B.A. PSYCHOLOGY HONOURS
Choice Based Credit System (C.B.C.S)

The curriculum for B.A Honours in Psychology has been designed following the UGC Model Curriculum for Choice Based Credit System (C.B.C.S). The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The course aims at developing and understanding the growing discipline of psychology and promoting skill based education. The course is so designed as to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively.

Outlines of Choice Based Credit System:

1. **Core Course**. A course which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. There will be 14 core papers in total.

2. **Elective Course**: These are courses that are advanced or supportive to the discipline/subject and which enables an exposure to some other discipline/subject/domain.

    2.1 **Discipline Specific Elective (DSE) Course**: There will be 4 discipline specific elective papers, 2 each in the 5th and 6th semesters. In the 6th Semester Dissertation/Project can be taken as an option against one DSE paper. **Dissertation/Project*:** An elective course designed to acquire special/advanced knowledge, as supplement study/support study, and a candidate studies such a course on his own with an advisory support by a faculty member.

    2.2 **Generic Elective (GE) Course:** Generic Elective Course is chosen from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of this category of papers is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective papers. There will be 4 generic elective papers.

3. **Ability Enhancement Courses (AEC)/ Skill Enhancement Course (SEC)**

    3.1 **Ability Enhancement Compulsory Courses (AECC):** Comprises of (i) Environmental Science, (ii) English Communication/Hindi

Communication/MIL Communication (The respective syllabi may be referred to for these courses)

    3.2 **Skill Enhancement Course (SEC):** These courses are designed to provide value-based and skill-based knowledge. The main purpose of these courses is to provide students life-skills through hands-on training and field visits and so as to increase their employability. There will be 2 skill enhancement courses.

4. **Practical/tutorials:** For every core and discipline/generic specific elective paper there will be either 2 practical's or 1 tutorial. Those papers where pratical activity is not mentioned will be considered as tutorial paper.

Evaluation:

All courses will carry 100 marks (End semester examination 70 Marks, and Internal assessment 30 Marks)

1. For the internal assessment, which carries 30 marks, activities such as practical, experiential exercises, assignments, class tests, seminars, class presentations and group discussion may be taken up, at least three activities will be mandatory. For papers with practicals, 16 marks (8 for each practical) will be for practical assessment and 14 marks for the other activities.

2. For the end semester examination, each theory paper comprises of 5 units. Each unit is of 14 marks (14x5 units = 70 marks). The end semester exam question paper will have 5 essay type questions (with internal options), one from each unit, each question carrying 9 marks (9x5=45); 5 short answer questions of 3 marks each, one from each unit (3x5=15) and 10 multiple type questions of 1 mark each (1x10=10), two from each unit.

Work load computation:

1. For the purpose of computation of work-load the following mechanism may be adopted:

    i)   1 Credit = 1 Theory period of one hour duration

    ii)   1 Credit = 1 Tutorial period of one hour duration

    iii)   1 Credit = 1 Practical period of two hour duration

2. Core, DSE and GE papers:

    i)   For papers with practical, there will be 2 practicums per paper. For each such paper, there will be 4 theory classes of 1 hour each for all and 2 practical

classes of 2 hours each per week per group. Practicals should be conducted in groups of not more than 10 students.

ii)   For papers with tutorial (without practical), there will be 5 theory classes of 1 hour each and 1 tutorial of 1 hour per paper per week. Tutorial should be conducted in groups of not more than 10 students.

3. AEEC papers:

i)   4 theory classes per week. In addition, 1 class per fortnight to provide skill based learning to students through workshops and seminars

Dr. Imlisongla Longkumer
Assistant Professor
Department of Psychology
Nagaland University, Kohima

Lovika P. Shikhu
Assistant Professor
Department of Psychology
Nagaland University, Kohima

Temsusenla Jamir
Assistant Professor (Guest Faculty)
Department of Psychology
Nagaland University, Kohima

Hovisiito Khieya
Assistant Professor (Guest Faculty)
Department of Psychology
Nagaland University, Kohima

TOTAL Number of courses in UG-CBCS (B.A. Honours in Psychology.):

Types of Course	Core Course	Elective course		Ability enhancement course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	14	4	4	2	2	26
Credit/course	6	6	6	4	4	148

B.A. (Hons) PSYCHOLOGY (CBCS)
Distribution of papers and Paper codes

Course	Code	Course title	Marks (End Sem exam + Internal)	Hours per week	Credits
Semester I					
C1	C-PSY-01	Introduction to Psychology	70+30=100	Theory + Practical (4+2)	6
C2	C-PSY-02	Biopsychology	70+30=100	Theory + Tutorial (5+1)	6
GE1	GE-PSY-01 (A) **OR** GE-PSY-01 (B)	General Psychology **OR** Youth Gender and Identity	70+30=100	Theory + Tutorial (5+1)	6
Semester II					
C3	C-PSY-03	Psychology of Individual Differences	70+30=100	Theory + Practical (4+2)	6
C4	C-PSY-04	Statistical Methods for Psychological Research - I	70+30=100	Theory + Tutorial (5+1)	6
GE2	GE-PSY-02 (A) **OR** GE-PSY-02 (B)	Psychology for Health and Well-being **OR** Psychology and Media	70+30=100	Theory + Tutorial (5+1)	6
Semester III					
C5	C-PSY-05	Psychological Research	70+30=100	Theory + Tutorial (5+1)	6
C6	C-PSY-06	Development of Psychological thought	70+30=100	Theory + Tutorial (5+1)	6
C7	C-PSY-07	Social Psychology	70+30=100	Theory + Tutorial (5+1)	6
SEC1	AECC-PSY-01	Emotional Intelligence	70+30=100	Theory (4)	4
GE3	GE-PSY-03 (A) **OR** GE-PSY-03 (B)	Psychology at Work **OR** Human Development	70+30=100	Theory + Tutorial (5+1)	6
Semester IV					
C8	C-PSY-08	Statistical Methods for Psychological Research - II	70+30=100	Theory + Tutorial (5+1)	6
C9	C-PSY-09	Developmental Psychology	70+30=100	Theory + Tutorial (5+1)	6
C10	C-PSY-10	Applied Social Psychology	70+30=100	Theory + Practical (4+2)	6
SEC2	AECC-PSY-02	Stress Management	70+30=100	Theory (4)	4
GE4	GE-PSY-04 (A) **OR** GE-PSY-04 (B)	Intergroup Relations **OR** Psychology in the Classroom	70+30=100	Theory + Tutorial (5+1)	6

