyslexia); Unit 4 Chapter 5(Neuro psychological testing);

Breedlove, S.M. (2010). *Biological Psychology: An Introduction to Behavioural, Cognitive, and Clinical Neuroscience*. Sinauer Associates Unit1 & 2: Chapter 1 &6 ;

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Neuropsychology. This paper would provide the knowledge to understand the Neuropsychological functioning, understand the connection between brain and behaviour over the life span. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS

Neuro Psychology, Neuroplasticity, Neurological disorders, Rehabilitation

DSE-2: YOUTH PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

PRACTICAL

Any two practicum based on the above mention units.

REFERENCES

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

Connidis, I. A. (2010). *Family ties and aging*. Sage.

Heinz, L. & Ansbacher, R.R. (1956). *The individual psychology of Alfred Adler*. New York: Basic Books.

Edward Elgar, Rew, L. (2005). *Adolescent health: A multidisciplinary approach to theory, research and intervention*. India, Sage. (Unit 3: Chapter 6)

Furlong, A. (2013) *Youth Studies: An Introduction*. Routledge, New Yourk. (Unit 1: Chapter 1 & Chapter 6; Unit 2 Chapter 5 Unit 3; Chapter 4 & Chapter 8) Unit 4 Chapter 10, Chapter 12)

Furlong, A. (2013) *Hand Book of Youth and young adulthood*. Routledge, New Yourk. (Unit 4: Chapter 9, Chapter 36 & 37),

Jonathan, I., Thomas, K., & Ramaswamy, S. (2002). *Social capital and wellbeing in developing countries: An introduction*. In Jonathan Isham, Thomas Kelly, and Sunder Ramaswamy, eds. *Social capital and economic development: Well-Being in developing countries*. Northampton, MA (Unit 4)

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Youth Psychology. The approach would be to bridge gap between knowledge and their execution, to understand youth problems and behaviour in changing social world..The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS

Youth Identity, Youth development and society, Youth and risk behaviours, Positive youth development

DSE-3: ENVIRONMENTAL PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

REFERENCES

- Fisher, J.D., Bell, P.A., and Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart and Winston.
- Jain, U. (1987). *The Psychological Consequences on Crowding*. New Delhi, India: Sage.
- Jain, U., & Palsane, M. N. (2004). *Environment and Behaviour*.
- Pandey, J. (2002). *Psychology in India revisited: Developments in the discipline. Vol. 3, Applied social and organizational psychology*. London: SAGE.
- Nagar, D. (2006). *Environmental psychology*. New Delhi, India: Concept.

PRACTICALS

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

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Environmental psychology. The paper provides an approach to understand role of psychological processes (people’s attitude, beliefs) in people’s responses to environmental problems and processes related to environmental degradation and their impact on human life and Understanding pro-environment behaviour and human-environment transaction, and being able to design behavioural interventions to minimize the adverse effects of anti-environment behaviour. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS

Human-environment relationship, Territoriality, Crowding, Pollutions, Pro-environmental behaviour.

DSE-4: PROFESSIONALISM IN PSYCHOLOGY : ETHICS & ISSUES

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOME

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

REFERENCES

REFERENCES

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

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

Kaplan, M.R., Saccuzzo, D.P (2005). *Psychological Testing: Principles, Applications, & Issues*. Thomson-Wadsworth (Unit III Ch 19, 21;)

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

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

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

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

UGC.ac.in Guidelines for standards in education

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Professionalism in Psychology : Ethics & Issues. The approach would be facilitating to be ethical and competent in research and practice of psychology and be able to demonstrate how an understanding of all of the above components of the subject form part of the discipline's calling to reflective, critical and ethical practice and Ethical guidelines are essential for maintaining the standards and minimizing the risk to the participants/clients in psychological research and

practice.. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS

Ethics in psychology, APA Code of Conduct, Psychological Testing, Practicing skills for research

DSE-5: PEACE PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

Peace process and transformation – Nature of peace process(peace-making, peacekeeping and peacebuilding), methods of peace building, peace and transformation of societies, peace education

UNIT 3

Psychological Understanding of Peace and Conflict

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

UNIT 4:

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

collaboration, cooperation. Indian case studies of N-E states in India- Nagaland, Manipur; Gorkhaland, Bodoland , Kashmir, India-Pakistan conflict.

REFERENCE

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

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

CQ Researchers (2011). *Issues in Peace and Conflict Studies*, New Delhi, Sage. Das, S. K. (2005). Nobody's Communique: Ethnic Accords in North-East. In Das, S. K. (Ed.) Peace Process and Peace Accord, pp120-141, New Delhi: Sage.

