

Learning Outcomes-based Curriculum Framework (LOCF) for Post-graduate Programme



Name of the Programme:
M.Sc. Applied Psychology
(Syllabus effective from 2020 Admission onwards)



UNIVERSITY OF KERALA
Department of Psychology
2020

TABLE OF CONTENTS

Sl. No.	Particulars	Page No.
1	Preamble	3
2	Brief History of the Department	5
3	Programme Overview	4 - 6
4	Programme Structure of MSc Applied Psychology	9 - 11
5	Semester I	12 - 41
6	Semester II	42 - 71
7	Semester III	72 - 100
8	Semester IV	101 - 124
9	Dissertation	101 - 104
10	Internship	105 - 107
11	Generic Courses (GC)	125 - 192
12	Skill Enhancement Electives (SE)	193 - 198

PREAMBLE

The role of higher education is vital in securing the gainful employment and providing further access to higher education comparable to the best available in the world-class institutions elsewhere. The improvement in the quality of higher education, therefore, deserves to be given top-most priority to enable the young generation of students to acquire skill, training and knowledge to enhance their thinking, comprehension and application abilities and prepare them to compete, succeed and excel globally. Sustained initiatives are required to reform the present higher education system for improving and upgrading the academic resources and learning environments by raising the quality of teaching and standards of achievements in learning outcomes across all undergraduate programs in science, humanities, commerce and professional streams of higher education.

One of the significant reforms in the undergraduate education is to introduce the Learning Outcomes-based Curriculum Framework (LOCF) which makes it student-centric, interactive and outcome-oriented with well-defined aims, objectives and goals to achieve. The University Grants Commission (UGC) took the initiative of implementing the LOCF in the Colleges and the Universities of the country. Accordingly, the University of Kerala has decided to implement the LOCF in all its departments under the auspices of Internal Quality Assurance Cell (IQAC). A series of teacher training workshops were organised by IQAC and the office of the Credit and Semester System (CSS), and the departments have revised the syllabus accordingly, through workshops and in consultation with academic experts in the field.

GRADUATE ATTRIBUTES (GAs)

The Graduate Attributes (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by the graduates of University of Kerala. The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond the study of a particular area and programme.

The GAs of University of Kerala

- Continue life-long learning as an autonomous learner
- Continuously strive for excellence in education
- Apply and nurture critical and creative thinking
- Promote sustainable development practices
- Promote co-operation over competition
- Balance rights with responsibilities
- Understand and respect diversity & difference
- Not be prejudiced by gender, age, caste, religion, or nationality.
- Use education as a tool for emancipation and empowerment of humanity

BRIEF HISTORY OF THE DEPARTMENT

The Department of Psychology was started in 1957 in the University College campus at Palayam. In 1960, the Department was shifted to its present campus at Kariavattom. Dr. E. I. George, a disciple of the famous psychologist H.J Eysenck was the founding head of the department. Dr. George held the post of Professor and Head till his retirement in 1984. Being the pioneering Psychology Department in the State, the department is unique in terms of its legacy and established traditions.

The Post graduate programme was started at the Department in 1957-58 with an initial intake of six students (four men and two women). The first MPhil programme was started in 1990 in Consulting Psychology and second MPhil specialization was started in 2008 in Learning Disabilities. The PhD programme was offered since 1958 and Post Doc programme since 2003.

In 2017, the Department established Centre for Geriatric Studies which offers Post Graduate Diploma in Counselling (Geriatrics). In 2019, the Department established Care Counselling and Testing Centre to offer counselling and assessment support at University campus. The Department also offers additional facilities such as Psychology Consultancy Cell and Learning Disability Clinic.

The Department has a well-equipped laboratory, and modern library with an array of over 10,000 books and journals. Since inception, the Department has produced more than 170 PhDs, published over 300 scientific papers and developed as well as standardized 200 psychological tests.

Programme Overview

The Post graduate programme in Applied Psychology, intends to promote sound knowledge of theory and encourage professionalism in practice of the subject among students. The programme will acquaint the students with the mainstream areas of Psychological theory, Practice, and Research. Both American Psychological Association (APA) guidelines and the University Grants Commission's Learning Outcome Based Curricular Framework (LOCF) have been integrated into the programme design.

The program will attempt to ensure a holistic and integrated development of students by enhancing both personal and professional competencies. The syllabus is designed to impart knowledge, skills, attitudes and ethical practices relevant to the field through coursework, seminars, internships, case studies, and dissertation work. It is hoped that a student undertaking this course will benefit from all round self-development and engage productively to the society. Attempts will be made to cultivate an optimal attitude for creating a socially committed psychologist. The programme comprises of eleven Core Courses, nine Discipline Specific Courses, two Skill Enhancement Courses and thirteen Generic Courses, containing both theory and practical papers. Core Courses and Discipline Specific Courses focus on developing a strong foundation of the subject. Skill Enhancement Courses will focus on equipping the students with the essential competencies required to function in the field. The Generic Courses are designed to establish social connection with the larger academic community and encourage interdisciplinary research.

The courses in the first semesters are common for all students except Generic Courses. From Semester II, the students can choose to specialise in any one of the three optional branches: Clinical Psychology, Educational Psychology or Organizational Behaviour. Semester I, II and III will give students exposure to three Discipline Specific Courses each, with strong theoretical and applied orientation in their chosen branches of specialization, as per their individual interests and goals. Pursuing an internship in the relevant specialization and submitting a case report with five case studies, and submitting a dissertation are mandatory aspect for course completion in the final semester. Apart from written examination, the student will be evaluated through a comprehensive viva voce at the end of the fourth semester. Both Dissertation and its viva voce will be evaluated by external examiners. Internship in clinical/educational/organisational setting will be provided as summer internship and block internship which would give hands-on-training to students as per their specialisation. Internship will be evaluated as case presentations at the department level followed by viva voce.

Mission

- Create competent and socially responsible mental health professionals.

Vision

- Promote professionalism in theory and practice of psychology.
- Promote self-awareness and social awareness among students of Psychology

- Enhance employability of the students through exposure to current practices in the field.
- Encourage students to contribute to social well-being and harmony in the society.
- Foster responsible citizenship among students towards themselves, their fellow beings as well as their environment.

Admission Criteria

A candidate who has passed BA/B Sc. Psychology approved by University of Kerala with a minimum of 50 % are eligible for admission to M.Sc. Applied Psychology Programme on a regular basis. Relaxation in percentage is allowed for SC/ST, OEC, SEBC and Physically challenged students as prescribed by the University from time to time.

Teaching Methods

The process of learning will be carried out through extensive classroom instructions, the primary mode of imparting knowledge. Case study analysis, professionalization seminars, workshops, field work, experiments, quizzes, and individual projects/internships will be incorporated to maximize acquisition of relevant competencies. Such a method will enhance theoretical and conceptual inputs. Active interaction and participation of students will be encouraged throughout the process. Recent research developments in Psychology will be explored through national and international journals. Special emphasis will be given to current affairs and life skills to enhance academic community engagement. Students will be motivated to apply the concepts learned through seminars and workshops on course relevant topics. Expert interactions and exposure will provide students field relevant knowledge of the subject. The course will also involve skill-based exercises to promote comprehension and bridge the theory-practice gap. Assessment and intervention strategies, counselling sessions, debates and group discussions will be actively encouraged to build intra personal and interpersonal competencies of the students.

Adopting technology mediated teaching-learning is encouraged to improve student's engagement effectively. Online teaching sessions, small group discussions on current topics, voice note presentations, live projects, webinars by subject experts, online internships in clinical/educational/organisational settings are provided. Learning supported by ICT brings academic industry interface in the new age education.

The case study method will be promoted during the course of internship to build a realistic bridge between the academic world and real-world scenario. A research project on topics of psycho-social relevance and submission of dissertation is mandatory part of the course. Such practices are expected to ensure community engagement, ethics and social responsiveness, in the future. Through analysis of the cases, the students are expected to use the relevant principles and tools in a complex setting. Continuous evaluation through exams, assignments and reports will also be implemented to enhance student learning capacity.



UNIVERSITY OF KERALA
Syllabus for M.Sc. Applied Psychology

**Programme Specific Outcomes (PSO) for
MSc. Applied Psychology**

PSO 1	Develop a strong theoretical foundation of psychological knowledge.
PSO 2	Integrate psychological knowledge for developing a student with adaptability, feasibility and self-regulation.
PSO 3	Illustrate competency in conversing with diverse audience.
PSO 4	Manage scientific information from various sources.
PSO 5	Prepare a student to deliver quality mental health service observing the professional and ethical standards.
PSO 6	Design and perform psychological tests for appropriate behavioral training and effective interventions in multiple settings.
PSO 7	Design research projects in response to emerging needs of the community.
PSO 8	Relate empathetically to people of diverse groups to ensure equity in providing psychological services.
PSO 9	Engage responsibly with the environment and promote sustainability.
PSO 10	Support employability through professional training and organizational collaboration.
PSO 11	Recommend advocacy programs to disseminate research outcomes for community empowerment.
PSO 12	Develop an academically engaged student community with the scientific acumen to advance the (contextual/global) evolution of psychology.

Programme Structure of M.Sc. Applied Psychology

Semester	Course Code	Name of the course	Credits
	Core Courses (CC)		
I	PSY-CC-511	Psychological Processes- I	4
	PSY-CC-512	Quantitative Research Methods	4
	PSY-CC-513	Personality & Personal Growth	4
	PSY-CC-514	Psychological Testing & Measurement	4
	PSY-CC-515	Experimental Psychology (Practical)	4
	Core Courses (CC)		
II	PSY-CC-521	Psychological Processes- II	4
	PSY-CC-522	Qualitative Research Method	4
	PSY-CC-523	Psychological Testing (Practical)	4
	Discipline-Specific Electives (DE)		
	PSY-DE-524	Physiological Psychology	4
	PSY-DE-525	Educational Psychology	4
	PSY-DE-526	Organizational Behavior	4

	Core Courses (CC)		
III	PSY-CC-531	Counselling Psychology	4
	PSY-CC-532	Psychopathology	4
	PSY-CC-533	Advanced Social Psychology	4
	Discipline-Specific Electives (DE)		
	PSY-DE-534	Advanced Neuropsychology	4
	PSY-DE-535	Assessment in Educational Settings	4
	PSY-DE-536	Human Resource Development	4
	Core Courses (CC)		
IV	PSY-CC-541	Dissertation	4
	PSY-CC-542	Internship	4
	Discipline-Specific Electives (DE)		
	PSY-DE-543	Therapeutic Intervention Strategies	4
	PSY-DE-544	Psychological Interventions in Educational settings	4
	PSY-DE-545	Assessment and Intervention in Organizational Settings	4
	Generic Courses (GC)		
Any semester* (I-IV)	PSY-GC-501	Media Psychology	2
	PSY-GC-502	Sports Psychology	2

	PSY-GC-503	Stress Management	2	
	PSY-GC-504	Psychology of Crime	2	
	PSY-GC-505	Cyberpsychology	2	
	PSY-GC-506	Positive Psychology	2	
	PSY-GC-507	Psychological First Aid	2	
	PSY-GC-508	Psychology of Gender	2	
	PSY-GC-509	Consumer Behaviour and Marketing	2	
	PSY-GC-510	Environmental Psychology	2	
	PSY-GC-511	Forensic Psychology	2	
	PSY-GC-512	Health Psychology	2	
	PSY-GC-513	Indian Psychology	2	
	PSY-GC-514	Psychology in Perspective	2	
	PSY-GC-515	Contemporary Issues in Psychology	2	
	Skill Enhancement Electives (SE)			
	Any semester* (I-IV)	PSY-SE-501	Academic Community Engagement	2
PSY-SE-502		Psychologist: Personal and Professional Development	2	

*Students are required to opt for six Generic Courses (GC) out of which four should be from the Department, one from outside the Department and one from outside the School.

** Students are required to undergo Skill Enhancement Electives (SE) from Semester I-IV and the evaluation of the course shall be conducted in Semester IV.

SEMESTER I	Course Code : PSY-CC-511	Credits :4
-------------------	---------------------------------	-------------------

NAME OF THE COURSE: PSYCHOLOGICAL PROCESSES I

Course Outcomes:

CO1: Demonstrate understanding about cognitive psychology and the historical contexts within which the field evolved

CO2: Develop a deeper understanding of the major classic and contemporary approaches to basic mental processes

CO3: Demonstrate a critical understanding of the core concepts of human cognition

CO4: Evaluate higher order cognitive functioning

CO5: Associate and integrate these concepts to develop a comprehensive understanding of mental processes.

COURSE CONTENT

Module I: Introduction to Cognitive Psychology

Introduction to Cognitive Psychology, History: Philosophical – Rationalism and Empiricism, Psychological, Cognitive revolution.

Contemporary approaches to Cognitive Psychology: Information processing, Connectionism, Psychophysics, Ecological and Evolutionary.

Core Concepts: Mental Representations, Stages of processing, Memory stores; Serial vs. Parallel Processing, Hierarchical systems, Consciousness, Emotion

Fields for investigating cognition: Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive Science, Cognitive Neuroscience.

Philosophical issues in cognitive psychology- Epistemology, Ontology, Determinism and free will, Mind-body problem

The brain and cognition- Cerebral cortex and parallel processing

Research methods: Behavioural measures, physiological measures, experimental manipulations. Combining techniques

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand the historical evolution of cognitive psychology (Un)

M02: Understand the research methods in cognitive psychology (Un)

M03: Analyse the philosophical perspectives and issues in cognitive psychology (An)

Module II: Attention and Perception

Attention & Performance: Models of Attention: Filter theories- Early selection, Attenuation and Late selection. Capacity theories- Mental effort, Multiple resources. Spotlight approaches, Neisser's schema theory. Inattention blindness.