		Semester V			
C11	C-PSY-11	Understanding Psychological Disorders	70+30=100	Theory + Tutorial (5+1)	6
C12	C-PSY-12	Organisational Behaviour	70+30=100	Theory + Practical (4+2)	6
DSE1	DSE-PSY-01 (A) **OR** DSE-PSY-01 (B)	Positive Psychology **OR** Cultural and Indigenous Psychology	70+30=100	Theory + Practical (4+2)	6
DSE2	DSE-PSY-02 (A) **OR** DSE-PSY-02 (B)	Media Psychology **OR** Forensic Psychology	70+30=100	Theory + Tutorial (5+1)	6
		Semester VI			
C13	C-PSY-13	Understanding and Dealing with Psychological Disorders	70+30=100	Theory + Tutorial (5+1)	6
C14	C-PSY-14	Counselling Psychology	70+30=100	Theory + Practical (4+2)	6
DSE3	DSE-PSY-03 (A) **OR** DSE-PSY-03 (B)	Human Resource Management **OR** Community Psychology	70+30=100	Theory + Practical (4+2) Theory + Tutorial (5+1)	6
DSE4	DSE-PSY-04 (A) **OR** DSE-PSY-04 (B)	Health Psychology **OR** Project or Dissertations	70+30=100	Theory + Practical (4+2) Theory + Tutorial (5+1)	6
		Total Marks	**2400**	**Total credits**	**140**

Semester I

C-PSY-01: INTRODUCTION TO PSYCHOLOGY

Objectives:

☐ To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Unit 1: Introduction to Psychology

What is psychology? Perspectives on behaviour; Methods of psychology (special emphasis on experimentation); subfields of psychology; Psychology in modern India

Unit 2: Perception, Thinking and Language

Sensation: visual and auditory; Perceptual organization; Perceptual constancies; Depth perception; Mental imagery; Concepts; Nature of decision making; Nature of language; Language development

Unit 3: Learning

Principles and applications of Classical conditioning; Operant conditioning; Observational learning; Learning strategies; Learning in a digital world

Unit 4: Memory

Models of memory: Atkinson and Shiffrin memory model, Baddeley's model of working memory, Forgetting, Improving memory.

Unit 5: Motivation and Emotions

Theories of motivation: Mc Clelland's need theory and Maslow's need theory; Types of motivation; motivational conflict; Theories of emotion: James Lange and Cannon Bard; Physiological basis emotion; Non-verbal expression of emotion

Practicum:

• Any 2 practicum pertaining to C-PSY-01 (Introduction to psychology) preferably experiments

Readings:

• Baron, R. & Misra. G. (2013). *Psychology*. Pearson.
• Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction. Pinnacle Learning*, New Delhi.
• Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi:Pearson Education.
• Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

C-PSY-02: BIOPSYCHOLOGY

Objectives:

- To explore the biological basis of experience and behaviour.
- To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Unit 1: Introduction to Biopsychology

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

Unit 2: The Functioning brain

Structure, and functions of the brain; Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization); hemispheric specialization

Unit 3: Organization of Nervous Systems

Structure and functions of neurons; Neural conduction and Synaptic transmission; structure and function of CNS and PNS

Unit 4: Neurotransmitters

Types and role of neurotransmitters; functional abnormalities of neurotransmitters

Unit 5: Endocrine System

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

Readings:

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
- Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.
- Pinel, J. P. J. (2011) *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
- Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random

GE-PSY – 01 (A): GENERAL PSYCHOLOGY

Objectives:

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

Unit 1: Introduction to Psychology

Nature and fields of psychology; Applications of psychology: Work, Law, and Health

Unit 2: Cognitive Processes

Cognitive Processes: Learning, memory and problem solving

Unit 3: Conative Affective processes

Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

Unit 4: Psychology of Individual Differences

Theories of personality: Freudian psychoanalysis, type Theories (Sheldon), trait theories (Cattel), humanistic theories (Maslow's); Theories of intelligence: Spearman 'g' theory, Sternberg; Emotional intelligence; Assessment of intelligence and personality

Unit 5 – Understanding Developmental Processes

Cognitive Development – Piaget; Moral Development – Kohlberg; Psycho-social Development – Erikson

Readings:

- Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K & Meyer, G.E (2008). *Psychology (South Asian Edition)*. New Delhi: Pearson
- Feldman.S.R.(2009). *Essentials of understanding psychology*, 7th Edition New Delhi: Tata Mc Graw Hill.
- Glassman,W.E.(2000). *Approaches to Psychology,* 3rd Edition. Buckingham: Open University Press.
- Michael ,W., Passer, Smith, R.E. (2007). *Psychology The science of mind and Behavior*. New Delhi: Tata McGraw-Hill.

GE-PSY – 01 (B): YOUTH, GENDER AND IDENTITY

Objectives:

- ☐ To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- ☐ To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

Unit 1: Introduction – 1

Concepts of Youth; Transition to Adulthood; Extended Youth in the Indian context; theoretical orientations: Freud, Piaget, Erikson and Kohlberg.

Unit 2: Introduction – 2

Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes; Concepts of Identity; Multiple identities

Unit 3: Youth and Identity

Family: Parent-youth conflict, sibling relationships, intergenerational gap; Peer group identity: Friendships and Romantic relationship; Workplace identity and relationships; Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 4: Gender and Identity

Issues of Sexuality in Youth; Gender discrimination; Culture and Gender; Influence of globalization on Gender identity

Unit 5: Issues related to Youth, Gender and Identity

Youth, Gender and violence; Enhancing work-life balance; Changing roles and women empowerment; Encouraging non-gender stereotyped attitudes in youth

Readings:

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Baron, R.A., Byrne, D. & Bhardwaj. G (2010). *Social Psychology* (12th Ed).New Delhi: Pearson.
- Ember, C. R. and Ember, M. (2003) Encyclopedia of sex and gender: men and women in the world's cultures. Kluwer Academic/Plenum Publishers, New York
- Helgeson, V.S. (2006). Psychology of Gender. 4th Edition. Pearson education

C-PSY – 03: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Objectives:

☐ To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Unit 1: Personality

Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, socio-cultural, humanistic, trait and type.