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

Fox, M. A. (2014). *Understanding Peace: A Comprehensive Introduction*, New York, Routledge. Freud, S. (1930). Civilization and its Discontents, Penguin Books Ltd.

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

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

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

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

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

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

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

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

Vollhardt, J. K. & Bilali, R. (2008). *Social Psychology Contribution to the Psychological Study of Peace*. Social Psychology, 39 (1), 12-25. Wallensteen, P. (2006). *Understanding Conflict Resolution: War, Peace and the Global System*, London: Sage.

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Peace Psychology. The approach would be to bridge gap between ideas and their execution and facilitating to understand various causes of conflict and violence, and develop the skills to understand the phenomena and manage the conflict . The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Conflict Analysis and Resolution, Peace Process, Peace Education, Psychocultural Interpretations, Ethnic Conflict

DSE-6: PSYCHOLOGICAL ASSESSMENT

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

PRACTICALS (ILLUSTRATIONS ONLY):

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

REFERENCES

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

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Psychological Assessment. The approach would be to bridge gap between ideas and the execution of Practical knowledge in Society. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Psychological Assessment, Psychological Testing, Test Construction and Standardization, Tests of Cognitive Ability

DSE-7: MEDIA PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

Media and User: understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation.

UNIT 2

Media and advertising: Developing an effective advertising programme /media promotions/campaigns for social marketing. Case studies in the Indian context.

UNIT 3

Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, and violence. . Case studies in the Indian context.

UNIT 4

Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context.

PRACTICALS

Any two practicum based on the topics discussed in Media Psychology

REFERENCES

- Barker, M., Barker, D. I., Bormann, N. F., & Neher, K. E. (2013). *Social media marketing: A strategic approach*. South Western Cengage learning.
- Batra, R., Aaker, D. A., & Myers, J. G. (2006). *Advertising Management*. New Delhi Dorling Kindersley (India).
- Berns, R. M. (2004). *Child, Family, School, Community: Socialization and support*. Thomson/Wadsworth.
- Giles, D. (2008). *Media Psychology*. Lawrence Erlbaum

Kotler , P., Keller, K. L., Koshy, A. &Jha, M. (2012). *Marketing management: A South Asian perspective*. Pearson

Melkote, S. R. &Steeves, H. L. (2001).*Communication for development in the third world*. New Delhi: Sage

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Media Psychology. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS

Media and Culture, Mass Media, Media and advertising, Audio-Visual media, Virtual social media

DSE-8: GERIARTRIC PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

REFERENCES

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

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

Important Issues of Ageing in India. Recommendations to the planning commission.

Moody, H.R., & Sasser (2014), *Ageing: Concepts and Controversies* (8th Ed.) Sage

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

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

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

Situation analysis of the elderly in India (2011). Central Statistics Office. Ministry of statistics and program implementation.

PRACTICAL (ILLUSTRATIONS ONLY):

Any two from the above Units. Examples

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

TEACHING LEARNING PROCESS

This paper provides understanding of the historical and contemporary trends in the domain of Geropsychology. The approach would be to bridge gap between ideas and their execution, and implanting social policies to ageism. The curriculum offers interactive interaction between students and teachers using pedagogical technological such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Furthermore, paper gives emphasis on research practicals using psychometric tools and quantitative-qualitative techniques to be applied in field and experimental setting. The nature of practicals demand smaller groups (10-12 students). The vision is to make every single teacher attentive to the needs of students and to make teaching a collaborative, interactive, and learning experience

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills

KEYWORDS

Geropsychology, Disengagement theory, Ashram theory, Ageism, Elder Care.

DSE 9: PROJECT

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOME

- Hypothesizing an area of research based on applied orientation of research.

- Implementing a research plan through systematic application of knowledge about sampling, appropriate research designs, relevant research tools, administration procedures, specific data analysis techniques all based on following ethical guidelines.
- Reporting research outcomes in a standardised and universally acceptable format.
- Understanding critically and reflecting on the steps of the research process.

UNIT 1

Introduction and Ethical Considerations Understanding the area of research, ethical guidelines of research, and selection of area for research.

UNIT 2

Review of Literature: Understanding and exploration of related research in the discipline

UNIT 3

Methodology: Designing the Study, Methods of Data Collection based on the topic and design

UNIT 4

Data Analysis & Discussion: Qualitative and/or Quantitative Analysis according to the design and aims of the project

REFERENCES

American Psychological Association.(2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.

ADDITIONAL RESOURCES

Based on the area of research.