Selective attention- Posner's paradigm. Distraction in attention. Visual search- Feature integration theory, Top-down processes. Divided attention- practice effects, Controlling actions- unconscious processing and free will

Brain and attention, physiological analysis, goal selection and action planning, cognitive control

Perception: Theoretical approaches to perception: Gestalt laws of organization, Bottom up processes- Template matching, Featural analysis, Prototype matching, Pandemonium model, Recognition by Components theory), Top down processes- Perceptual learning, Word superiority effect, Navon, Effect of context, Configure superiority effect, Integration (Computational theory), Computational theory of perception, Spatio temporal boundary formation theory

Perceptual style-Field dependent Vs Field independent, Repressors Vs Sensitizers, Levellers Vs Sharpeners, Perceptual vigilance.

Brain and Perception - dorsal and ventral pathways, Disruptions of perception

Psychophysics: Classical psychophysics: Absolute threshold (Just Noticeable Difference), Difference Threshold, Weber's law, Fechner's law, Steven's Power law

Psychophysical methods. Modern psychophysics: Signal Detection Theory (SDT) and ROC analysis.

Module Outcome:

After completion of this module, the student should be able to:

M01: Demonstrate the knowledge in understanding the theoretical perspectives and processes in attention and performance (Ap)

M02: Understand the theories and processes involved in perception (Un)

M03: Analyse the methods and processes in psychophysics (An)

Module III: Memory

Memory: Definition, Basic processes, Types of memory

Models of memory: Associative interference theory, Multisystem accounts of memory, Atkinson-Shiffrin model, Levels - of - processing model, Working memory model, Tulving's Monohierarchical componential model, Newell's SOAR (Start-Operator-and Result) model - Anderson's Adaptive Control of Thought (ACT) model, Hierarchical semantic network model, Transfer appropriate processing, Neural Network model (Connectionist model), Physiological models, Ecological model

Encoding- Encoding process, Memory codes, Attributes of memory, Organizational processes, Expert memory, Mnemonics

Retrieval: Measures of memory, Factors affecting retrieval, Retrieval failure, High-speed scanning and Signal detection measures

Theories of Forgetting: Associative interference theory, Response set interference theory, Tulving's cue-dependent theory of forgetting, Retrieval inhibition as a theory of forgetting, Trace dependent forgetting, Constructive and reconstructive memory, Motivated forgetting, Incidental forgetting, Eyewitness testimony, Prospective memory

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand the traditional approaches in memory (Un)

M02: Understand information processing models (Un)

M03: Analyse the theories and applications of forgetting (An)

Module IV: Higher Order Cognitive Processes

Thinking: Theoretical views of forming concepts: Classical, Prototype, Exemplar, Schemata/scripts and Knowledge-based views.

Organising knowledge. Acquisition of declarative & procedural knowledge: Knowledge representation model based on human brain, Metacognition- Applications in Eye-witness accuracy and Education..

Reasoning: Types- Inductive: analogical, hypothesis testing. Deductive: Propositional, Syllogistic, conditional, categorical, linear, Approaches- The componential, Rules/ Heuristics, Mental models

Problem Solving: A general model of problem solving. Strategies of problems solving – Algorithms, Heuristics, Search strategy, Means end Analysis, Hill climbing, Analogical transfer, working backward, back tracking, Schema Based models, multiple trace model, Factors affecting problem solving. Improving problem solving. Creative problem solving- Role of domain knowledge

Decision making and judgment: Classical Theory and its critique – Satisficing, Elimination by aspect, Naturalistic decision making; Biases and heuristics, Process of group thinking. Probabilistic judgement.

Decision making models: Utility Models- Expected Utility Theory, Multiattribute Utility Theory; Descriptive Model- Image Theory, Recognition-Primed Decision Making.

Expertise: Brain changes, General characteristics, Nature of expertise, Transfer of skill, Educational implications

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand the theoretical views of thinking process (Un)

M02: Understand the human reasoning and problem solving processes (Un)

M03: Apply the implications of expertise in education (Ap)

M04: Evaluate the process of decision making and judgment (Ev)

Module V: Intelligence, Creativity and Psycholinguistics

Intelligence: Definition, Evolution- biological, Baldwin effect and cultural explanations, factor analytic models, process- oriented approach

Contemporary models of intelligence: Psychometric models (Extended Gf-Gc theory, Three-stratum theory, Cattell- Horn- Carroll Theory), Physiological models (Parieto-frontal integration theory, Neural plasticity model), Social models (Triarchic theory of successful intelligence, Theory of multiple intelligences, Models of emotional intelligence), Models that bridge levels (PASS theory, Theory of the minimal cognitive architecture, Dual process theory of human intelligence).

Creativity: Historical vs. process creativity, Multidisciplinary approaches to creativity- Mystical, Pragmatic, Psychodynamic, Psychometric, Cognitive, Social- personality and Confluence approaches. Sternberg's triangular theory of creativity, Feist's functional model of the creative personality. Creativity and intelligence- Genius and madness. Enhancing creativity.

Psycholinguistics: Characteristics and rules/ structure of human language, Approaches in the field of linguistics- Panini, Grimm, Sapir and Whorf, Saussure, J.B. Watson, B.F. Skinner, Chomsky

Language and cognition, Neural models of language comprehension and speech production, Developmental psycholinguistics- first and second language acquisition, Bilingualism, Computational linguistics.

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand the theoretical approaches of intelligence (Un)

M02: Understand human creative processes (Un)

M03: Apply the approaches of psycholinguistics in developmental and computational areas (Ap)

Module VI: Consciousness, Social Cognition and Artificial Intelligence

Cognitive studies of consciousness- Implicit cognition, Controlled vs. automatic processing, Neuropsychology of consciousness, Cognitive theories of consciousness- Working memory, Global workspace theory, Higher order thought theory, Unitary and dual model of consciousness, Varieties of consciousness, Altered states of consciousness - Dissociation

Conversations of consciousness: J Krishnamurti, Sri Aurobindo, Bernard Baars, Roger Penrose, Stuart Hameroff, Vilayanur Ramachandran, J P Das

Social cognition: Anatomical substrates, Deficits, Theory of mind, Social processes and inference, Cognitive structure of stereotypes

Brain- machine interface: Computer simulation and Artificial Intelligence; The language challenge; Machine learning- connectionism; Robotics

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand the interdisciplinary explanations of consciousness (Un)

M02: Understand social cognition and its deficits (Un)

M03: Apply machine learning to language processing (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Anderson, J.R. (2000). *Cognitive psychology and its implications*. USA: Wadsworth Publishers.

Benjafield, J. C. (2007). *Cognition* (3rd ed.). Oxford University Press.

Best, J.B. (1992). *Cognitive psychology* (3rd ed.). West Publishing Company

Blackmore, S. (2005). *Conversations of consciousness*. Oxford University Press.

Braisby, N & Gellatly, A. (2012). *Cognitive psychology*. 2nd ed. Oxford University Press.

Das, J.P. (2014). *Consciousness quest: Where east meets west*. Los Angeles: Sage.

Dunlosky, J & Metcalfe, J. (2009). *Metacognition*. Los Angeles: sage.

Eysenck, M. W. (2006). *Fundamentals of cognition*. New York: Psychology Press.

Eysenck, M.W., & Brysbaert, M. (2018). *Fundamentals of cognition*. 3rd ed. London: Routledge.

French, C.C., & Colman, A.M. (1995). *Cognitive psychology*. New York: Longman Publishing.

- Galotti, M.K. (2013). *Cognitive psychology-in and out of the laboratory* (5th ed.). NY: Wadsworth Publishing Company.
- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2014). *Cognitive neuroscience: The biology of the mind*. W. W. Norton & Company.
- Glass, A. L. (2016). *Cognition: A neuroscience approach*. UK. Cambridge University Press
- Goldstein, B.E. (2001). *Handbook of perception*. Blackwell, Oxford, UK.
- Goldstein, E.B. (2011). *Cognitive psychology: Connecting mind, research and everyday experience*. Canada: Wadsworth Cengage Learning
- Groome, D. (2004). *An introduction to cognitive psychology: Processes and disorders*. New York: Psychology Press.
- Haberlandt, K. (1997). *Cognitive psychology* (2nd ed.). Allyn and Bacon.
- Howes, M.B. (2007). *Human memory: Structures and images*. Sage
- Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognition*. Prentice Hall Inc.
- Kellogg, R. T. (2003). *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.
- Lamberts, K., & Goldstone, R.L. (2005). *Handbook of cognition*. Sage, London.
- Matlin, M. W. (2005). *Cognition*. Wiley & Sons, Inc.
- Mayer, R.E. (2016). Role of domain knowledge in creative problem solving. In J.C. Kaufman & Baer, J. (Eds). *Creativity and reason in cognitive development*. Cambridge University Press.
- Medin, B.L., Ross, B.H., & Markman, A.B. (2001). *Cognitive psychology* (3rd ed.). Harcourt College Publishers.
- Mehler, J., & Franck, S. (1995). *Cognition on cognition*. MIT Press, Cambridge, Massachusetts.
- Neath, I., & Suprenant, A. M. (2003). *Human memory*, (2nd ed.). Australia: Thomson Wadsworth.
- Ornstein, R.E (1977). *Psychology of consciousness*. New York: Harcourt Brace Jovanovich, Inc.
- Radvansky, G. A. (2017). *Human memory*. (3rd ed). New York: Routledge.
- Reed, S.K. (2007). *Cognitive theories and applications: International Edition* (8th ed.) Wadsworth.
- Reisberg, D. (2016). *Cognition*. (6th ed). New York: W.W.Norton & Company
- Robinson- Riegler, B & Robinson- Riegler, G. (2012). *Cognitive psychology: Applying the science of the mind*. 3rd ed. Boston: Allyn & Bacon.
- Schiffman, H.R., (2001). *Sensation and perception: An integrated approach* (5th ed.). New York: John Wiley & Sons,Inc.
- Skinner, B. F. (1986). The evolution of verbal behavior. *Journal of the Experimental Analysis of Behavior*, 45(1), 115-122.
- Skinner, B.F. (1977). 'Why I am not a cognitive psychologist', *Behaviorism*, 5,1–10.
- Smity, E. E., & Kosslyn, S. (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.

- Sobel, C.P., & Paul, L. (2013). *The cognitive sciences: An interdisciplinary approach* (2nd ed.). Los Angeles: Sage.
- Solso, R.T. (2005). *Cognitive psychology*. Delhi: Pearson Education.
- Sternberg, R.J (199). *Handbook of creativity*. Cambridge University Press.
- Sternberg, R. J. & Kaufman, S.B. (2011). *The Cambridge handbook of intelligence*. Cambridge University Press.
- Sternberg, R. J. & Kaufman, S.B. (2018). *The nature of human creativity*. Cambridge University Press.
- Sternberg, R. J. & Sternberg, K. (2012). *Cognitive psychology*. USA: Wadsworth Cengage Learning Publishers.
- Sternberg, R. J. (2007). *Cognitive psychology*. N. Delhi: Thomson Wadsworth.
- Sternberg, R.J., & Pretz, J.E. (2005). *Cognition and intelligence*. Cambridge University Press.
- Weisberg, R.W. (1993). *Creativity: Beyond the myth of genius*. New York: W.H.Freeman and Company.

Online Sources

Research Journals

Source: Cognition and perception link by subtopics (1996-2017). *Social Psychology Network*. Maintained by Scott Plous, Wesleyan University. Retrieved from <https://www.socialpsychology.org/cognition.htm#abuse>

General Cognitive Journals:

- [Cognitive Psychology](#)
- [Cognitive Science: A Multidisciplinary Journal](#)
- [European Journal of Cognitive Psychology](#)
- [Trends in Cognitive Sciences](#)

◆Language and Cognition:

- [Computer Speech and Language](#)
- [Journal of Language and Social Psychology](#)
- [Language and Cognitive Processes](#)
- [Language and Communication](#)
- [Language and Speech](#)
- [Language in Society](#)
- [Research on Language and Social Interaction](#)

◆Linguistics:

- [Applied Linguistics](#)
- [Applied Psycholinguistics](#)

- [Cognitive Linguistics](#)
- [Computational Linguistics](#)
- [International Journal of Applied Linguistics](#)
- [Journal of Linguistics](#)

◆ Learning and Memory:

- [Journal of Experimental Psychology: Learning, Memory, and Cognition](#)
- [Journal of Memory and Language](#)
- [Learning & Memory](#)
- [Memory](#)
- [Memory & Cognition](#)

◆ Other Cognitive Topics:

- [Applied Cognitive Psychology](#)
- [Cognition and Emotion](#)
- [Cognition and Instruction](#)
- [Cognitive Development](#)
- [Cognitive Systems Research](#)
- [Consciousness and Cognition](#)
- [Imagination, Cognition and Personality](#)
- [Journal of Artificial Intelligence Research](#)
- [Journal of Cognition and Development](#)
- [Journal of Experimental Psychology: General](#) (APA journal)
- [Journal of Exp. Psychology: Human Perception and Performance](#) (APA journal)
- [Social Cognition](#) (ISCON journal)
- [Thinking and Reasoning](#)
- [Visual Cognition](#)

Web links

Source: Hassebrock, F. (2004). Cognitive Psychology. Department of Psychology, Denison University. Retrieved from <http://personal.denison.edu/~hassebrock/cog.html>

These web links **supplement** the course so that students can explore, investigate, and analyze. These links provide information of direct relevance to specific cognitive concepts and research that we will cover in class; other sites represent applications of cognitive psychology to other academic areas and "real world" uses (e.g., advertising, sports, medicine, art, literature, and education).