Unit 2: Intelligence

Concept of intelligence: Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

Unit 3: **Indian approach**

Self in Indian thought: the Anatta view of Buddhism, the non-dualist view of Advaita, the Visishta-Advaita view of Ramanija

Unit 4: Enhancing Individual's Potential

Motivation: Intrinsic motivation and Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity

Unit 5: Aptitude

Concept of aptitude; specific abilities; Aptitude tests and applications

Practicum:

• 2 psychological tests (one based on Intelligence and one based on personality).

Readings:

• Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi.
• Carr, A. (2011): *Positive psychology*. Routledge.
• Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
• Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.
• Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications* (4th Ed.). New Delhi: Pearson Education.
• Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
• Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

C-PSY – 04: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH - I

Objectives:

- To help students understand the usefulness of statistics in Psychological research
- To orient the students to the basic concepts of statistics
- To familiarize students with the use of graphical representation of data.

Unit 1: Introduction

Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables; Scales of Measurements; Frequency Distributions; Percentiles; and Percentile Ranks.

Unit 2: Graphic Representation of Frequency Distributions

Uses of graphical representation of data; The Histogram; The Frequency Polygon ; The Bar Diagram; Pie Chart; The Cumulative Percentage Curve

Unit 3: Measures of Central Tendency and Variability

Central Tendency: Properties and calculation of Mean, Median and Mode; Variability: Properties of the Range and Semi-Interquartile Range, the Variance, Standard Deviation and Quartile deviation; Calculation of the Standard Deviation

Unit 4: The Normal Probability Curve (NPC)

The Nature of the NPC; Standard Scores and the NPC; Finding areas from the NPC when the score is known; Finding scores when the area is not known; divergence from normality (Skewness and Kurtosis)

Unit 5: Correlation

Correlation co-efficient; Calculating Pearson's Correlation Coefficient from Deviation Scores and from raw scores; Cautions Concerning Correlation Coefficients

Readings:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4thEd.) India: Pearson Education, Prentice Hall.
- Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi.
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
- Howell, D. (2009) *Statistical methods for Psychology*.
- King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences*, USA: John Wiley & Sons.
- Mangal, S.K. (2012). *Statistics in Psychology & Education*. 2nd Edition. New Delhi: PHI learning Pvt. Ltd.
- S.C. Gupta
- Goswami.
- Miniam

GE-PSY – 02 (A): PSYCHOLOGY FOR HEALTH AND WELL-BEING

Objectives:

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

Unit 1: Illness, Health and Well being

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

Unit 2: Theoretical Perspectives to Health Behaviour

Social cognition models; Health belief model, Theory of planned behaviour; Protection motivation theory

Unit 3: Stress and Coping

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

Unit 4: Health Management

Health-enhancing behaviours: Exercise and Nutrition; Health compromising behaviours; Illness Management

Unit 5: Human strengths and life enhancement

Classification of human strengths and virtues; Cultivating inner strengths: Hope and optimism; Gainful employment and Me/We balance

Readings:

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
- DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology.* New Delhi: Pearson.
- Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
- Hick, J.W. (2005). F*ifty signs of Mental Health. A Guide to understanding mental health.* Yale University Press.
- Misra,G. (1999). *Stress and Health*. New Delhi: Concept.
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.).NY: Wiley.
- Snyder, C.R., &Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

GE-PSY – 02 (B): PSYCHOLOGY AND MEDIA

Objective:

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

Unit I: **Media and User**

Understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics

Unit 2: **Audio-Visual media** and **Print media:**

Nature and their impact; Socialization; Stereotyping; Violence; Case studies in the Indian context

Unit 3: Media and Developmental Issues - 1

Young Children and Television: Fantasy Versus Reality, Children's socialisation through media, Imagination, Pretence and Theory of Mind

Unit 4: Media and Developmental Issues - 2

Media and Adolescence: Media use in adolescence, Role of media figures during adolescence, Cultural functions of media use, and Media influences on adolescent body image

Unit 5: Interactive and Emerging Technologies

Virtual social media; Interactive media; Gaming; Issues of internet addiction; Case studies in the Indian context; Cyber-crime

Readings:

- Dill, K.E. (2009). *How Fantasy becomes Reality Seeing through Media Influence*. New York: Oxford University Press.
- Giles, D. (2003) *Media Psychology*. Routledge
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.
- Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.
- Kirsh, S.J. (2006). *Children Adolescents and Media Violence*. New York: Sage.
- Montgomery, K.C. (2007) *Generation Digital*. MIT Press.
- Wood, R.N. (1983). *Mass Media and Individual*. Minnesota: Woods.

Semester III

C-PSY – 05: PSYCHOLOGICAL RESEARCH

Objectives:

- To inform the students about the basics of scientific research in Psychology
- To familiarize students with the concepts of psychological testing and psychological scale.

Unit 1: Introduction

Goals of Psychological Research; Research process (perceiving a question, forming hypothesis, testing hypothesis, drawing conclusions, reporting of result); Quantitative and Qualitative Orientations towards Research, Ethics of psychological research

Unit 2: Sampling

Meaning of sampling; Methods of sampling: Probability sampling: simple random sampling, stratified random sampling, systematic sampling, cluster sampling; Non-Probability sampling: quota sampling, incidental sampling, snowball sampling

Unit 3: Methods of Data Collection

Primary data, secondary data, observation, interview, survey, diary, archival, focus groups

Unit 4: Research Methods

Experimental methods; Quasi experimental methods: control - experimental pre-test post-test, time-series, Solomon 4 groups design; non-experimental: case study, observation, correlation

Unit 5: Psychological Testing

Introduction to psychological testing; Characteristics of tests: Reliability, Validity, Norms

Readings:

- C.R. Kothari (2019). Research Methodology: Methods and Techniques. New Age International Publishers
- Chadha, N.K. (2009) *Applied Psychometry*. Sage Pub: New Delhi.
- Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers
- Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th*
- *Ed.).* New Delhi: Pearson Education.
- Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles &*
- *Applications (6th Ed.)* New Jersey: Prentice Hall.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative*
- *Approaches (6th Ed.)* Boston: Pearson Education.
- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia : Open University Press.