TEACHING LEARNING PROCESS

Students should be enabled to design and conduct an original and ethical research. They should be able to write a report in the APA format. The research done can either be empirical/data based. The project require intensive one-on-one supervision of the student with a faculty member. The aim to mentor students to perform to the best of their capacities, while developing critical abilities and research skills. The writing, researching and analysis of data and/or text are to be done in consultation with the faculty supervisor. Project should be offered only in Semester VI and only to some students who are interested in pursuing serious research, keeping in mind other logistical constraints. The remaining students will be offered another DSE in lieu.

ASSESSMENT METHODS

- The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory. The norms for Project are one class per week per student (1 credit). The remaining 5 credits shall be endorsed by the supervisor for library visits, field visits, laboratory work, participants' engagement, data collection, data analysis, and other project related work.
- The dissertation must be written in the APA format, not more than 50 pages (excluding references and appendices), with 1.5 spacing, both sides typed and soft bound.
- The marks distribution for Project should be as follows: (a) Report: 75 marks (b) Viva: 25 marks The thesis is to be evaluated for 75 marks as per the following breakup:

Abstract: 5 marks

Introduction (includes literature review and present study): 15 marks

Method: 20 marks

Results and Discussion: 30 marks

References: 5 marks

There should be one internal examiner and one external examiner to evaluate the thesis and for viva.

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

GE 1: UNDERSTANDING PSYCHOLOGY

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To develop an understanding of self and others' by using the knowledge gained through the course about the different approaches in understanding behaviour.
- To develop skills that enable students to apply the knowledge gained through this course in everyday life

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

REFERENCES

- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). *Introduction to Psychology*. New York: H. B. J. Inc. (UNIT 1 : Ch. 1 ; UNIT 4 : Ch. 7 and 8; UNIT 2 : Ch 10 and 11; UNIT 3 : Ch 12 and 13)
- Baraon, R.A. & Misra, G. (2014). *Psychology*. New Delhi: Pearson Education. (UNIT 1 : Ch. 1; UNIT 4 : Ch. 5 and 6 ; UNIT 2 : Ch. 10; Ch. 12; UNIT 3 : Ch. 11 and 12)
- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi (UNIT 2 : Ch. 10 ; UNIT 3 : Ch. 11)
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). *Psychology: South Asian Edition*. New Delhi: Pearson Education. (UNIT 1 : Ch. 1 ; UNIT 4 : Ch. 5 and 6 ; UNIT 2 : Ch. 9 ; UNIT 3 : Ch. 13)
- Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill (UNIT 4 : Ch. 7)

TEACHING LEARNING PROCESS

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

different psychological concepts

ASSESSMENT METHODS

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

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

Participation in lectures, workshops, or events organized by the college/university related to their course work.

Class Tests: consisting questions that require the students to demonstrate their acquired knowledge about course concepts.

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

KEYWORDS

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

GE 2: PSYCHOLOGY FOR LIVING

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

REFERENCES

Carr, A. (2004). Positive psychology: *The science of happiness and human strength*.UK: Routledge. (UNIT 4: Ch. 3,)

DiMatteo, M.R. & Martin, L.R. (2002).*Health psychology*. New Delhi: Pearson (UNIT 1: Ch. 1, Ch. 7 & 9, UNIT 2: Ch. 9 & 10,)

Forshaw, M. (2003).*Advanced psychology: Health psychology*. London: Hodder and Stoughton.

Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage (UNIT 1: Ch. 1, Ch. 2 UNIT 2: Ch. 4, UNIT 3: Ch. 3,)

Mishra, G. (Ed.). (2011). *Handbook of Psychology in India*. New Delhi, India: Oxford University Press. (UNIT 4: Ch. 16, UNIT 3: Ch. 17)

TEACHING LEARNING PROCESS

All the units are designed to inculcate knowledge in students about health and wellbeing and the importance of studying this subject. The lecture method is intended to provide an in depth knowledge about the various approaches in understanding the concept of health and wellbeing in psychology as well as the application of the same for an enriched life experience. The reference books help facilitate the learning process by providing the important information relevant to understanding the course contents.

The assignment, presentations and other assessment methods will help facilitate the students mind by helping them demonstrate their independent skills in understanding of stress, health and wellbeing along with strengthening of core virtues.

ASSESSMENT METHODS

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

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

Participation in lectures, workshops, or events organized by the college/university related to their course work.

Class Tests: consisting questions that require the students to demonstrate their acquired knowledge about course concepts.

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

KEYWORDS

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

GE 3: ABNORMAL PSYCHOLOGY

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT I

Understanding Abnormality: Definition and criteria of abnormality, brief overview of perspectives (Psychoanalytic, cognitive, behavioural, humanistic- existential, diathesis-stress model) and classification (latest edition of DSM&ICD).