General Resources

- [Cognitive Science](#) (Topics and Tutorials)
- [Cognitive Psychology List of Topics](#)

- ["Top 100" Cognitive Psychology Research Studies/Papers](#)
- [Center for Cognitive Science at University of Minnesota](#) (Your professor's graduate program)
- Examples of [Research Projects](#) in Cognitive Science (Georgia Tech)
- [Cognitive Science topics](#) from Yahoo search engine
- [Cognitive Psychology Index](#) (Topics, Organizations, Programs)
- [Cognitive Psychology Links](#) (Includes a list of graduate programs)
- [Cognitive Science Topics](#) (PsychWeb)
- [Cognitive Science Society](#) (Various resources including a "Virtual Colloquium Series")
- [Cognitive Psychology Dictionary](#)
- [Theories, Concepts, and Domains of Learning and Cognition](#)
- [Cognitive and Psychological Sciences](#) (A Mega-list of topics and resources!)
- [Cognitive Psychology Tutor](#) (Tutorials on skill acquisition, problem solving, working memory, spatial information processing, and language)
- <https://www.socialpsychology.org/cognition.htm>

Cognitive Neuroscience and Artificial Intelligence

- [Whole Brain Atlas](#)
- [Neuroimaging Techniques, Examples, Research, and Resources](#) (Click "Imaging" on the Menu)
- [Brain Images](#)
- [Neural Networks](#)
- [Artificial Neural Networks](#) (Tutorials)
- [Artificial Intelligence links](#)
- [Noetica: A Cognitive Science Forum](#)

Cognitive Psychology and the Arts/Humanities

- [Cognitive Science, Humanities, and the Arts](#)
- [Cognitive Cultural Studies](#) (CogWeb)
- [Cognitive Science and the Arts](#)
- [Literature, Cognition, and the Brain](#)
- Perception
 - [Perceptual Illusions](#)
 - [Perception Demonstrations](#) (Exploratorium Online Exhibits)
 - [Perception Experiments](#)
 - [Situated Cognition](#) (syllabus and links)
 - [Cognitive Science and the Arts](#) (Perceiving and Interpreting Art)
 - [Use of visual information in art](#)
 - [Music Cognition](#) (course home page and links)
 - [Visual Cognition Lab \(U. Illinois\)](#) Examples of Change Blindness Experiments
- Attention

- [Sport Psychology](#)
- [Visual Cognition](#) (Examples, Reports, People)
- [Visual Cognition Resources](#)(Research, Examples, Resources, and Cool Links)
- [Attention and Stress Management](#)
- Memory
 - [Memory Links](#) (a large set of links to various memory topics, research, and applications)
 - [A Memory Artist](#) (Art and Memory-- very interesting!!)
 - [Memory Techniques and Mnemonics](#)
 - [Memory Metaphors](#)
 - [Applied Research in Memory and Cognition](#)
 - [False Memory Controversy](#)
 - [Neuroscience Research on Working Memory](#)
 - [Memory Themes in Film and Literature](#)
 - [The Cognitive Interview and Eyewitness Memory](#)
 - <https://www.nytimes.com/topic/subject/memory>
- Mental Imagery
 - [Imagery, Cognition, and Consciousness](#) (with links to art and cognition)
 - [Philosophical and Psychological Concepts](#) (Definitions, Topics, Resources)
 - [Mental Imagery and Stress Reduction](#)
- Knowledge, Comprehension, Experience, and Memory
 - [Information and Knowledge Skills](#)
 - [Knowledge Organization and Management](#)
 - [Narrative Psychology](#)
 - [I Witness to History](#) (Personal and Narrative Memories)
 - [Oral History Projects](#) (Collective and Cultural Memory)
 - [Maya Lin](#) (Vietnam Veterans' Memorial and Collective Memory)
 - [Vietnam: Stories Since the War](#) (Autobiographical Memory)
 - [Narrative Memory and Aging](#) (Journal of Aging Studies)
- Problem Solving
 - [Problem Solving Techniques](#)
 - [Goal Setting](#)
 - [Planning Complex Tasks](#)
 - [Creativity](#)
- Cognitive Skills
 - [Meta-Cognition](#)
 - [The Bell Curve Debate](#) (Interview with Robert Sternberg)
 - [The Bell Curve Debate](#) (Review by Howard Gardner)
 - [Multiple Intelligences and Education](#) (an interview with Howard Gardner)
 - [An "IQ" Test](#)
 - [Applications of Cognitive Psychology in Education and Technology](#)
 - [Examples of Bad Designs](#) (Human Factors and Cognitive Engineering)
 - [Human-Computer Interface](#)
- Decision Making

- [Decision Making and Decision Analysis](#)
- [Society for Judgement and Decision Making Research](#) (list of links)

Cognitive Psychology Experiments on the Web

- [Cognition, Psycholinguistics, Perception, and Memory Experiments](#)
- [Stroop Effect](#)
- [PsychExps](#) (University of Mississippi)
- [Experimental Psychology Lab](#) (University of Zurich)
- [Decision Making](#)

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTION BASED ON OBE FORMAT

Remember

1. Define memory. What are the basic process involved in it?
2. Define Attention. List out the major theories of attention.

Understand

3. Describe major approaches to perception.
4. Describe the classical theories of decision making.

Apply

5. Critically appraise the different research approaches in cognitive psychology.
6. Evaluate the late selection and early selection theories of attention.

Analyse

7. Analyse the applications of signal detection theory and ROC curve.
8. Examine the major causes of forgetting.

Evaluate

9. Find out the major factors affecting problem solving.
10. How the factor theories and process theories approach intelligence?

Create

11. As a cognitive psychologist, how would you apply the principles of perception in the use of virtual reality in exposure therapy?
12. A company is facing serious financial crisis and you as a psychologist is asked find out the cause and solution of the problem. Create a plan for this using the different problem solving strategies.

SEMESTER I

Course Code: PSY-CC -512

Credits: 4

NAME OF THE COURSE: QUANTITATIVE RESEARCH METHODS**Course Outcomes:**

CO1: Understand scientific research and scope for doing research in psychology by explaining different types of research

CO2: Understand the basic requirements of doing a research involving the identification of problem, formulation of hypothesis and different data collection methods

CO3: Identify research designs on the basis of distinct perspectives

CO4: Understand and analyse probability and non-probability sampling techniques

CO5: Apply statistics on quantitative research, test the tenability of hypothesis and familiarise SPSS

CO6: Create research proposal, apply APA style of writing

COURSE CONTENT**Module I: Scientific Research**

Define Scientific Research---Characteristics of Scientific Research---Steps involved in scientific research---Types of Research---Experimental vs Non experimental---Descriptive vs Analytical---Applied vs Fundamental---Quantitative vs Qualitative--- Conceptual vs Empirical--- Laboratory vs Field experiments---True vs Quasi experiments.
Scientific explanations of Behaviour: Scope for scientific research in psychology
Methods of Inquiry: Scientific Method---Methods and Methodology--Quantitative vs. Qualitative vs. Mixed methods.

Module Outcome

After completion of the module, the student should be able to:

MO1: Understand concepts and characteristics of scientific research (Un)

MO2: Analyse scope for scientific research in psychology (An)

MO3: Evaluate quantitative and qualitative methods in research (Ev)

Module II: Problem, Hypothesis, and Data Collection

Research problem---Importance---Sources---Considerations in selecting a research problem--
-Establishing Operational Definitions---Hypothesis---Functions---Characteristics---Types---
Testing of a Hypothesis ----Errors in Testing a Hypothesis---Major approaches to information

gathering---Primary data---Secondary data---Quantitative approaches to Data Collection---survey---Observation---Interview---Questionnaire---Open-ended and Closed questions.

Module Outcome

After completion of the module, the student should be able to:

MO1: Identify the sources of finding research problem (Re)

MO2: Understand testing of hypothesis in research (Un)

MO3: Evaluate methods of data collection in research (Ev)

Module III: Research Design

Research design---Important functions of research design---Designs in quantitative research--
-Perspectives of classifying study designs in quantitative research---Based on the number of contacts (Cross-sectional studies, Before-and –After studies, Longitudinal studies)---Based on the reference period (Retrospective, Prospective)---Based on the nature of the investigation (Experimental, Non-experimental, Quasi or Semi experimental).Experimental research designs---Weak experimental designs---one-group post test only design---one-group pre test-post test design---post test only with non equivalent groups design---Strong experimental designs---Between participants(post test only control group design, pre test-post test control group design)---Within participants (within participants post test-only design)--- Factorial (between participants, within participants, mixed model).Control techniques in experimental research---Random assignments---Matching---Counterbalancing---Participation effects---Experimenter effects.

Research validity---threats to internal validity and external validity

Non experimental research designs---Naturalistic Observation---Ethnography---Sociometry---Case history---Archival research---Content analysis---Meta analysis

Quasi experimental designs---Time series designs---Equivalent time sample design---Non equivalent comparison group design---Advantages and disadvantages
Single case designs

Module Outcome

After completion of the module, the student should be able to:

MO1: Understand the importance of research designs in quantitative research (Un)

MO2: Evaluate quantitative research designs based on unique perspectives (Ev)

MO3: Evaluate control techniques in experimental research (Ev)

MO4: Understand single case designs (Un)

Module IV: Sampling

Sampling in Quantitative research---EPSEM---Principles of Sampling---Factors affecting the inferences drawn from a sample---Types of sampling---Random or Probability sampling--
-Non random /Non probability sampling---Mixed sampling.

Module Outcome

After completion of the module, the student should be able to:

MO1: Understand principles of sampling in research (Un)

MO2: Evaluate the factors affecting sampling (Ev)

MO3: Evaluate probability, non-probability and mixed sampling (Ev)

Module V: Statistics in Research

Descriptive vs. Inferential statistics---Basic concepts of Inferential Statistics---Sampling Distribution---Sampling Error---Parametric vs Non Parametric statistics---Logic behind Inferential statistics---Power of a statistical test---Alpha level---Sample size---One-tailed vs Two tailed test---Effect size---Meaning of Level of Significance---Hypothesis testing in practice---Pearson correlation coefficients---t-test analysis---One-way analysis of variance (one-way ANOVA)---Two way analysis of variance (two-way ANOVA)---Regression--SPSS

Module Outcome

After completion of the module, the student should be able to:

MO1: Evaluate descriptive and inferential statistics (Ev)

MO2: Understand inferential statistics and statistics methods (Un)

MO3: Apply SPSS to test hypothesis in a practical way (Ap)

Module VI: Preparation of Research Proposal

Research Proposal---Key elements of Research Proposal---Preparation of a study design for a Research Proposal ---APA style of Research Report Writing----Ethics in research.

Module Outcome

After completion of the module, the student should be able to:

MO1: Understand writing research proposal and ethics in research (Un)

MO2: Apply research proposal to conduct research (Ap)

MO3: Understand APA style of report writing (Un)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Quiz
- Demonstration of software for doing statistics
- Field work and survey

LEARNING RESOURCES**References**

Bordens, K.S., & Abbott, B.B. (2011). (8th edn.). *Research Design and Methods: A Process Approach*. McGraw Hill: India.

Christensen, L.B., Johnson, R. B., & Turner, L.A. (2015). (11TH edn.). *Research methods, Design, and Analysis*. India: Dorling Kindersley.

Clark-carter, D. (2019). (4th edn.). *Quantitative Psychological Research*. New York: Routledge.

Kumar, R. (2014). (4th edn.). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage.

Anastasi, A. & Urbina S. (1988). *Psychological Testing*. New Delhi. Prentice-Hall International, Inc.

Flick, U. (2015). *Introducing Research Methodology*. New Delhi: Sage publications.

Goodwin, C. J. (2002). *Research in Psychology*. U.S.A: John Wiley & Sons, Inc.

Mc Burney, H. H. (2002). *Research Methods*. Singapore: Thomson Asis Pvt Ltd.

Morgan, D. L. (2014). *Integrating Qualitative and Quantitative Methods-A Pragmatic Approach*. New Delhi: Sage publications.

Privitera, G. J. (2014). *Research Methods for the Behavioural Sciences*. New Delhi: Sage publications.

Schweigert, W. A., (2017). *Research Methods In Psychology*. New Delhi: Medtech Publishing.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTION BASED ON OBE FORMAT**Remember**

1. Describe the steps involved in scientific research.
2. How to formulate hypothesis?

Understand

3. Compare probability and non probability sampling techniques.
4. How does a research design help in the development of a research work?

Analyse

5. Examine the scope of scientific research in Psychology on account of social changes
6. Analyse the factors that may act as threats to research validity

Apply

7. “There will be no relationship between psychological quality of life and social quality of life among young adults”. Verify the following hypothesis by means of appropriate data analysis technique with the help of SPSS
8. Design a study design and write a research proposal

Evaluate

9. Evaluate the basic requirements for doing Parametric and Non-parametric tests
10. Evaluate quasi experimental designs.

Create

11. Design a research proposal on the basis of a quasi-experiment
12. Design a non-experimental approach to study real life experiences.