C-PSY – 06: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

Objectives:

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

Unit 1: Understanding Psyche: Debates and Issues

Free will and determinism; Empiricism and rationality; Issues of Consciousness; Mind Body Relationship (East-West Comparison)

Unit 2: Early Schools of Psychology

Associationism; Structualism; Functionalism

Unit 3: Positivist Orientation

Behaviorism to cognition: contributions of – Watson, Tolman, Hull, and Skinner; Cognitive revolution

Unit 4: Psychoanalytic and Humanistic-Existential Orientation

Freudian Psychoanalysis; The turn towards 'social' – Adler, Jung; Ego psychology – Erik Erikson, Object relations – Melanie Klein; Cultural psychoanalysis – Sudhir Kakar

Unit 5: Contemporary Developments

Feminism; Social constructionism; Interpretivism; Phenomenology

Readings:

- Benjamin Jr. (2009). *A History of Psychology: Original Sources & Contemporary Research* 3rd Edn. Blackwell Publishing.
- Feist & Feist. *Theories of Personality* Mc Graw Hill Higher Education.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context.* (4th Ed.). Pearson education.
- Kurt Pawlik,Gery D'ydewalle (2006). *Psychological Concepts: An International Historical Perspective.* Taylor Francis Group.
- Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.
- Mc Adams (2000). *The Person: An Integrated Introduction to Personality Psychology.* John Wiley
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- St. Clair, Michael. (1999). *Object Relations and Self-Psychology: An Introduction.* Wadsworth Publishing Company.
- Schultz & Schultz *(1999). A History of Modern Psychology.* Harcourt College Publishers/ Latest edition available.
- Wolman, B.B. (1979). *Contemporary theories & systems in psychology*. London: Freeman Book Co.

C-PSY – 07: SOCIAL PSYCHOLOGY

Objectives:

- To orient students to the field of social psychology
- To familiarize students with the basic social psychological concepts
- To help the students understand the importance of group dynamics

Unit 1: **Introduction**

Definition, Nature, Origin and Development; Scope of Social Psychology; Research methods in social psychology

Unit 2: Understanding and Evaluating the Social World

Social cognition: process and role of schemas in social cognition; Social Perception – non-verbal communication, attribution (Kelley's Theory), impression formation and management

Unit 3: Attitudes

Nature, structure and functions of attitudes; Attitudes formation and attitude change; Prejudice (causes and techniques for reducing prejudice); Discrimination (gender and racial)

Unit 4: Social influence

Conformity: types of conformity, factors influencing conformity; Compliance: types of compliance; Obedience: factors influencing obedience

Unit 5: **Group Dynamics**

Nature of groups: norms, status, and power; Group decision making; Group and task performance; Leadership styles: transformational and autocratic

Readings:

- Baron, R.A., Byrne, D. & Bhardwaj. G (2010). *Social Psychology* (12th Ed).New Delhi: Pearson.
- Chadha, N.K. (2012). *Social Psychology*. MacMillan: New Delhi
- Deaux.K & Wrightsman, L. (2001). *Social Psychology*. California: Cole Publishing
- Kassin,S., Fein, S., & Markus, H.R. (2008). *Social psychology*. New York: Houghton Miffin.
- Misra, G. (2009). *Psychology in India*, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.
- Myers, D.G. (2008). *Social psychology* New Delhi: Tata McGraw-Hill.
- Taylor,S.E., Peplau,L.A. & Sears,D.O. (2006). *Social Psychology* (12th Ed). New Delhi: Pearson.

AECC-PSY-01: EMOTIONAL INTELLIGENCE

Objective:

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

Unit 1: Introduction

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

Unit 2: Models of Emotional Intelligence

Ability models of EQ; Mixed models of EQ

Unit 3: Knowing One's and Others' Emotions

Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others

Unit 4: Managing Emotions

The relationship between emotions, thought and behaviour; Techniques of managing emotions

Unit 5: Applications

Workplace; Relationships; Conflict Management; Effective Leadership

Readings:

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Singh, D. (2003). *Emotional intelligence at work* (2 nd ed.) New Delhi: Response Books.
- Sternberg, R.J.(2000). *Handbook of intelligence*. Cambridge University Press

GE-PSY – 03 (A): PSYCHOLOGY AT WORK

Objectives:

☐ To understand the meaning and theoretical foundations of Industrial/Organisational (I/O) Psychology

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

Unit 1: Introduction to I/O Psychology

Defining Industrial/Organisation (I/O) Psychology; Development of I/O Psychology; Contemporary trends and challenges in I/O Psychology; I/O Psychology in India

Unit 2: Job Satisfaction and Work Motivation

Concept of Job satisfaction and work motivation; Causes of Job Satisfaction; Outcomes of Job Satisfaction, Theories of Work Motivation and Applications

Unit 3: Communication in Organizations

Communication process; purpose of communication in organizations; communication networks; Barriers to effective communication; Managing communication

Unit 4: Leadership

The meaning of leadership; Early approaches to leadership; Contemporary approaches to leadership-Transformational & Transactional Leadership; Leadership in a globalized world; Indian perspective on leadership

Unit 5: Organisational Culture

Organizational Culture; Creating and Sustaining Culture; Creating Ethical Organizational Culture; Creating a Customer-Responsive Culture; Spirituality and Organizational Culture.