UNIT 2

Anxiety disorders: Generalized anxiety disorder, Obsessive-Compulsive disorder, Phobic Disorder: clinical picture with case studies.

UNIT 3

Somatoform and Eating disorders: Somatoform disorder: Conversion disorder and Hypochondriasis: clinical picture with case studies. Eating disorder: Anorexia Nervosa and Bulimia Nervosa: clinical picture with case studies

UNIT 4

Mood disorders: Unipolar and Bipolar Disorders and Suicide: clinical picture with case studies.

REFERENCES

Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J.M. (2007). *Abnormal psychology*. 13th Ed. New Delhi: Pearson. (UNIT 1 :Ch. 1, 3 and 4; UNIT 2 :Ch. 6; UNIT 4 :Ch. 7; UNIT 3 : Ch. 8 and 9)

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage learning. (UNIT 2 : Ch. 5 ;UNIT 3 : Ch. 6 and 8; UNIT 4 : Ch. 7)

Kring, A. M., Johnson, S. L., Davison, G. C. & Neale, J.M. (2010). *Abnormal psychology*. 11th Ed. Delhi: Wiley-India. (UNIT 4 : Ch. 5 ; UNIT 2 :Ch. 6; UNIT 3 : Ch. 8 and Ch. 11)

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

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

Assignments- the focus would be the integration of knowledge gained in classroom settings with their personal experiences, such as reflection papers or case study analysis.

Participation in lectures, workshops, or events organized by the college/university related to the field of abnormal psychology.

Class Tests: consisting questions that require the students to demonstrate their acquired knowledge about course concepts.

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

KEYWORDS

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

GE 4: PSYCHOLOGY AT WORK

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

Leadership: Definition; Traditional & contemporary theories.

REFERENCES

Greenberg, J. & Baron, R.A. (2011). *Behaviour in organizations*. 10th Ed. India: Dorling Kindersley

Griffin, R.W. & Moorhead, G.(2009). *Organizational behavior: Managing people & organizations* (Edition). Biztantra publishers.

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

Robbins, S. P. & Judge, T.A. *Organizational behavior*. 12th Ed. New Delhi: Prentice Hall. (UNIT 1: Ch. 1, UNIT 2: Ch.7, UNIT 3: Ch. 11, UNIT 4: Ch. 13)

ADDITIONAL RESOURCES

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

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

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

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

KEYWORDS

Industrial Psychology, Communication, Motivation, Leadership and styles

GE 5: INTERGROUP RELATIONS

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding of perceptions, attitudes and behaviors humans express when they think of themselves and others as members of social groups
- Understanding the nature of relationship between groups in terms of cooperation, competition, conflicts and the like
- Identifying the relevance and consequence of social categorization
- Understanding how group memberships shape one's social identity and its related influences.
- Learning to resolve and manage inter-group conflicts

UNIT 1

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

UNIT 2

Social categorization and conflict: Ingroup vs. outgroup; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization; Minimal ingroup situation.

UNIT 3

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

UNIT 4

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

REFERENCES

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

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

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

KEYWORDS

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

GE 6: Fundamentals of Statistics and research in Psychology

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

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

REFERENCES

Kerlinger, F.N., & Lee, H.B.(1999). Foundations of Behavioural Research. Wadsworth. (UNIT 1: Ch. 3)

King, B. M.,&Minium, E. W. (2007). Statistical Reasoning in the Behavioral Sciences. 5th ed. USA: John Willey. (UNIT 1: Ch. 1, Ch 2 & Ch. 3, UNIT 3: Ch. 4, Ch. 5, Ch. 6, UNIT 4: Ch. 7)

ADDITIONAL RESOURCES:

Aron, A., Aron, E.N., & Coups, E.J. (2007).Statistics for Psychology,4th ed. India: Prentice Hall.
Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics, 2nd ed.Oxford: Blackwell Publishers. (Unit 1: Ch. 8)

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

TEACHING LEARNING PROCESS

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

ASSESSMENT METHODS

Home assignments, class-test, term papers, presentations.

KEYWORDS

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

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

AEEC /SEC-1: STRESS MANAGEMENT

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

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

UNIT I

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

UNIT 2

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

PRACTICALS

Any two practicals based on Unit 1 and 2

REFERENCES

Sarafino, P, E (1998). *Health Psychology: Biopsychosocial Interactions* (third edition). John Wiley & Sons, Inc. (Unit 1: Chapter 3, Chapter 4; Unit 2: Chapter 5).

Weiten, W. & Lloyd, M.A (2007). *Psychology Applied to Modern life*. Thomson Detmar Learning. (Unit 1: Chapter 3; Unit 2: Chapter 4).