SEMESTER I	Course Code: PSY-CC-513	Credits: 4
-------------------	--------------------------------	-------------------

NAME OF THE COURSE: PERSONALITY AND PERSONAL GROWTH

Course Outcomes:

CO1: Demonstrate knowledge and understanding of major personality theories to explain uniqueness in human behaviour

CO2: Familiarise with the issues and recent developments in personality research

CO3: Recognize the interaction of situational and individual characteristics on the development of personality

CO4: Analyse theories critically based on its current research and applications

CO5: Appreciate theories that explain one's own personality

CO6: Develop methods to promote one's own personal growth based on the concepts of personality theories

COURSE CONTENT

Module I: Describing Personality

Personality- Definitions, Goals

Levels of personality analysis- Human nature, Individual and group differences, Individual uniqueness, History of personality theory and research- 19th century intellectual antecedents, Critical formative era (1921-1946), Fourfold flowering of personality concepts

Domains of knowledge about human nature- Dispositional, Biological, Intrapsychic, Cognitive-experiential, Social and cultural, Adjustment

Evaluating personality theories- Comprehensiveness, Heuristic value, Testability, Parsimony, Compatibility and integration across domains

Constancy and change in personality theory and research- Measurement issues, Streams of personality, Part vs. whole, Individual vs. individual differences, Idiographic vs. nomothetic, Universal vs. cultural specificity, Specificity Vs Generality, Personal Vs Impersonal, Nature- Nurture, Intuition in personality studies

Personality Assessment- Experiments, Correlational studies, Case and epidemiological studies, Psychometric tests, Humor as assessment technique

Future directions in personality research – Big Data Analysis, Analysis of Internet and Social networking, Need for multicultural perspective (Gender, racial and religious differences), Use of Big-5 traits of personality, Role of positive psychology

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand the historical development of personality theories (Un)

M02: Understand the major schools and models of personality (Un)

M03: Analyse the constancy and change in personality theory and research (An)

Module II: Biological, Genetics and Evolution of Personality

Social Darwinism and Eugenics: E.O. Wilson, Charles Darwin

The genetic dimension of evolution: Lamarck and Mendel, Evolutionary Psychology: Natural selection of psychological mechanisms, Genes and behaviour, Epigenetics and the person

Human brain and personality: Limbic system, Cerebral cortex, Interactions with the environment, Brain and personality traits

Genetics of personality: Traits and temperament- Eysenck's Model of nervous system temperament, Role of temperament in personality development - Shiner & Caspi, Models of child temperament - Thomas & Chess (NYLS), Kagan (Behavioral Inhibition Model), Rothbart (Psychobiological Approach), Models of adult temperament- Zuckerman (Sensation seeking), Cloninger (Factors), Interactional temperament model

Advances in biological contributions to personality: Behavioural genetics- Quantitative genetics and molecular genetics

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand the contributions of evolutionary theories in personality (Un)

M02: Analyse the role of temperament in personality development (An)

M03: Understand relation between human brain and personality (Un)

Module III: Psychoanalytically-oriented Theories

Sigmund Freud's Classical Psychoanalytic Theory - Structure, Dynamics and Development of Personality, Psychoanalytic psychotherapy, Assessment techniques

Neo-psychoanalytic Theories – Carl Jung's Analytic Psychology (Systems and development of personality, Jungian psychotherapy and Assessment techniques), Alfred Adler (Striving for superiority, Styles of life, Fictional finalism), Karen Horney (Basic anxiety, Neurotic needs and trends, feminine psychology), Erik Erikson (Epigenetic principle, Psychosocial stages of development, Methods), Eric Fromm (Freedom or security, Basic psychological needs, Character types), Harry Stack Sullivan (Structure and development of personality), Henry Murray's Personology (Divisions of personality, Needs, Assessment in Murray's theory)

Ego Analytic Psychology: Object-relations and Attachment- Anna Freud (Developmental lines, defense mechanisms), Melanie Klein (Introjects, Role of fantasy, Positions, Splitting, Projective Identification), Donald Winnicott (Transitional Object, Holding environment, Good-enough mother) and John Bowlby (Attachment styles, Internal working model)

Current research and evaluation of psychoanalytically oriented theories of personality

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand psychoanalytical theory of personality (Un)

M02: Distinguish between traditional and modern psychoanalytical personality theories (An)

M03: Understand ego analytic theories (Un)

Module IV: Dispositional, Behaviouristic, Cognitive and Social-Cognitive Theories

Dispositional theories: Gordon Allport (Traits, Functional autonomy, Proprium), Raymond Cattell (Traits, Sources of data about personality, Factor analysis, Assessment), Eysenck (Dimensions), Jerry Wiggins (Circumplex taxonomies of personality), Big Five Factor Theory - Costa & McCrae

Behaviouristic: Skinner (Operant Reinforcement, Functional analysis), Dollard and Miller (Reinforcement theory)

Cognitive and Social-cognitive theories: George Kelley (Personal construct theory), Albert Bandura (Principles of observational learning, Reciprocal determinism, Self-efficacy), Julian Rotter (Expectancy-reinforcement value model, Locus of control), Martin Seligman (Explanatory styles)

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand the trait theories of personality (Un)

M02: Analyse behaviourist and cognitive theories of personality (An)

M03: Understand socio cognitive theories of personality (Un)

Module V: Humanistic-Existential Theories and Eastern Perspectives

Humanistic: Carl Rogers (Phenomenology, Development of the self, Fully functioning person), Abraham Maslow (Hierarchy of Needs, Self-actualization)

Existential: Viktor Frankl (Existentialism, Will to meaning, Logotherapy), Rollo May (Anxiety, Stages of Consciousness)

Concepts, structure & dynamics of personality in Eastern perspectives: Yoga (Eight limbs of Yoga, Schools of Yoga, Stages of Life, Self-realization), The Bhagavad Gita (Duty and sense of action, Importance of devotion, self-control, meditation, Conflicts in spiritual development), Sufism (Stages, Paths, Self, Self-realization), Buddhism (Four Noble truths, Eightfold Path), Jainism (The inner life and the purpose of life)

Personality in traditional health models: Ayurveda (The Tridosha system and personality), Chinese medicine (Five elements and human personality), Japanese medicine (Morita therapy and Naikan therapy)

Module Outcome:

After completion of this module, the student should be able to:

M01: Understand the existential and humanistic theories of personality (Un)

M02: Analyse the concepts, structure and dynamics of personality in Eastern perspectives (An)

M03: Explain personality using traditional health models (Un)

Module VI: Personality in Context and Personal growth

Early childhood experiences and Personality: Parenting styles, Attachment, Identification
Identity, Self-esteem and Personality: Carl Rogers, Dan McAdams (Life Narratives and
Generativity), Theories of Self-discrepancy, Self-verification, Identity fusion, Sociometer and
Self-efficacy

Motives and Goals: Humanistic, Evolutionary, Dispositional and Cognitive approaches

Creative process and the Subconscious mind: Self-directing mind, Creative process in music,
literature, business and medical research

Stress and Coping: Interpretational, Dispositional and Psychodynamic approaches

Expectations and Self-regulation: Psychology of personal constructs, Expectancies and internal
working models, Self-regulation theories

Continuity and change over the life course: Personality stability and change

Cultural variations of personality: Evoked and Transmitted cultures, Cultural universals,
Independent-Interdependent self

Module Outcomes:

After completion of this module, the student should be able to:

M01: Understand the early childhood experiences and Personality (Un)

M02: Analyse the stress and coping approaches (An)

M03: Understand culture and personality (Un)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Allem, S. (2012). *Theories of personality*. Delhi: Pearson.

Bischof, L.J. (1970). *Interpreting personality theories*. London: Harper & Row.

Bleidorn, W., Hopwood, C. J., & Wright, A. (2017). *Using big data to advance personality theory*. *Current Opinion in Behavioral Sciences*, 18:79–82

- Blum, G. S. (1966). *Psychodynamics: The science of unconscious mental forces*. New Delhi:Prentice- Hall.
- Byrne, O., & Kelley, K. (1981). *An introduction to personality*. USA: Prentice-Hall, Inc.
- Clark, L.A. & Watson, D. (2006). Temperament: A new paradigm for trait psychology. In L.A. Pervin & O.P. John. (Eds). *Handbook of personality: Theory and research*. (2nd ed). Overseas Press.
- Ellis, A., & Abrams, M. (2009). *Personality theories: Critical perspectives*. Sage publications.
- Engler, B. (2014). *Personality theories: An introduction*, International Edition (9th ed.). Wadsworth Cengage Learning, USA.
- Fadiman, J., & Frager, R. (1976). *Personality and personal growth*. Harper & Row.
- Feist, J., Feist, G. J., & Roberts, A. (2017). *Theories of personality*. (9th ed.). New Delhi:McGraw-Hill
- Friedman, H. S., & Schustack, M.W. (2003). *Personality: Classic theories and modern research*, (2nd ed.). Delhi: Pearson Education.
- Guilford, J.P. (1959). *Personality*. N.Y : Mc Graw Hill Book Company Inc.
- Hall, C.S., & Lindzey, G. (1998). *Theories of personality* (4th ed.). N.Y John Wiley & Sons.
- Harlow, L.L. & Oswald, F.L., (2016). Big data in psychology: Introduction to special issue. *Psychol Methods*. 21(4): 447–457
- Hjelle, L.A., & Ziegler, D.J. (2002). *Personality theories: Basic assumptions, research, and applications* (3rd ed.). New Delhi: McGraw-Hill.
- James, F. (2002). *Personality and personal growth*. New York: Prentice Hall.
- Khan, H.I. (1994). *The way of illumination*. Delhi: Motilal Banarsidass.
- Lamberth, J., Rappaport, H., & Rappaport, M. (1978). *Personality: An introduction*. N.Y.:Alfred A. Knot.
- Larsen, R.J., & Buss, D.M. (2011). *Personality psychology: Domains of knowledge about human nature*. (3rd ed.). New Delhi: Tata McGraw Hill.
- Markus, H.R., & Kitayama, S. (1991). Culture and the Self: Implications for Cognition, Emotions and Motivations. *Psychological Review*, 98 (2), 224-253.
- McMartin, J. (2017). *Personality psychology: A student-centred approach*. Los Angeles: Sage.
- Mischel, N. (1999). *Introduction to personality*. New York: John Wiley
- Molfese, V.J., & Molfese, D. L. (2000). *Temperament and personality development across the lifespan*. New York: Psychology Press.
- Pervin, A. L. (2006). *Handbook of personality*. New York: John Wiley.
- Pervin, A. L. (2010). *Personality: Theory and research*. New York: John Wile
- Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality: Theory and research*. Hoboken, NJ: Wiley.
- Pervin, L.A. (1984). *Personality*. McGraw Hill.
- Pervin, L.A. (1996). *The science of personality*. New York: John Wiley & Sons, Inc.
- Pervin, L.A., & John, O.P. (2006). *Handbook of personality: Theory and research* (2nd ed.). Overseas Press.
- Ryckman,R.M. (2013). *Theories of personality*. (10th ed.). Andover: Cengage learning.
- Williams, J. K. (1964). *The wisdom of your subconscious mind*. New Jersey: Prentice- Hall.
- Schultz, D.P., & Schultz, S.E. (2013). *Theories of personality*. (10th ed.).USA. Wadsworth Cengage Learning.

Zentner, M., & Shiner, R.L. (2012). *Handbook of temperament*. New York. The Guilford Press

Online resource

Mathew, V.G. (2001). *Oriental psychology*. March 12, 2008 from <http://www.psychology4all.com/opsy-ebook.htm>

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTION BASED ON OBE FORMAT

Remember

1. Define personality. List out the major approaches to the study of personality.
2. What is a trait? Which are the major trait theories?

Understand

3. Describe the major methods for personality assessment.
4. Explain the psychoanalytical theory of personality.

Apply

5. Assess the personality theories of Henry Murray and Abraham Maslow and find how their views differ.
6. Find out how the fixations in psychosexual stages of personality development by Freud, influences the individual in future.

Analyse

7. Examine the ways in which the classical psychoanalytical theories differ from modern psychoanalytical theories in defining personality.
8. Analyse the contributions of Darwin in understanding personality.

Evaluate

9. Critically appraise the social cognitive theories of personality
10. Examine the concept of personality in Eastern and western perspectives

Create

11. Create a personality profile of the German Politian and a leading member of Nazi Party, Adolf Hitler (1894-1987) with the help of different personality theories.
12. Design a plan of action for facilitating personal growth among adolescents.

SEMESTER I	Course Code: PSY-CC-514	Credits:4
-------------------	--------------------------------	------------------

NAME OF THE COURSE: PSYCHOLOGICAL TESTING AND MEASUREMENT

Course Outcomes:

- CO1:** Differentiate between the levels of measurement
- CO2:** Select a scaling method in accordance with the conceptualization of the measurement trait
- CO3:** Evaluate the applications and ethical and legal issues of psychological testing
- CO4:** Understand the steps involved in item analysis and the construction of a psychological test
- CO5:** Create an item pool for test construction
- CO6:** Prepare a hypothetical content-by-process table of specifications for a hypothetical achievement/ability test
- CO7:** Understand reliability and validity and its different types
- CO8:** Construct a psychological test and assess its reliability and validity
- CO9:** Identify the representative psychological tests , prominent neuropsychological batteries and screening tools, and apply and evaluate important cognitive assessment tools
- CO10:** Understand how brain-behaviour relationships are organized and evaluated using neuropsychological tests.
- CO11:** Describe the important measures of personality and cognitive abilities
- CO12:** Construct a scale in the personality/cognitive domain
- CO13 :** Understand the psychological tests available for special population

COURSE CONTENT

Module I: Measurement

Definition-Levels of Measurement: Nominal, Ordinal, Interval, Ratio. Criticism's of Stevens's levels of Measurement, Problems in Social Science Measurement. Definition of Psychological test_ Types of tests_ Factors influencing the outcome of testing-Testing standards and ethics. Norm referenced tests and Criterion referenced tests_Important Characteristics of the norm group_ Types of norm-referenced scores: Percentile ranks, Standardized and Normalized scores, Developmental-level scores. Computer based psychological testing. Applications of psychological testing in various settings: Clinical, Organizational and business, Education, Counseling, Military. Career guidance. Legal issues in testing.