Readings:

- Adler, N.J. (1997). Global Leaders; A Dialogue with future history, *Journal of International Management*, 2, 21-33.
- Adler, N.J. (1997).Global Leadership: Women Leaders. Management International Review, Vol. 37, *International Human Resources and Cross Cultural Management*, 171-196.
- Chadha, N.K. (2007). *Organizational Behavior.* Galgotia Publishers: New Delhi. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley
- Griffin, R.W. & Moorhead, G. (2009).*Organizational Behavior: Managing People & Organization*s. Biztantra publishers
- Robbins, S. P. & Judge, T.A. (2007).*Organizational Behavior*. 12th Edition. New Delhi: Prentice Hall of India.
- Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9th Edition. New Delhi: Prentice Hall of India.
- Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

GE-PSY – 03 (B): HUMAN DEVELOPMENT

Objectives:

- To equip the learner with an understanding of the concept and process of human development across the life span
- To impart an understanding of the various domains of human development
- To inculcate sensitivity to socio-cultural context of human development

Unit 1: Introduction

Concept of Human Development; Human Development: theories (Piaget, Kohlberg, Erikson) themes and research designs

Unit 2: Periods of Life Span Development

Prenatal development; Birth and Infancy; Childhood; Adolescence; Adulthood

Unit 3: Domains of Human Development – I

Milestones: Cognitive development, Language development, Emotional development

Unit 4: Domains of Human Development – I

Milestones: Physical development, Moral development, Personality development

Unit 5: Socio-Cultural Contexts for Human Development

Family; Peers; Media & Schooling; Human Development in the Indian context

Reading List:

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012).*Life Span Development* (13th ed) New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications

Semester IV

C-PSY – 08: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – II

Objectives:

☐ To educate students with the techniques of inferential statistics and hypothesis testing.

Unit 1: Introduction to Inferential Statistics and Hypothesis Testing about Single Means

The meaning of Statistical Inference and Hypothesis Testing; The Null and the Alternative Hypotheses; Choice of HA: One-Tailed and Two-Tailed Tests; levels of significance testing; standard error; hypothesis testing of single means - calculation.

Unit 2: Hypothesis Testing About the Difference between Two Means

Properties of the sampling distribution of the difference between means; Student's t-distribution; Assumptions for t-test for two independent groups, Testing the Hypothesis of the difference between two independent means - calculation; Assumptions for t-test for two correlated groups, Testing the hypothesis of the difference between two dependent (Correlated) means - calculation

Unit 3: Hypothesis Testing for Differences among 3 or More Groups: One-Way Analysis of Variance (ANOVA)

Assumptions Associated with ANOVA; The Basis of One-Way Analysis of Variance; hypothesis testing for differences among three or more independent groups: one way ANOVA (calculation); Comparison of t and F.

Unit 4: Hypothesis Testing for Categorical Variables

The Chi-Square as a measure of discrepancy between expected and observed frequencies; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test - One Way Classification; Chi Square for two classification variables – contingency table analysis.

Unit 5: Nonparametric Approaches and SPSS

Distribution-free nonparametric tests; Comparison with parametric tests; Types of non-parametric tests, Uses and applications of nonparametric tests; Getting Started with SPSS; Uses of SPSS in statistics and research.

Reading List:

- A.K. Singh (2017). Tests Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan Publishers and Distributors
- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology (*4th Ed). India: Prentice Hall.
- N.K. Chadha (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
- Coakes, S. J.,Steed, L., & Ong,C. (2009). *SPSS: Analysis Without Anguish Using Version 16.0 for Windows.* Milton,QLD: Wiley Students Edition.
- Field, A. (2009). *Discovering Statistics using SPSS (*3rd Ed). New Delhi: Sage.
- King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed).USA: John Willey.
- S.C. Gupta (2015) Fundamentals of Statistics. Himalaya Publishing House
- Siegal, S. (1956). *Nonparametric Statistics.* NY: McGraw Hill

C-PSY – 09: DEVELOPMENTAL PSYCHOLOGY

Objectives:

- To orient the students to the historical context in the field of developmental psychology
- To familiarize students to the foundations and various aspects of human development
- To provide students the basic theoretical orientation to human development
- To familiarize students to the various methods of studying human development

Unit 1: Introduction

Concepts of human development; History of Developmental Psychology; Aspects of Human Development: Physical, Cognitive, Social and Moral; Factors influencing human development.

Unit 2: Theories of Development

Piaget's theory of cognitive development; Bowlby's theory; Kohlberg's theory; Vygotsky's sociocultural theory

Unit 3: Foundations of Development

Ovulation and Fertilization; Cell Division; Prerequisites of Conception; Mechanisms of Heredity: DNA, Genes and Chromosomes.

Unit 4: Lifespan development

Infancy; Early childhood; Later Childhood; Adolesence; Adulthood; Old age (biological changes, cognitive development and developmental tasks)

Unit 5: Socio-Cultural Contexts for Human Development

Family; Peers; Media & Schooling; Human Development in the Indian context

Readings:

- Berk, Laura E. 1999. *Child Development*. Prentice Hall of India.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J*: Introduction to Psychology*. McGraw Hill Book Co., 1986.
- Hurlock, Elizabeth B. 1981. *Developmental Psychology – a life-span approach*. 5th edition. Tata Mc Graw Hill Publication.

C-PSY – 10: APPLIED SOCIAL PSYCHOLOGY

Objectives:

☐ To help student understand social problems and gain knowledge about intervention strategies.

Unit 1: Introduction:

Nature of applied Social Psychology; Social influences on behaviour; Methodological approaches – participatory action and learning research techniques

Unit 2: Applying Social Psychology-I:

Environment; Population; Diversity

Unit 3: Applying Social Psychology-II:

Work; Health; Legal System

Unit 4: Applying Social Psychology-III:

Education; sports; media

Unit 5: Intervention and Evaluation:

Impact analysis; Process of intervention; Need for evaluation for effective programme; Case studies in Indian context

Praticum:

- 2 practicum (experiments/test) based on topics in C-PSY-10.

Readings:

- Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). *Community psychology: Linking individuals and communities*. Wadsworth, Cengage.
- Mikkelson, B. (1995). *Methods for development work and research: A guide for practioners*. New Delhi: Sage.
- Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). A*pplied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures*. New Delhi: Sage Publication.

AECC-PSY-02: STRESS MANAGEMENT

Objective:

☐ In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

Unit 1: Stress and Sources of Stress

Stress: Nature and symptoms; Sources of stress: environmental, social, physiological and psychological

Unit 2: Stress and Illness

Stress and illness: cardiovascular system, reactivity and illness; Immune system reactivity and illness; stress, emotions and hypertension; Stress and cancer

Unit 3: Stress and Coping

Coping: functions of coping; Methods of coping: emotional focussed coping and problem focussed coping.