ADDITIONAL RESOURCES

Carr, A. (2011). *Positive Psychology: The Science of Happiness and Human Strength*. London, UK: Routledge.

Lazarus, J. (2008). *Stress Relief and Relaxation Techniques*. Los Angeles: Keats Publishing.

Seaward, B.L. (2018). *Managing Stress: Principles and Strategies for Health and Well-Being* (9th Edition). Burlington, MA: Jones & Bartlett Learning.

TEACHING LEARNING PROCESS

This skill enhancement paper will help students to learn through experiential learning. To then apply this psychological knowledge in personal as well as social contexts. The learning should focus on acquiring a non-judgmental reflective understanding of stress and stress-management. Experiential learning, using various tools - such as presentations, class discussions, case analysis, peer mentoring, role-plays, use of ICT tools may be utilized. It will involve the discussion method based on real life cases studies and workshop mode to learn certain strategies related to stress management skills

ASSESSMENT METHODS

Assignment and test based on the contextual situation where the knowledge related to stress and the application of stress management techniques will be assessed. Since the objective of the paper is to enhance core psychological skills in varied contexts, a number of assessment methods can be used like class presentations, individual or collaborative research projects and participation in experiential activities.

KEYWORDS

Stress, Health, Stress-management, Yoga

AEEC /SEC-2: EFFECTIVE LEADERSHIP

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

- Students will understand the basic structure of leadership.
- Students will understand basic skills of effective leadership.
- Students will learn how important the communication style for leadership.
- Students will learn how to be co-operative team members and how to maintain group cohesiveness.

UNIT 1

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

UNIT 2

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

PRACTICALS

Any two practicals based on Unit 1 and 2

REFERENCES

Champoux, J. E. (2011). *Organizational Behavior: Integrating Individuals, Groups, and Organisations*. New York & London: Routledge (Unit1&2 : Chapter 12)

Forsyth, D. R. (2006). *Group Processes*. New Delhi: Cengage learning. (Unit 1&2 : Chapter 9)

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

(Unit 1: Chapter 1&2, Unit 2: Chapter 6)

ADDITIONAL RESOURCES

Robbins, S. P. & Judge, T. A. (2009). *Organizational Behavior*, 13th Edition. New Delhi Pearson Education. (Unit 1&2 : Chapter 12)

TEACHING LEARNING PROCESS

This skill enhancement paper will help students to learn through experiential learning. To then apply this psychological knowledge in personal as well as social contexts. To understand both leadership and effective leadership. Experiential learning, using various tools - such as presentations, class discussions, case analysis, peer mentoring, role-plays, use of ICT tools may be utilized

ASSESSMENT METHODS

A variety of assessment methods can be used: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self- assessment and peer assessment with respect to the understanding of the skills learnt.

KEYWORDS

Leadership, Effective leadership, Leadership Behaviour

AEEC /SEC-3: COMMUNICATION COMPETENCE

Skill-Enhancement Elective Course - (SEC) Credit: 4

COURSE LEARNING OUTCOMES

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

UNIT 1

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

UNIT 2

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

PRACTICALS

Any two practicals based on Unit 1 and 2

REFERENCES

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

Adler, R.B & Proctor, R.F (2009). *Communication Goals and Approaches*. Wadsworth Cengage Learning, India. (Unit 1: Chapter 1, Chapter 6 and Chapter 8; Unit 2: Chapter 10).

Adler, R.B & Rodman, G. (2006) *Understanding Human Communication*. Oxford University Press. (Unit 1: Chapters 1,5,6,7, 10 and 12).

Sherfield, R.M, Montgomery, R.J. & Moody, P.G. (2009) *Developing soft skills*. Pearson education, India. (Unit 1: Chapter 5, 7, 8; Unit 2 : Chapter 13).

ADDITIONAL RESOURCES

Lewicki, R.J., Barry, B., & Saunders, D.M. (2015). *Essentials of Negotiation*. Dubuque: McGraw-Hill Education.

TEACHING LEARNING PROCESS

This skill enhancement paper will help students to learn through experiential learning. To then apply this psychological knowledge in personal as well as social contexts. To understand both verbal and non-verbal communication. The learning should focus on acquiring a non-judgmental reflective understanding of communication and barriers to effective communication. Experiential learning, using various tools - such as presentations, class discussions, case analysis, peer mentoring, role-plays, use of ICT tools may be utilized

ASSESSMENT METHODS

A variety of assessment methods can be used: home assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, quizzes, participation in experiential activities, etc. Students may also be evaluated on the basis of self- assessment and peer assessment with respect to the understanding of the skills learnt.

KEYWORDS

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