Module Outcome :

After completion of this module, the student should be able to :

- MO1: Differentiate between the different levels of measurement (Ap)
 MO2: Select a scaling method according to the conceptualization of a trait (Ev)
 MO3 : Understand testing standards and ethics (Un)
 MO4: Compare norm referenced tests and criterion reference tests (An)
 MO5 : Compare different types of norms (Ap)
 MO6: Understand the applications of Psychological tests in various settings (Un)
 MO7: Examine the legal issues in testing (An)

Module II: The Test Development Process

Approaches: Classical Test Theory (CTT) and Item Response Theory : Assumptions and Applications.

Steps in Test construction: Defining the test, Select a scaling method, Constructing the items, item analysis, item difficulty and item discrimination, Revising the items, Publishing the test .

Module Outcome :

After completion of this module, the student should be able to :

- MO1: Understand the various approaches to test development (Un)
 MO2: Describe the different steps in test construction (Un)
 MO3: Create an item pool of cognitive and non cognitive items (Cr)
 MO4 : Understand the steps involved in item analysis (Un)
 MO5: Compare item difficulty and item discrimination (An)
 MO6: Prepare a hypothetical content-by-process table of specifications for a hypothetical achievement/ability test (Cr)

Module III: Reliability and Validity

Measurement error and Classical Test Theory(CTT)-Properties of true and error scores-The CTT definition of reliability_Correlation between true and observed scores: the reliability index, Parallel, Tau-equivalent, and Congeneric Measures.

Methods of assessing reliability: Internal consistency: The Spearman_Brown Prophecy Formula and Split-Half Reliability, Coefficient Alpha, Other Internal consistency coefficients; Co-efficient of stability: test-re-test reliability;Alternate Forms Reliability; Interrater agreement and reliability_ Measures of interrater agreement, Measures of interrater reliability. Reliability of speed and power test. Special circumstances in the estimation of Reliability. The Standard Error of Measurement.

Validity-Definition-types of validity: content, criterion-related, and construct validity-arguments against the 'tripartite view ' of validity-Current conceptualizations of validity: unified view-focus on interpretation and use of test scores, focus on explanation and cognitive models, Inclusion of values and test consequences in the validity framework, Obtaining evidence of validity.Extravalidity concerns and widening the scope of test validity.

Module Outcome :

After completion of this module, the student should be able to:

MO1: Understand the various approaches to test development (Un)

MO2: Describe the different steps in test construction(Un)

MO3: Create an item pool of cognitive and non cognitive items (Cr)

MO4 : Understand the steps involved in item analysis(Un)

MO5: Compare item difficulty and item discrimination(An)

MO6: Prepare a hypothetical content-by-process table of specifications for a hypothetical achievement/ability test(Cr)

Module IV : Assessment Of Cognitive Abilities

Individual intelligence tests:Stanford Binet (Older and newer editions), Wechsler Intelligence tests.

Group Intelligence Tests:Otis-Lennon School Ability test, Cognitive Abilities Test.

Nonverbal and Culture –Fair Group Intelligence tests: Goodenough_Harris drawing test, Culture-fair tests_ Raven’s Progressive Matrices-Matrix Analogies test.

Neuropsychological Assesment:A conceptual model of brain-behaviour relationships-

Neuropsychological test batteries:Halstead Reitan Neuropsychological test battery_Luria _ Nebraska Neuropsychological Battery_Tests Organized around specific functions.

Achievement test and Aptitude tests_Testing special abilities_ Tests of Creativity-Applications and issues in ability testing.

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the important verbal and nonverbal tests of intelligence (Un)

MO2: Assess the intelligence of an individual using any of these tests (Ev)

MO3: Understand important neuropsychological tests and how brain behavior relationships are organized and evaluated using these tests (Un)

MO4: Compare and contrast achievement tests and aptitude tests (An)

MO5: Understand the issues in ability testing (Un)

Module V: Assessment of Personality

Issues and controversies in Personality assessment_Personality Assessment and culture_Observations,interviews, Checklists and Rating scales.

Interest Inventories:Strong Interest Inventories,Kuder Interest Inventories_Interests and Personality.

Attitude Measurement: Likert, Thurstone, Semantic Differential, Guttman,Q-sort, Semantic Differential, Stapel Scale .

Measurement of Values:Personal Orientations. Assessment of Moral, Spiritual, and religious concepts. Positive Psychological Assessment:Measures of Emotional Intelligence, Optimism, gratitude.

Objective Personality Inventories:Single construct and symptom inventories_Inventories based on content validation_Inventories based on factor analysis_Inventories based on criterion keying.

Projective Techniques: Word Association Tests_The Ror_Schach_The Thematic Apperception test and its variations,,Sentence completion test, Drawing-a-person test, Rosenweig's Picture frustration study.
Behavioural Assessment methods_Issues in behavioural assessment_Prospect for personality assessment.

Module Outcome :

After completion of this module, the student should be able to:

- MO1: Explain different methods of personality assessment (Un)
MO2: Articulate different attitude scales, measures of values, and positive psychological assessment(Un)
MO3: Construct a scale in the personality/cognitive domain(Cr)
MO4: Describe behavioural assessment methods and issues(Un)

Module VI: Testing Special Population

Assessment of infant ability. Assessment of preschool intelligence_ Practical utility of infant and Pre-school Assessment.

Testing persons with disabilities_Nonlanguage tests_ Nonreading and Motor-reduced tests_Testing persons with visual impairment_Testing individuals who are deaf_Assessment of adaptive behavior in intellectual disability.

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Explain the assessment of preschool intelligence (Un)
MO2: Describe the psychological tests for persons with disabilities(Un)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

- American Educational Research Association., American Psychological Association., National Council on Measurement in Education., & Joint Committee on Standards for Educational and Psychological Testing (U.S.). (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- Anastasi A., & Urbina, S. (2017). *Psychological Testing* (7 ed.). Noida: Pearson India Education Services Pvt. Ltd.

- Bandalos, D.L. (2018). *Measurement theory and applications for the social sciences*. The Guilford Press. NY, London.
- Gregory, R.J (2013). *Psychological Testing: History Principles and Applications* (7 ed.). Noida: Pearson India Education Services Pvt. Ltd.
- Kline, T. (2015). *Psychological Testing: A practical Approach to Design and Evaluation*. New Delhi: Sage Publications India Pvt. Ltd.
- Lewis R.Aiken & Gary Groth_Marnart (2006). *Psychological Testing and Assessment* (12th ed) Pearson India Education Services Pvt.Ltd.
- Miller, L.A., McIntire, S.A., Lovler, R.L. (Eds.) (2011). *Foundations of Psychological Testing: A Practical Approach* (3 ed.). New Delhi: SAGE Publications India Pvt Ltd.
- Miller, L.A., McIntire, S.A., Lovler, R.L. (Eds.) (2020). *Foundations of Psychological Testing: Student Workbook: Practical and Critical Thinking Exercises*. New Delhi: SAGE Publications India Pvt Ltd.
- Singh, A.K. (2019). *Tests, Measurements and Research methods in Behavioural Sciences* (6th edn). Bharati Bhawan Publishers & Distributors, New Delhi.

ASSESSMENT

- 40% Continuous/Formative Assessment (see PG Regulations)
60% End-semester/Summative Assessment : 3 hour written exam

MODEL QUESTION BASED ON OBE FORMAT

Remember

1. What are the different levels of measurement?
2. Define test norms and list the different types of test norms.

Understand

3. Explain the different methods of personality assessment.
4. Describe the various stages in the construction of a psychological test.

Apply

5. Find the Spearman –Brown reliability of a test whose Split-half reliability is .5 ?
6. Classify the different levels of measurement on the basis of magnitude, equal intervals, and absolute zero.

Analyze

7. Compare and contrast norm referenced test and criterion referenced test.
8. Examine the relative merits and demerits of projective tests of personality.

Evaluate

9. Do you think that the ethical and professional quandaries still exist in Psychological testing? Justify your answer.

10. Evaluate the prospects for personality assessment in the modern era.

Create

11. Create an item pool for test construction.

12. Construct a psychological test and assess its reliability and validity.

SEMESTER I**Course Code: PSY-CC-515****Credits :4****NAME OF THE COURSE: EXPERIMENTAL PSYCHOLOGY (PRACTICALS)****Course Outcome:****CO 1:** Acquire the skills in administration, scoring, and interpretation of psychological tests**CO 2:** Understand the use of psychological tests in diagnosis, psychological interventions and research**CO 3:** Develop proficiency in interpreting the results of the test obtained.**CO 4:** Develop skill in preparing management plan based on the psychological test findings**CO 5:** Understand the process of rapport building during the administration of psychological tests**COURSE CONTENT**

1. Reaction Time
2. Auditory Localization
3. Psychological methods –Assessment of AL
4. Psychological methods-Assessment of DL
5. Luchins Water Jar Experiment
6. Gottschaldtz Embedded Figure Test
7. Motivation Analysis Test (MAT)
8. Retroactive inhibition and immediate memory
9. Maintenance rehearsal and memory
10. Rumour
11. Ordinal position and memory
12. Identification of conjunctive and disjunctive concepts
13. Category set in anagram solving
14. Span of attention

15. Bilateral transfer-mirror tracing
16. Stroop effect
17. Effect of mnemonic strategies on memory
18. Study of memory and communication (the semantic differential effect)
19. Torrance's test of creativity
20. Effects of distribution of practice on learning and performance

Note: Out of 20, any 10 practicals may be conducted. The practical hours may be distributed among the faculty members as per the decision of the Department Council, subjected to a maximum of 2 practicals per faculty member.

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Demonstration of experiments
- Writing reports

LEARNING RESOURCES

References

Postman, L., & Egan, J. P. (1949). *Experimental psychology: An introduction*. New York:

Harper & Row.

Rajamanickam, M. (2004). *Experimental psychology with advanced experiments (in 2 vols.)*.

Concept publishing company.

Woodworth, R.S. & Schlosberg, H. (1971). *Experimental psychology*. New York: Holt,

Rinehart and Winston

SEMESTER II**Course Code: PSY-CC-521****Credits :4****NAME OF THE COURSE: PSYCHOLOGICAL PROCESSES II****Course Outcomes:**

- CO1:** Critically appraise the theoretical approaches with different emphases in the study of motivation and learning
- CO2:** Analyze the neural substrates of arousal and regulation
- CO3:** Describe the sources and reactions to frustration and conflict
- CO4:** To identify the conditions of the flow experience
- CO5:** Practice self regulation of behavior, achieve happiness, and enhance the quality of life
- CO6:** Design a plan to balance any failure of regulation (obesity/anorexia/bulimia/ anger) using appropriate schedules of reinforcement
- CO7:** To measure the quality of subjective experience through experience sampling method
- CO8:** Prepare and practice stress management programmes to self regulate behavior with the help of a teacher
- CO9:** Evaluate the constructs of motivation, emotion, and learning through scientific methods
- CO10:** Analyze how the concept of motivation is considered by the different theoretical perspectives and also within the same perspective
- CO11:** Examine the major theoretical perspectives explaining learning
- CO12:** Evaluate the practical applications of the various theories of learning

COURSE CONTENT**Module I: The Concept of Motivation**

Characteristics of motivation-motivational cycle-Major Constructs: Energy, Physiological Mechanisms, Learning, Cognitive processes, Social interaction, the activation of motivation, Homeostasis, Hedonism, Growth Motivation. Overview of different theoretical perspectives: Instinct theories, Learning theories, Need theories, Growth and Mastery Motivation Theories, Cognitive theories. Influence of culture on motivation-values , beliefs, knowledge.

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Describe motivation and the motivational cycle (Re)
 MO2: Understand the major motivational constructs(Un)
 MO3 :Organize the motivational constructs appearing in the different theories of motivation in a flow chart (Ap)
 MO4: Critically appraise the different theoretical models of motivation (An)

Module II: The Biology of Motivation

Homeostatic concepts and Motivation: Physiological homeostasis, Psychological homeostasis, Social homeostasis.

Genetic Contributions to motivated behavior:Early Instinct theories: William James, William Mc Dougall-Classic Ethology-Consummatory behavior-Appetitive behavior-Innate Releasing Mechanisms(IRM), Fixed Action Patterns (FAP), Imprinting –Criticisms of Classical Ethological Approach, Human Ethology, Modern Ethological Approach: Behavioural Ethology, Cognitive Ethology, Evolutionary Ethology.