Unit 4: Managing Stress - I

Yoga; Meditation; Relaxation techniques

Unit 5: Managing Stress – II

Biofeedback; Cognitive restructuring; Problem solving

Readings:

- Carr, A. (2004). Positive Psychology: *The science of happiness and human strength*.UK: Routledge.
- DiMatteo, M.R. & Martin, L.R.(2002). *Health Psychology*. New Delhi: Pearson
- Neiten, W. & Lloyd, M.A (2007). *Psychology Applied to Modern life*. Thomson Detmar Learning.
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.).NY: Wiley.

GE-PSY – 04 (A): INTER-GROUP RELATIONS

Objective:

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

Unit 1: Nature of Intergroup Relations

Intergroup behaviour and inter group relations; Competition and conflict; Classical study of Robbers cave experiment; classical study by Hovland and Sears

Unit 2: Theoretical Perspectives

Realistic conflict theory; Social identity theory, Norm violation theory, Relative deprivation theory, Scapegoat theory

Unit 3: Social Categorization and Conflict

Ingroup vs. outgroup; Consequences of social categorization; Cognitive biases & stereotypes; Social categorization and conflict

Unit 4: Cultural Aspects of Intergroup Relations

Social identity; Stereotypes; case studies in the Indian context

Unit 5: Resolving Intergroup Conflict

Intergroup contact; Promoting intergroup cooperation; Conflict management strategies

Readings:

- Baron, R.A., Branscombe, N.R, Byrne,D. & Bhardwaj, G. (2009) *Social psychology*. New Delhi: Pearson.
- Keyton, J. (2006). *Communicating groups-building relationships in group effectiveness*. New York: Oxford University Press.
- Smith, P.B., Bond, M.H & Kagitcibasi, C. (2006) *Understanding social psychology across culture*. New Delhi: Sage Publications.
- Sturner, S. & Snyder, M. (2010) In*tergroup Relations: The Psychology of Prosocial Behaviour*
- Zorsyth, D.R. (2009) *Group dynamics*. Broke/Cole: Wadsworth.

GE-PSY – 04 (B): PSYCHOLOGY IN THE CLASSROOM

Objectives:

- To understand the psychology of classroom behaviour
- To understand the application of psychology in the classroom

Unit 1: Understanding Classroom Behaviour Management

Behavioural; Psychodynamic; Humanistic; Existential

Unit 2: Child Development and classroom

Developmental milestones: infancy, early childhood, middle childhood, late childhood, and adolescence; Understanding cognitive development in classroom (Piaget and Vygotsky); Physical development; Moral development; Social Development

Unit 3: Assessment of Learning

Types of assessment; Teacher made versus standardised assessment; Classroom grading

Unit 4: Diversity in the Classroom

Gender; Culture; Socio economic status; Ability; Cognitive and learning styles

Unit 5: Social Psychology of Classrooms

Problem of anonymity; Fostering a commitment to learning: equity of reciprocity and signing a contract; Attributions for success and failure: self-handicapping, individual and group assignments (accountability versus teamwork)

Readings:

- Grapin, S.L. & Kranzler, J.H. (2018) *School Psychology: Professional Issues and Practices*. Springer
- Halpern, D.F. & Desrogers, S. (2005). Social Psychology in the Classroom: Applying what we Teach as we Teach. *Journal of Social and Clinical Psychology*. 4(1), 51-62
- Woolfolk, Anita. 2008. *Educational Psychology* (10th Ed.). Allyn & Bacon Publishers.
- Santrock, J.W. *Educational Psychology* (5th Ed.). McGraw-Hill.
- Seifert, K & Sutton, R. *Educational psychology* (2nd Edition). The Saylor Foundation.

Semester V

C-PSY – 11: UNDERSTANDING PSYCHOLOGICAL DISORDERS

Objectives:

☐ The paper aims at providing an overview about the concept of abnormality and the clinical picture and dynamics of various psychological disorders. This will sensitize the students to information on psychopathology and dispel myths regarding it.

Unit 1: Understanding Abnormality

Abnormality: definition and criteria; classification (latest edition of DSM & ICD), Clinical Assessment

Unit 2: Perspectives of Psychopathology

Biological Model; Psychodynamic; Behavioural; Cognitive; Humanistic and existential; Socio-cultural

Unit 3: Signs and Symptoms of Mental Disorders

Mental status pertaining to – attitude, mood and affect, and speech; Thinking: Form and Content; Perception; Sensorium, Insight and judgement

Unit 4: Clinical States – 1

Clinical characteristics: Anxiety Disorders, OCD, Dissociative disorders

Unit 5: Clinical States – 2

Clinical characteristics: Intellectual Disability, Autism Spectrum Disorder, ADHD, and Learning Disability

Readings:

- Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.).Wadsworth: New York.
- Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- Brewer,K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
- Carson, R.C., Butcher,J.N.,Mineka,S.& Hooley,J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning.
- Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.).NY: John Wiley.

C-PSY – 12: ORGANIZATIONAL BEHAVIOUR

Objectives:

 ☐ To develop an awareness of the concepts related to organizational behaviour.
 ☐ Help the students develop connectivity between concepts and practices of organizations.

Unit 1: **Introduction**

Historical antecedents of Organizational Behaviour: Contributions of Taylor, Weber, and Fayol; Contemporary Trends and Challenges; Challenges in the Indian setting

Unit 2: **Employee Attitudes**

Job satisfaction; Organizational commitment; Organizational citizenship behaviour

Unit 3: Work Motivation

Early theories (Maslow, McClelland, Two factor), and Contemporary theories (Goal setting, Equity, Expectancy); Indian perspective

Unit 4: **Dynamics of Organizational Behaviour**

Organizational culture; Power and politics: influence, empowerment and Sexual harassment; Organizational politics

Unit 5: Communications in Organization

Process and direction of communication; Interpersonal communication; Organizational communication; Barriers to effective communication

Practicum:

 • 2 practicum (experiments/tests) based on topics in C-PSY-12

Readings:

 • Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
 • Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
 • Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi: Biztantra publishers.
 • Landy, F.J. & Conte,J.M. (2007) *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.
 • Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.
 • Pareek, U. (2010). *Understanding organizational behaviou*r. Oxford: Oxford University Press.
 • Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
 • Robbins, S. P. & Judge, T.A. (2007) *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.
 • Schermerhorn, J.R. , Hunt,J.G. & Osborn,R.N. (2008) *Organizational Behavior* (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
 • Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley
 • Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

DSE-PSY – 01 (A): POSITIVE PSYCHOLOGY

Objective:

☐ To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

Unit 1: Introduction

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

Unit 2: Positive Emotional States and Processes

Happiness and Well-being, Positive Affect and Positive Emotions; Resilience

Unit 3: Positive Cognitive States and Processes:

Self-efficacy; Optimism; Hope; Wisdom; Flow; Mindfulness

Unit 4: Prosocial Behaviour

Empathy and Egoitism; Portals to altruism; Gratitude; Forgiveness

Unit 4: Applications

Work, Education, Ageing, Health

Practicum:

• 2 practicum designed from the syllabus so as to enhance the understanding of the concepts and applications of positive psychology.

Readings:

• Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.
• Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
• Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
• Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
• Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
• Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.

DSE-PSY – 01 (B): CULTURAL AND INDIGENOUS PSYCHOLOGY

Objectives:

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

Unit 1: Cultural Processes

Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences, methods of studying cultural psychology

Unit 2: Culture, Self and Others

Who am I and Who are They? Representation: Person, Other People, Self and of Groups; The making and remaking of cultures: a developmental perspective; Family and children; models of the family

Unit 3: Culture and Basic Psychological Processes

Culture and perception; culture and decision making; culture and creativity; culture and consciousness

Unit 4: Intercultural Contacts

Psychological benefits and costs of cultural competence; Migration; Globalization and cultural diversity; Management of multicultural identities

Unit 5: Indigenous Psychology

Indian Psychology: Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India

Practicum:

• 2 practicum based on understanding indigenous psychology

Readings:

• Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 374-398. New Delhi: Concept Publishing Company.
• Chiu, C., & Hong, Y. (2006). *Social Psychology of Culture*. New York: Psychology Press.
• Jain, U. (2002). An Indian perspective on emotions. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 281-291. New Delhi: Concept Publishing Company.
• Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. . In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 421-439. New Delhi: Concept Publishing Company.
• Roa, K. R. (2011). *Indian psychology: Implications and applications*. In Cornelissen, R.M. M.,
• Misra, G., Varma, S. (Eds.), *Foundation of Indian Psychology: Theories and concepts*, Vol, 1. New Delhi: Pearson.
• Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 440-457. New Delhi: Concept Publishing Company.
• Smith, P.B., Bond, M. H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures: Living and working in a changing world*. London: Sage.

DSE-PSY – 02 (A): MEDIA PSYCHOLOGY

Objectives:

- To understand the field of Media Psychology
- To understand the effects of media

Unit 1: Introduction to Media Psychology

Defining media psychology; Mass media; Research methods in Media Psychology

Unit 2: The Effects of Media Violence

Effects of watching violent media; Characteristics of the users of violent media; Cognitive factors in media violence; Cultural and ideological aspects of the media violence debate

Unit 3: Prosocial Effects of Media

Media and Prosocial Behaviour: The effects tradition, the effects of prosocial media, and parental mediation

Unit 4: Pornography and Erotica

Definitions of Pornography and Erotica; Effects of Pornography; Effects and Uses of Child Pornography

Unit 5: Advertising

Role of Psychology in Advertising; Cognitive and Behavioural Effects of Advertising; Advertising and Children

Readings:

- Dill, K.E. (2009). *How Fantasy becomes Reality Seeing Through Media Influence*. New York: Oxford University Press.
- Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.
- Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.
- Kirsh, S.J. (2006). *Children Adolescents and Media Violence*. New York: Sage.
- Montgomery, K.C. (2007) *Generation Digital.* MIT Press.
- Wood, R.N. (1983). *Mass Media and Individual*. Minnesota: Woods.

DSE-PSY – 02 (B): FORENSIC PSYCHOLOGY

Objectives:

- ☐ To understand what the field of Forensic Psychology is
- ☐ To get an orientation to the functioning of the field of forensic psychology

Unit 1: Introduction to Forensic Psychology

Defining forensic psychology; Development of forensic psychology; Major areas of Forensic psychology; Education and training in forensic psychology

Unit 2: Assessment in Forensic Psychology

Important tasks in forensic assessment: reliability and validity; Differences between therapeutic assessment and forensic assessment; Procedures and methods of forensic assessment: Interviewing and psychological testing.

Unit 3: Expert Testing in Forensic Science

Admissibility of expert testimony; Factors that influence expert testimony; Ethics of expert testimony

Unit 4: Civil Commitment

What is civil commitment; Criteria for civil commitment; Process of civil commitment; coercion of civil commitment

Unit 5: Criminal and Civil Competence

Competency to stand trial (CST); Prevalence of CST; Procedure of CST; Competency evaluations; Forensic assessment instruments for competency; Competency to be executed; Competency to refuse the insanity defence.

Readings:

- Huss, Matthew T. (2014). *Forensic Psychology: Research, Clinical Practice, and Applications.* John Wiley & Sons.
- Canter, David. (2010). *Forensic Psychology: A Very Short Introduction.* Oxford University press.

Semester VI

C-PSY – 13: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Objectives:

☐ To help students develop an understanding of the clinical picture and dynamics of psychological disorders.

☐ To introduce the therapeutic interventions for the various psychological disorders.

Unit 1: Schizophrenia Spectrum Disorders

Clinical Picture and causal factors

Unit 2: Mood Disorders

Clinical Picture and causal factors

Unit 3: Personality Disorders

Clinical Picture and causal factors

Unit 4: Sexual Disorders:

Clinical Picture and causal factors

Unit 5: Treatment of disorders

Biological treatment: Pharmacotherapy and Electroconvulsive therapy; Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy.