Physiological Mechanisms of Arousal: Arousal theory-The Reticular Activating System_ Hebb's theory. Sleep-general properties-stages of sleep-psychological functions of sleep, physiology of sleep. Sleep deprivation and Psychological health.Sexual Arousal-stages of human sexual response cycle-Passion-love- Sexual Orientation.Curiosity and Exploratory Behaviour-Research on sensory restriction,Deprivation dwarfism-.Zuckerman's Sensation seeking, Opponent –process theory of emotion. Aggression-types, theories.

Physiological Mechanisms of Regulation : Hunger and eating-Theories of Hunger. Failure of regulation:Over weight and obesity.Thirst-Osmometric and Volumetric Thirst,Theories of thirst. Lateral hypothalamic Syndrome.Pain Avoidance-reaction to pain-experiential and social factors.

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Articulate and exemplify the different types of homeostasis (Un)
 MO2: Describe the genetic contributions of motivated behavior (Un)
 MO3: Find out the IRMs and FAPs of different animals in Nature (Ap)
 MO4: Explain the modern ethological approach (Un)
 MO5: Find out the role of Reticular Activating System in sleep and arousal (An)
 MO6: Explain sexual arousal and stages of human sexual response (Un)
 MO7: Understand curiosity, exploratory behaviour , and sensation seeking (Un)
 MO8: Understand the physiological correlates of hunger, thirst and pain (Un)
 MO9: Articulate the theories of aggression and appraise the efficacy of various anger management techniques (Un)
 MO10: Design a plan to balance any failure of regulation (obesity/anorexia/bulimia/ anger)using appropriate schedules of reinforcement (Cr) .

Module III: Frustration, Conflict and Stress

Frustration-preconditions to frustration, sources, nature, reactions to frustration. Conflict-sources-types of incompatibilities-types of conflict-Miller's conflict model-Applications. Stress-Definition, Systemic stress, General Adaptation Syndrome, Psychological stress, definition, stress tolerance, conditions giving rise to Psychological Stress, Nature and pattern of psychological stress response, Perception of stress, boredom and well being on motivation .Self-regulation, Self regulation strategies and context specific intervention to improve motivation, Concept of Flow.

Module Outcome:

After completion of this module , the student should be able to :

MO1: Describe the sources and reactions to frustration , conflict, and stress (Un)

MO2: Identify the conditions of flow experience (Re)

MO3: To prepare and practice stress management programmes (Cr)

MO4: Design an intervention package for self regulation of behavior, achieving happiness, and enhancing the quality of life (Cr)

MO5: Measure the quality of subjective experience through experience sampling method (An)

Module IV: Motivation and Emotion

Biological explanations of emotions: James-Lange; Cannon-Bard, Schachter_Singer ,Lindsley–Brain circuitry of emotion–Emotion from a learning perspective _Emotion from a cognitive perspective-(Lazarus)–Emotion as innate reactions-(Zajonc, Sylvan Tomkins, Carroll Izard, Ekman)_Circumplex model of emotions-The facial feedback hypothesis.

Module outcome:

After completion of this module, the student should be able to :

MO1: Understand the biological correlates of emotion (Un)

MO2: Analyze emotion from the perspective of learning and motivation (An)

MO3: Understand recent research in the area of motivation and emotion (Un)

Module V: Theories of Motivation

The Psychoanalytic theories: Freud, Jung, Adler, Horney, Murray

The incentive theories: Hull, Mowrer, Tolman

Hedonistic theories; P.T. Young, Mc Clelland

Cognitive theory: Festinger, Weiner, Seligman, Lewin

Module Outcome:

After completion of this module, the student should be able to :

MO1: Articulate the various theories of motivation (Un)

MO2: Analyze how the concept of motivation is considered by the different theoretical perspectives and also within the same perspective (An)

Module VI: Motivation and Learning

Relationship between motivation and learning-verbal learning-discriminant learning-recent trends in learning-neurophysiology of learning (Hebb)

Pavlovian Classical conditioning-Experimental neurosis-elimination of motivated behaviours through conditioning-interoceptive conditioning-applications-Learned aversions-Recent research on Classical conditioning-Guthrie's one trial learning.

Major theoretical concepts of Thorndike and Skinner- Concept of Reinforcement-schedules of reinforcement-Classical-Operant interactions in motivation: Acquired fear,Conditioned emotional response.

Gestalt theory- -Gestalt principles of learning-Observational learning-Modelling Process-practical applications

Module Outcome:

After completion of this module, the student should be able to :

MO1: Understand the relationship between motivation and learning (Un)

MO2: Examine the major theoretical perspectives explaining learning (An)

MO3: Evaluate the practical applications of the theories of learning (Ev)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation n selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Barrett, L. F., Lewis, M. & Haviland Jones, J. M. (2016) Handbook of emotions. USA: The Guilford press.

Carlson, N. R. (2005). Foundations of Physiological Psychology. Inia: Pearson

Coffer, C.N., & Appley, M.H. (1996). Motivation: Theory and research.

Csikszentmihalyi M (2013) Flow :The classic work on how to achieve happiness. Penguin Random House .London

Franken, R.E.(1998).Human Motivation (4th ed). Pacific Grove : Broks? Cole Publishing Company.

Hergenhahn, B. R. & Olson, M. H. (2005). An introduction to theories of learning. Pearson Prentice Hall.

Hoffman B (2015) Motivation for learning and performance .Elsevie Inc

Joseph, R. (2013). Neuropsychology, neuropsychiatry and behavioural neurology. Springer Science & Business Media.

Klein, S.B. (1991). Learning, principles and applications(2ndedn).McGraw Hill.

Leary, M. R., & Tangney J. P. (2012). Handbook of Self and Identity(eds). USA: The Guilford Press.

Petri, H. L & Govern, J. M. (2003). Motivation: Theory, Research, and Application. New York: Wadsworth Publishing.

Schneider, A. M. (1986). Introduction to Physiological Psychology. New York: McGraw-Hill.

Voss, H. & Heller, H. (1983) Curiosity and exploration. New York: Academic press Inc.

ASSESSMENT

40% Continuous/Formative Assessment (see PG Regulations)

60% End-semester/Summative Assessment : 3 hour written exam

MODEL QUESTION BASED ON OBE FORMAT

Remember

1. Define motivation. List the components of the motivational cycle.
2. What is conflict? What are the different types of conflict?

Understand

3. Describe the sources and reactions to frustration.
4. Explain the modern ethological approach.

Apply

5. Find out the role of Reticular Activating System in sleep and arousal.
6. Assess the quality of subjective experience through experience sampling method.

Analyze

7. Analyze the biological, cognitive, learned explanations of Motivation and emotion.
8. Examine the major theoretical perspectives explaining learning

Evaluate

9. Evaluate the practical applications of the various theories of learning

10. Critically appraise the theoretical approaches with different emphases in the study of motivation and learning

Create

11. Design a plan to balance any failure of regulation (obesity/anorexia/bulimia/ anger) using appropriate schedules of reinforcement
12. Prepare a stress management programme to self-regulate behavior.

SEMESTER II

Course Code: PSY-CC-522

Credits : 4

NAME OF THE COURSE: QUALITATIVE RESEARCH METHODS**Course Outcomes:**

CO1: Understand the tradition of qualitative research in social sciences with an emphasis of its applicability in psychology

CO2: Familiarize with the foundations and methods of qualitative research

CO3: Appreciate ethically sound qualitative research

CO4: Demonstrate appropriate skills on designing qualitative research

CO5: Demonstrate familiarity with data collection tools

CO6: Describe mixed research designs

CO7: Develop skills on transcribing, coding and analyzing qualitative data manually and using NVivo

CO8: Equip the students to carry out writing research proposals and write their own research reports

COURSE CONTENT**Module I: Basics of Qualitative Research**

Definition and features of qualitative research. Strategies of inquiry – Qualitative, quantitative and mixed research methods. The quantitative-qualitative continuum.

Philosophical basis/paradigms – Phenomenology, hermeneutics, post positivist, social constructivist, interpretivist, transformative and pragmatic world views. Feminism, symbolic interactionism, ethnomethodology

Historical development of qualitative research

Different traditions of qualitative research, activist research, transformative research, user experience research, outcome research.

Philosophical and methodological issues in qualitative research, applications of qualitative research- Addressing social problems, postcolonial research- political considerations of location and representation (Issues of gender, race, culture)

Roles of researcher: Researcher as ‘enlightener’ of policy makers and consultants.

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the historical development of qualitative research (Un)

- MO2: Distinguish between qualitative research traditions (Un)
 MO3: Differentiate philosophical traditions of qualitative research (Un)
 MO4: Appraise the relevance of qualitative research in social change (Ev)

Module II: Qualitative Data, Sampling and Research Process

Nature of qualitative data: Text and realities- Texts, Talk, Visual data, Naturalistic data, Multifocus data, Media data- social constructions, mimesis

Conceptualizing theoretical paradigms and research questions, Conceptual Map, Phases in research process

Research strategies while entering the field- role definitions, access to institutions and individuals, strangeness and familiarity, Researcher- participant relationship

Sampling in qualitative research- designing samples, sampling decisions, types of sampling- Purposive sampling, Theoretical sampling- Concept of saturation, Negative cases

Documentation of data- Instrumentation, Recording, Field notes, Research diary, Documentation sheets, Transcription, interim case summary, Vignettes

Codes and principles of ethics in conducting and reporting qualitative research, Researching online- ethics, Quality criteria in qualitative research- Selective plausibilization, Reliability, validity, Objectivity. Assessing quality- Credibility and trustworthiness of the data, Auditing.

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Plan theoretical sampling while carrying out qualitative research (Cr)
 MO2: Appraise suitable ethical principles in conducting and reporting research (Ev)
 MO3: Appraise diverse nature of qualitative data (Ev)
 MO4: Understand qualitative research process (Un)

Module III: Qualitative Research Designs and Methods

Planning and constructing designs in qualitative research

Designing qualitative research in different traditions –Grounded theory, Discursive psychology and discourse analysis, Narrative inquiry, Phenomenology, Ethnography, Action research, Case study research, Historical research, Emergent qualitative methods, Case studies, Comparative studies, Retrospective studies, Longitudinal studies

Internet/Online qualitative research (Post-Google era)

Various methods of collecting qualitative data - Interview, Observation, Focus group discussion, Survey, Working with documents, Audiovisual materials, Oral history, Life history, Conversations, Narrative Analysis, Cooperative Enquiry, Critical document analysis

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Create justifications of carrying out qualitative research designs (Cr)
 MO2: Appraise methods of collecting qualitative research (Ev)
 MO3: Compare methods of data collection (Un)
 MO4: Understand the process of internet research (Un)

Module IV: Pluralism in Qualitative Research- Mixed Research Designs

Relations of qualitative and quantitative research

Pragmatism - Limitations of qualitative/quantitative research

Linking of qualitative and quantitative research in one design- Integration, Sequencing, Triangulation

Need for triangulation- theory, data, investigator and method, Triangulation- Types, Steps, Issues

Mixed research designs- Sequential explanatory design, Sequential exploratory design, Concurrent embedded design, Concurrent transformative design, Multiphase design

Composite analysis: Using qualitative and quantitative methods as complementary modes of inquiry

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the significance of mixed methods in research (Un)

MO2: Develop ideas related to triangulation in research (Cr)

MO3: Understand composite analysis (Un)

Module V: Qualitative Data Analysis and Interpretation

Designing an analysis- Text-driven, Problem-driven, Method-driven

Steps in data analysis- a) Data preparation -Translation, Transcription, b) Data exploration & data reduction, c) Coding and Categorizing, d) Memo writing, and e) Interpretation

Different Traditions of Qualitative data analysis- Framework analysis, Thematic analysis, Interpretative Phenomenological Analysis, Constructivist grounded theory, Narrative analysis, Discourse analysis, Focus group data analysis- Content analysis and Ethnographic analysis, Video analysis, Secondary analysis, Conversation analysis, Hermeneutics, Semiotics, Narrative and Metaphor

Computer assisted qualitative data analysis – Nvivo 12, Dedoose

Module Outcome:

After completion of this module, the student should be able to:

MO1: Differentiate methods of qualitative data analysis (Un)

MO2: Design basic steps in qualitative data analysis (Cr)

MO3: Compile the process of carrying out data analysis in NVivo (Cr)

Module VI: Qualitative Research Report Writing

Evaluating qualitative psychology research – Balancing strengths and weaknesses.

Rhetorical and contractual functions of a research proposal, components in qualitative research proposal

Three aspects of qualitative writing- Practise, Genre and Audience

Research report writing- Abstract, Introduction, Literature review, Description of research procedures (Research paradigm, Research strategy, Data sources, Data analysis and presentation), Implications, Conclusion.

Strategies for testing findings and generating meanings

Reporting qualitative research data

Module Outcome:

After completion of this module, the student should be able to:

MO1: Create a qualitative research proposal (Cr)

MO2: Appraise the strengths and weaknesses of collecting qualitative research (Ev)

MO3: Understand writing a qualitative research report (Un)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Biber, S.N.H. & Leavy. (2006). *The practice of qualitative research*. New Delhi: Sage.

Braun, V. & Clarke, V. (2006). *Using thematic analysis in psychology: Qualitative research in psychology*, 3 (2). pp. 77-101.

Bryant, A. (2019). *The varieties of grounded theory*. Los Angeles: Sage.

Creswell, J. W. (1994). *Research design: qualitative and quantitative approaches*. (3rd ed.). Thousand Oaks: Sage.

Creswell, J. W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches*. (3rd ed.). Los Angeles: Sage.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles, CA: Sage.

Flick, U. (2006). *An introduction to qualitative research*. London: Sage Publications.