Readings:

- Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.).Wadsworth: New York.
- Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning.
- Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.).NY: John Wiley.
- Plante, T.G. () *Contemporary Clinical Psychology* John Wiley & Sons.
- Riskind, J.H., Manos, M.J. and Alloy, L.B. (2004) *Abnormal Psychology: Current Perspectives*. McGraw Hill

C-PSY – 14: COUNSELLING PSYCHOLOGY

Objectives:

☐ To develop an understanding of basic concepts, processes, techniques of Counselling.
☐ To acquaint the learner with the challenges of Counselling.

Unit 1: Introduction

Meaning, purpose and goals of counselling; Nature and history of counselling; Professional issues; Ethics; Education and training of the counsellor

Unit 2: Counselling Process

Core conditions of counselling; counselling skills; Stages of counselling; Assessment for counselling

Unit 3: Approaches of Counselling

Psychoanalytic techniques; Humanistic approaches; Behavioural techniques; Cognitive techniques

Unit 4: Counselling Applications

Child Counselling; Family Counselling; Career Counselling; Crisis intervention: suicide, grief, sexual abuse, and trauma

Unit 5: Contemporary Trends

Indian approaches: yoga and meditation; Technology and counselling; Expressive techniques: art, music, and dance

Practicum:

- 2 practicum based on topics in C-PSY-14.

Readings:

- Aguilera, D.C. (1998) *Crisis Intervention: Theory and Methodology* 8th Ed. Philadelphia: Mosby
- Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Altmaier and J.C. Hansen. *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
- Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C.
- Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, 2nd Edition, Sage, South Asia Edition
- Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed):
- Psychology in India. Volume 3: *Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.
- Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning

DSE-PSY – 03 (A): HUMAN RESOURCE MANAGEMENT

Objectives:

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

Unit 1: Introduction

Introduction to Human Resource Management (HRM): Personnel management, HRM and HRD; Context and issues in HRM

Unit 2: Human Resource Practices

Job analysis; Recruitment and selection; Training; Performance evaluation

Unit 3: International Human Resource Management (IHRM)

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

Unit 4: Organizational Change and Development

Organizational change: concepts, models, techniques; Organizational development: concepts, models, techniques

Unit 5: HRD Sectors and Role of Psychology

Health; education; Science and technology and environmental sectors; entrepreneurial skills for the disadvantaged and unemployed

Practicum:

- 2 practicum from any of the topics discussed in DSE-PSY-03

Reading List:

- Aamodt, M.G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc.
- Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.
- Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.
- Chadha, N.K. (2005). *Human Resource Management- Issues, case studies and experiential exercises*. 3rd edition. New Delhi: Sai Printographers.
- DeCenzo, D.A. & Robbins, S.P.(2006). *Fundamentals of human resource management*. (8th Ed). NY: Wiley.
- Harzing,A-W.K. and Pennington, A. (2011). *International human resource management*. New Delhi: Sage publications.
- Jex, S.M. & Britt, T.W. (2008) *Organizational Psychology: A Scientist- Practitioner Approach*. 2nd ed. John Wiley and sons Inc. New York.
- Luthans,F. (2010) *Organizational Behaviour*. 12th Edition. McGraw Hill.
- Muchinsky, P.M. (2006) *Psychology applied to work: An Introduction to Industrial and*
- *Organizational Psychology*. NC : Hypergraphic press
- Pareek,U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.
- Robbins, S.P., Judge T.A. and Sanghi, S. (2009) *Organizational Behaviour*. 13th ed. Pearson Education, Inc.
- Schlutz, D. and Schultz, S.E. (2006) *Psychology and Work Today*. 9th ed. New Jersey, Pearson Education Inc.

DSE-PSY – 03 (B): COMMUNITY PSYCHOLOGY

Objective:

☐ To acquaint students about the history & present status of community mental health services and to help them understand the importance of community participation.

Unit 1: Introduction to Community Psychology

What is community psychology; Ecological levels in community psychology; Levels of intervention

Unit 2: Core Values in Community Psychology

Seven core values in community psychology: individual and family wellness, sense of community, respect for human diversity, social justice, empowerment and citizen participation, collaboration and community strengths, empirical grounding.

Unit 3: Sense of Community

Four elements of sense of community; Questions and issues for defining sense of community; Concepts related to sense of community.

Unit 4: Qualitative Methods of Community Research

Common features of qualitative research; Participant observation; Qualitative interviewing; Focus groups; Case studies

Unit 5: Quantitative Methods

Common features of quantitative methods; Quantitative descriptions; Experimental social innovation and dissemination; Randomized field experiments; Non-equivalent comparison group designs; Interrupted time-series designs

Suggested reading:

- Bloom, B. 1973. *Community Mental Health—A critical analysis*. New Jeresey: General Learning Press
- Dalton, J.H., Elias, M.J., & Wandersman, A. 2001. *Community Psychology: Linking Individuals and Communities*. Stamford, CT: Wadsworth.
- Duncan, N. 2007. *Community Psychology: Analysis, Context and Action*. Juta and Company Limited.
- Kloss, Hill, Thomas, Wandersman, Elias and Dalton. *Community Psychology*. Wadaworth Cengage Learning.
- Koch, C.H. (1986) *Community Clinical Psychology*. London: Croon Helm.
- Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.
- Rappaport, J. (1977.) *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

DSE-PSY – 04 (A): HEALTH PSYCHOLOGY

Objective:

☐ To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

Unit 1: Introduction

Introduction to health psychology; Components of health: social, emotional, cognitive and physical aspects; Mind-body relationship; goals of health psychology; Bio-psychosocial model of health

Unit 2: Behaviour and Health

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

Unit 3: Personality and Health

Optimism; Type A behaviour; Hostility; Neuroticism; Extraversion; Conscientiousness

Unit 3: Stress

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

Unit 4: Health Management:

Health-enhancing behaviours: Exercise, Nutrition, safety, managing and controlling pain; Health Protective behaviours; Illness Management

Practicum: Any 2 practicum pertaining to the syllabus.

Readings:

- Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill Edition.
- Dimatteo, M. R., & Martin L. R. (2011). *Health psychology. India*: Dorling Kindersley.
- Misra, G. (1999). *Stress and Health*. New Delhi: Concept.
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.).NY: Wiley.
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

DSE-PSY – 04 (B): PROJECT/ DISSERTATION

Objectives:

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

Reference – Latest APA manual for dissertation.

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