- Forrester, M.A. (2010). *Doing qualitative research in psychology*. New Delhi: Sage Publications.
- Guert, G., Namey, E.E., & Mitcher, M. L, (2013). *Collecting qualitative data*. New Delhi: Sage Publications.
- Hesse-Biber, S.N. (2006). *The practice of qualitative research* (3rd ed.). Thousand Oaks: Sage
- Israel. M. & Hay L. (2006). *Research ethics for social scientists*. New Delhi: Sage publications.
- Ivankova N.V. (2015). *Mixed methods applications in action research: From methods to community action*. New Delhi: Sage publications.
- Kapur,R.L.(ed.)(1999). *Qualitative methods in mental health research*. Bangalore: NIAS.
- Keller. R., (2013). *Doing discourse research: An introduction for social scientists*. New Delhi: Sage Publications Inc.
- Kidder, L.H., & Fine, M. (1997). *Qualitative inquiry in psychology: A radical tradition*. In D. Fox and I.
- King, N., Horrocks, C., & Brooks, J. (2019). *Interviews in qualitative research* (2nd ed.). Sage Publications Ltd.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology*. (2nd ed). Thousand Oaks: Sage.
- Kvale, S. (1997). *Psychology & post-modernism*. New Delhi: Sage Publications
- Mason,J. (1996). *Qualitative researching*. New Delhi: Sage.
- Maxwell, J. H. (2013). *Qualitative research design: An interactive approach*. New Delhi: Sage Publications Inc.
- Miles, M.B & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook*. (2nd ed). Thousand Oaks: Sage.
- Miller T., Birch M., Mauthner, M., & Jessop J. (2012). *Ethics in qualitative research*. New Delhi: Sage publications.
- McLeod, J. (2011). *Qualitative research in counselling and psychotherapy*. (2nd ed). Los Angeles: Sage.
- Miles, M.B., Huberman, A.M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. (3rd ed.). Sage, New Delhi
- Morgan, D. L. (2014). *Integrating qualitative and quantitative methods: A pragmatic approach*. New Delhi: Sage publications.
- O'Really, M.O. & Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Los Angeles: Sage
- Packer, M.J. (2018). *The science of qualitative research*. (2nd ed). Cambridge University Press.

- Patton, M. Q. (2014). *Qualitative research and evaluation methods: Integrating theory and practice* (4th ed.). CA: Sage Publications.
- Raulin, M.L., & Graziano, A. M. (2010). *Research methods: A process of inquiry*. London: Pearson.
- Silverman, D. (2010). *Doing qualitative research*. (3rd ed). New Delhi: Sage Publications Inc.
- Silverman, D. (2011). *Qualitative research: Issues of theory, method and practice* (3rd ed). Los Angeles: Sage.
- Silverman, D. (2014). *Interpreting qualitative data* (5th ed.). New Delhi: Sage Publications.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. New Delhi: Sage publication.
- Sullivan, C., Gibsen, S., & Riley, S. (2012). *Doing your qualitative psychology project*. New Delhi: Sage Publications.
- Smith, J .A. (2015). *Qualitative psychology: A practical guide to research methods*. (3rd ed). Los Angeles: Sage.
- Thanem, T. & Knights, D. (2019). *Embodied research methods*. Los Angeles: Sage.
- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Buckingham: Open University Press.
- Willig, C. & Strainton- Rogers, W. (2013). *The Sage handbook of qualitative research in psychology*. Los Angeles: Sage.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTION BASED ON OBE FORMAT

Remember

1. Define qualitative research. List the different traditions of qualitative research.
2. Which are the major techniques to analyse qualitative data.

Understand

3. Describe various methods in collecting qualitative data.
4. Explain the nature of qualitative data.

Apply

5. Find out how the qualitative research developed as a main stream research method.

6. Assess the benefits of addressing social problems through qualitative research.

Analyse

7. Analyse historical research as a qualitative research design.

8. Examine the need for mixed methods in research.

9. Critically appraise the need for codes and principles of ethics in conducting and reporting.

10. Evaluate qualitative data emphasising on the balancing of its strengths and weaknesses.

Create

11. As a qualitative researcher, you are asked to conduct a study on the issues faced by transgender community in Bombay and Thiruvananthapuram. Prepare a plan of study including the different qualitative research designs.

12. While conducting a study on the impact lockdown due to Covid pandemic in the sexual workers in Kerala, what are the ethical issues that you may face and how would you overcome it?

SEMESTER II

Course Code: PSY-CC-523

Credits :4

NAME OF THE COURSE: PSYCHOLOGICAL TESTING (PRACTICALS)**Course Outcomes:**

- CO 1** Acquire the skills in administration, scoring, and interpretation of psychological tests
- CO 2** Understand the use of psychological tests in diagnosis, psychological interventions and research
- CO 3** Develop proficiency in report writing
- CO 4** Develop skill in preparing management plan based on the psychological test findings
- CO 5** Understand the process of rapport building during the administration of psychological tests

COURSE CONTENT**A. Assessment of cognitive functions:**Core Tests

1. Wechsler Intelligence Scale for Children IV (WISC IV)
2. Bhatia's Battery of Performance Test of Intelligence
3. MISIC-Neuropsychological interpretation
4. BGT- -Neuropsychological interpretation
5. WMS- -Neuropsychological interpretation

Additional tests

1. Ravens Standard Progressive Matrices
2. Mathew Mental Ability Test
3. DAP
4. VSMS
5. Problem solving

B. Assessment of Personality and Interpersonal Functioning:Core Tests

1. 16 PF
2. EPQ
3. Bells Adjustment Inventory
4. Sentence Completion Test
5. TAT
6. Rorschach Ink Blot Test.

Additional tests

1. Mathew Maladjustment Inventory.
2. Emotional Intelligence inventory
3. Rozenweig's Picture Frustration Study

C. Rating Scales

1. Becks Depression Inventory (BDI)
2. Hamilton Depression Rating Scale (HAM-D)
3. Yale Brown Obsessive Compulsive Scale (YBOCS)
4. Hamilton Anxiety Rating Scale (HAM-A)
5. CAGE Questionnaire
6. (Checklist for Autism in Toddlers (CHAT)
7. Positive And Negative Syndrome Scale (PANSS)
8. Brief Psychiatric Rating Scale (BPRS)
9. State Trait Anxiety Inventory

D. Others

1. Vocational interest inventory
2. Aptitude Test
3. Test of achievement motivation
4. Brigance Test
5. Test of Creativity
6. Johari Window
7. Transactional Analysis
8. Job Satisfaction Scale
9. Leadership Scale
10. Occupational Stress Index
11. Leadership scale
12. Quality of work test
13. Organizational climate inventory
14. Work motivation questionnaire
15. Job value questionnaire

Note: A minimum of 15 tests have to be conducted by the student in the semester
One additional test each from sections A, B and 3 from section C and D

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Demonstration of experiments
- Writing reports

LEARNING RESOURCES

References

Postman, L., & Egan, J. P. (1949). *Experimental psychology: An introduction*. New York: Harper & Row.

Rajamanickam, M. (2004). *Experimental psychology with advanced experiments (in 2 vols.)*. Concept publishing company.

Woodworth, R.S. & Schlosberg, H. (1971). *Experimental psychology*. New York: Holt, Rinehart and Winston.

SEMESTER II	Course code: PSY-DE-524	Credits:4
--------------------	--------------------------------	------------------

NAME OF THE COURSE: PHYSIOLOGICAL PSYCHOLOGY

Course Outcomes

- CO1:** Understand the evolutionary basis of human brain and behaviour
- CO2:** Analyze the ontogeny and phylogeny of the nervous system
- CO3:** Explain neuronal cytology and physiology
- CO4:** Critically appraise the nature-nurture controversy
- CO5:** Explain the structural and functional view of the brain and spinal cord
- CO6:** Analyze how brain helps to regulate the internal environment
- CO7:** Evaluate the neuronal basis of memory
- CO8:** Analyze the role of cortex in memory
- CO9:** Evaluate the studies conducted on memory consolidation process
- CO10:** Examine the anatomical organization, neural pathways, and sensory coding of vision, audition, chemical senses, cutaneous senses, and proprioception
- CO11:** Compare and contrast pyramidal and extrapyramidal systems
- CO12:** Analyze the effects of specific brain damage on conscious processing

COURSE CONTENT

Module I: Basic Neuroanatomy and Neurophysiology

Physiological Psychology: its nature, and biological roots-Evolutionary basis of human brain and behaviour-Phylogeny and ontogeny of the nervous system.Neuronal cytology & physiology:
Structure and functions of neurons, types of neurons, neural impulse, synaptic transmission, neurotransmitters.Electrical activity of the brain: EEG, Gross Evoked Potentials.Neuroplasticity
Genetics of Behaviour: Chromosomal anomalies,nature-nurture controversy (Twin studies and Adoption Studies).

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the evolutionary basis of human brain and behavior (Un)

MO2: Analyze the ontogeny and phylogeny of the nervous system (An)

MO3: Explain neuronal cytology and physiology (Un)

MO4: Describe the electrical activity of the brain (Un)

MO5: Critically appraise the nature-nurture controversy (Ev)

Module II: Gross Anatomy of The Nervous system

Central Nervous System: The spinal cord- The brain: The meninges, the ventricles and the CSF, Gross topography of the brain, the cerebral cortex, the brain stem, internal structure of the brain.

Peripheral Nervous System- Autonomic Nervous System.

Module Outcome:

After completion of this module, the student should be able to :

MO1: Explain the structural and functional view of the brain and spinal cord (Un)

MO2: Compare and contrast sympathetic nervous system and parasympathetic nervous system. (An)

MO3: Analyze how brain helps to regulate the internal environment (An)

Module III: The Neuronal Basis of Learning and Memory

The cortex and learning, the role of hippocampus, synaptic basis of learning, memory consolidation, chemical basis of long-term memory, forgetting and retrieval. neurophysiology of conditioning.

Module Outcome:

After completion of this module, the student should be able to :

MO1: Evaluate the neuronal basis of learning and memory (Ev)

MO2: Analyze the role of cortex in learning (An)

MO3: Evaluate the studies conducted on memory consolidation process (Ev)

Module IV: Sensory Processes

Anatomical organization, neural pathways and sensory coding of the following senses: Vision, Audition, The chemical senses: Smell and Taste. Cutaneous senses: Touch, temperature, pain, The sensory homunculus. Proprioception: Kinesthetic sense, Labyrinthine sense.

Module Outcome:

After completion of this module, the student should be able to:

MO1: Examine the anatomical organization, neural pathways , and sensory coding of vision, audition, chemical senses, cutaneous senses, and proprioception (An)

Module V: Motor Processes

The anatomy of the motor system: The neural aspects of muscle movement: The final common pathway, The stretch reflex. The Motor pathways: The pyramidal system and the motor homunculus, the extra-pyramidal system.

Module Outcome:

After completion of this module, the student should be able to :

MO1: Describe the anatomy of the motor system (Un)

MO2: Compare and contrast pyramidal and extrapyramidal systems (An)

Module VI: The Neural Correlates of Consciousness

Conscious and unconscious information processing-Neural activity associated with conscious processing-Cortical and sub-cortical structures controlling consciousness-Neuroimaging of brain structure and activity-Effects of specific brain damage on conscious processing.

Module Outcome:

After completion of this module, the student should be able to:

MO1: Critically appraise the role of brain in controlling consciousness (Ev)

MO2: Analyze the effects of specific brain damage on conscious processing (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation n selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Breedlove, S. M. & Watson, N.V. (2013). Biological Psychology(7th Ed.). An introduction to behavioural, Cognitive, and Clinical Neuroscience. Sinauer

Associates, Inc. Publishers, Sunderland, Massachusetts.

Carlson, N.R. & Birkett, M. (2017). Physiology of Behaviour (12th Ed.). Pearson Education Inc.

Carlson, N. R. (2005). Foundations of Physiological Psychology. Pearson ducation Inc.

- Clark, D.L., & Boutros N.N. (1999). *The Brain and Behaviour: An Introduction to Behavioral Neuroanatomy*, Massachusetts: Blackwell Science, Inc.
- Groves, P.M., & Rebec, G. W. (1988). *Introduction to Biological Psychology* (3rd Ed.). Iowa: Wm C Brown.
- Kalat, J.W. (2001). *Biological Psychology* (7th Ed.). Toronto: Wadsworth Thomson Learning.
- Kolb, B., & Whishaw, I.Q. (1996). *Fundamentals of Human Neuropsychology* (4th Ed.). New York: W.H. Freeman and Company.
- Schneider, M., & Tarshis, B. (1986). *Introduction to Physiological Psychology*, New York: Random House.
- Thompson, R. F. (1967). *Foundations of Physiological Psychology*, New York: Harper & Row.
- Toates, F. (2001). *Biological Psychology*. London: Pearson Education.

ASSESSMENT

- 40% Continuous/Formative Assessment (see PG Regulations)
60% End-semester/Summative Assessment : 3 hour written exam

MODEL QUESTION BASED ON OBE FORMAT

Remember

1. Define Ontogeny and phylogeny.
2. What is neuroplasticity?

Understand

3. Explain the structures of the brain stem .
4. Describe the anatomy of the motor system.

Apply

5. What would happen if the brain failed at regulating the internal environment of the body ?
6. If a drug partly blocks a membrane's potassium channels, how does it affect the action potential ?

Analyze

7. Compare and contrast the sympathetic nervous system and the parasympathetic nervous system.
8. Analyze the effects of specific brain damage on conscious processing.

Evaluate

9. Do you agree that in seeking an anatomical basis of behaviour, it is necessary to think in terms of complex circuits rather than single centres? Justify your answer.
10. Evaluate the neuronal basis of learning and memory.

Create

11. Write on the mysteries of the brain that remain unexplored.
12. A chemist synthesizes a new chemical that has an odour, though we do not have a specialized receptor for that chemical. How do you think our receptors would detect it?

SEMESTER II

Course Code: PSY-DE-525

Credits :4

NAME OF THE COURSE: EDUCATIONAL PSYCHOLOGY**Course Outcomes:**

- CO1:** Understand the nature and research methods of Educational Psychology
- CO2:** Understand the concept of school Psychology
- CO3:** Analyse different approaches in Education
- CO4:** Understand the increasing learner motivation, personal factors in motivation
- CO5:** Identify different models used to motivate students
- CO6:** Understand effective learning environment and Teacher effectiveness
- CO7:** Evaluate the need for class room management
- CO8:** Identify the different strategies for managing routine misbehaviours etc
- CO9:** Understand the in culture, socioeconomic status, and ethnic background affects the education
- CO10:** Understand the psychology of students with special needs

COURSE CONTENT**Module I: Nature and methods of Educational Psychology**

Definition-Scope-Subject Matter- Role of Research in Educational Psychology-Goals of Research - Value of Research

Research Methods in Educational Psychology: Experimental Research-Correlational Studies-Descriptive Research

Module Outcome

After completion of this module, the student should be able to:

- MO1: Understand the concept and characteristics of Educational Psychology (Un)
- MO2: Analyse role of research in Educational Psychology (An)
- MO3: Evaluate the research methods used in Educational Psychology (EV)

Module II: Theoretical perspectives in development

Cognitive Development: General principles - Brain-based Learning and Teaching

Piaget's theory: Major concepts – application of concepts in education

Vygotsky's socio-cultural theory- Major concepts – applications in education

Language development: Main Aspects- Language and thinking-Facilitating Language development in the classroom -.Socio-emotional development: Erikson's stages of psychosocial developmental - Kohlberg's Developmental stages of Moral Reasoning

Social contexts of development: Families-Peers- Schools.

Module Outcome

After completion of this module, the student should be able to:

MO1: Analyse and understand the theories and processes involved in Education (An)

MO2: Understand how language development can be facilitated in the classroom (Un)

Module III: Theories in Learning

Concept of Learning - Importance of learning, Barriers to learning- Proactive Strategies for Promotion of Learning- Theories of Learning: Behavioural approaches by Pavlov, Thorndike, Skinner - Implication of Behavioural Learning approach in Education.

Bandura's Social Cognitive Theory: process governing Observational learning- Sequence of Observational Learning- Vicarious Reinforcement and Vicarious Punishment

Cognitive Strategies Affecting Meaningful Learning: Abstracting- Elaborating- Schematizing- Organizing-Questioning-Note taking.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand behaviours in educational settings through different approaches to learning (Un)

MO2: Understand implication of Behavioural Learning approach in Education (Un)

MO3: Analyse different Cognitive Strategies Affecting Meaningful Learning (An)

Module IV: Effective Teaching and Learning Environment

Teacher effectiveness: Trait, Style and contingency approaches- Role of Teacher-Cognitive abilities and personality characteristics - Need for classroom management- Communication strategies – Discipline- effect of punishment- Making rules-Creating and maintaining Effective learning environment- Strategies for creating the right environment in the class- Impact of time on learning.

Module Outcome

After completion of this module, the student should be able to:

MO1: Identify the attitudes and skills of an effective teacher (Un)

MO2: Design effective Classroom management strategies (Ap)

Module V: Understanding the Learner

Differences in Intelligence, Socioeconomic status, culture, Gender,

Learning Style Differences-Learning and Thinking Styles: Impulsive/Reflective Styles-Deep Surface Style.

Increasing Learner motivation: Extrinsic and Intrinsic motivation; Personal factors in motivation-Model for promoting student motivation- Teacher student relationship.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand differences in culture, socioeconomic status, and ethnic background of the learner (Un).

MO2: Understand learner motivation (Un)

Module VI: Psychology of Students with Special Needs

Concept of Impairment, Disability, Handicap, Inability. Definition-Characteristics-Diagnostic Criteria, aetiology and implications on learning of students with: Intellectual Disability - Learning Disabilities - Attention Deficit Hyperactivity Disorder - Behavioural Disorders - Autism Spectrum Disorders - Gifted children - Emotionally Disturbed children.

Module Outcome

After completion of this module, the student should be able to:

Understand the concept of Impairment, Disability, Handicap, and Inability (Un)

Develop skills to identify the Students with Special Needs (Un)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments:
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Airasian, P. (1997) *Classroom assessment*. New York: McGraw Hill.

- Eggen, P., & Kauchak, D. (1999). *Educational psychology*. New Delhi: Prentice-hall of India Private Limited.
- Hallahan, D., & Kauffman, J. (1994). *Exceptional children*. MA: Allyn& Bacon.
- Hoff, E. (2008). *Language development*. CA: Thomson Learning
- Farrell, M. (2009). *Foundations of special education: An introduction*. Chichester: WileyBlackwell.
- Flanders, N. A. (1970). *Analysing teacher behaviour*. New York: Addison-Wesley Publishing Company.
- Fontana, D. (1995). *Psychology for teachers*, 3rd edition. U.K: MacMillan Press Ltd.
- Lindgren, H.C. (1989). *Educational psychology in the classroom*, 2nd edition. New York: John Willey & Sons.
- Peacock, G. G., Ervin, R. A., Merrell, K. W., & Edward J. Daly, I. (2012). *Practical handbook of school psychology: Effective practices for the 21st century*. Guilford Press.
- Santrock, J.W. (2006). *Educational psychology*, 2nd edition. New Delhi: Tata McGraw-Hill.
- Schroeder, E. & Kuriansky, J. (2009) *Sexuality education: past, present and future, Prager perspectives educational psychology*, USA.
- Salkind, N. J (2008). *Encyclopedia of Educational psychology* (2 Volume Set). Sage Publications, Inc
- Skinner, C. E. (1995) *Educational psychology* fourth edition. Prentice Hall of India Private Limited, New Delhi.
- Skinner, C. H. (1996). *Educational psychology*, USA.
- Slavin, R. E. (2015). *Educational psychology: Theory and practice*. Pearson Education, USA.
- Sprinthall, R. C., & Sprinthall, N. A. (1974). *Educational psychology: A developmental approach*. Addison Wesley Publishing Company.
- Tolmie, A. (2011). *Educational psychology: Research on cognitive and biological factors*. Edited: Davey, G. Applied Psychology. UK: Blackwell
- Tuckman, B., & Monetti, D. (2010). *Educational psychology*. Cengage Learning.
- Woolfolk, A (2014). *Educational psychology*, 12th edition, Delhi: Pearson Education.
- Woolfolk, A., Misra, G, Jha, A.K. (2012). *Fundamentals of educational psychology*, 11th edition. Pearson, India.
- Wright, R. J. (2012). *Introduction to school counselling*. USA: Sage Publications, Inc.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define Giftedness. List out some approaches used for teaching children who are gifted.
2. Discuss socio-emotional development using Erikson's theory.

Understand

3. Explain attention deficit hyperactivity disorder. What are some important aspects of attention deficit hyperactivity disorder?
4. Illustrate the prevalence and causes of Intellectual Disability. Explain the different Educational Provisions given to them.

Apply

5. Identify how the social contexts of families, peers, and schools are linked with socio-emotional development.
6. Choose different strategies for preventing and addressing student misbehaviours including bullying.

Analyze

7. Analyze how variations in culture, socioeconomic status, and ethnic background need to be taken into account in educating children.
8. Analyze the importance of interpersonal relationships on psychological well-being.

Evaluate

9. Evaluate why classroom management is both challenging and necessary.
10. Explain intelligence. Evaluate some controversies and issues about its use by educators.

Create

11. Formulate some effective approaches that teachers can use to deal with problem behaviours.
12. Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.

SEMESTER II

Course Code: PSY-DE-526

Credits: 4

NAME OF THE COURSE: ORGANIZATIONAL BEHAVIOUR**Course Outcomes:****CO1:** Critically appraise the approaches to study of organizational behaviour**CO2:** Describe the individual factors regulating organization**CO3:** Identify the effect of groups and teams on function of organization**CO4:** Understand the concept of leadership and trace its relevance in organizational set-up**CO5:** Understand and manage conflict in organization**CO6:** Evaluate the various organizational process**CO7:** Analyse impact of organizational process on employee behaviour**COURSE CONTENT****Module I: Introduction to Organizational Behaviour**

The concept-Characteristics of OB-Contributions of behavioural sciences--Challenges and opportunities for OB. Human Relations movement, Total quality Management movement. Emerging area of positive OB, Internet Revolution and OB

Module Outcome

After completion of this module, the student should be able to

MO1: Understand concepts and characteristics of OB

MO2: Analyse contribution of behavioural sciences to OB

MO3: Evaluate the evolution of OB

Module II: Human and Social Capital

Definition of human capital, social capital. The strategic importance and dimensions of human and social capital, socialization and developing Global Managers, Hofstede study, GLOBE projects, understanding social perception & Managing diversity, social cognition model of perception, Attribution theory, Managing diversity in organizations.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the concept and importance of human and social capital.

MO2: Evaluate the relevance of Global Managers in current OB scenario

MO3: Analyse relevance of social perception in organizations

MO4: Understand the concept of diversity and design diversity management strategies for organization

Module III: Individual in the Organization

Personality-job attitudes- job satisfaction- Employee engagement-work motivation-early and contemporary theories-organizational applications of motivational concepts- Competency - concept, relevance.

Module Outcomes

After completion of this module, the student should be able to

MO1: Evaluate the effects of personality in organization

MO2: Analyse the significance of job attitudes

MO3: Understand the role and relevance of work motivation

MO4: Design self-development strategies in organizational context

Module IV: Group and Interpersonal Process

Stages of group development- group properties-group decision making-Group Vs. Teams- types of teams- communication- types-communication network - communication process- barriers to effective communication

Module Outcome

After completion of this module, the student should be able to

MO1: Understand stages and process of group development

MO2: Evaluate difference between groups and teams

MO3: Analyse the role, process and types of communication within the organization

Module V: Leadership

Concept-trait, behavioural, contingency, and contemporary theories of leadership, servant leader, power and politics, causes and consequences of political behaviour, conflict and negotiation management- the conflict process-the impact of conflict on organizational performance-strategies for managing conflict.

Module Outcome:

After completion of this module, the student should be able to

MO1: Understand different theories of leadership

MO2: Analyse the role of power and politics

MO3: Evaluate the effect of conflict within the organization

MO4: Design effective conflict management strategies

Module VI: Organizational Process

Organisational structure-common organizational designs-organizational culture-creating and sustaining culture- Layers of organizational culture, Functions of organizational culture, ethnocentrism, removing ethnocentrism, organizational change-resistance to change-approaches to managing organizational change- Corporate Social Responsibility (CSR)-concept, relevance.

Module outcome

After completion of this module, the student should be able to

MO1: Understand the various organizational process

MO2: Analyse the role of organizational culture

MO3: Evaluate the importance of organizational change

MO5: Understand and analyse relevance of CSR

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Anderson, N, Ones, D.S. Sinangil,H.K.Viswesvaran, C.(2001). *Handbook of Industrial and Organizational psychology (vol.1&2)*. Sage publishers.

Buckingham, M., & Coffman, C. (1999). *First, break all the rules: What the world's greatest managers do differently*. New York: Simon & Schuster.

Chatterji , M (2011); *Corporate Social Responsibility* :New Delhi: Oxford University Press

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.

John S, & Stewart M;(2012) *Human Resource Management*: Amazon Asia Pacific Holding
Kinicki, A. & Kreitner, R. (2006). *Organisational behaviour: Concept, skill, practices*, 2nd Edn.: New Delhi . Tata Mc-Graw Hill

Luthans, F. (1989). *Organisational behaviour*: New Delhi Tata Mc-Graw Hill.

Robbins, S P.(2009). *Organizational behavior*.13th edition. New Delhi. Prentice hall of India.

- Suri, R.K.(2007). *International Encyclopedia of Organisational behaviour*. Pentagon Press.
- Sipe, W. J and Frick M.D. (2009). *Seven pillars of servant leadership : practicing the wisdom of leading by serving*. New York: Paulist Press
- Torrington, D. Hall, L. Taylor,S. Atkinson,C. (2014) .*Human Resource Management*. Pearson Publications

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define OB. Discuss the evolution of OB
2. Discuss the various challenges and opportunities in OB.

Understand

3. Explain the early and contemporary theories of motivation
4. What are the different barriers to effective communication within an organization?

Apply

5. Design effective conflict management strategy
6. Design effective diversity management strategy

Analyze

7. Analyze the difference between groups and teams.
8. Analyze the importance of human and social capital in current organizational scenario

Evaluate

9. Critically apprise the concept of organizational culture.
10. Evaluate various theories of leadership and its relevance in today's organization.

Create

11. What is organizational culture. Discuss ways of creating and sustaining culture
12. Design a strategy for organizational application of motivational concept

SEMESTER III**Course Code: PSY- CC- 531****Credits: 4****NAME OF THE COURSE: COUNSELLING PSYCHOLOGY****Course Outcomes:****CO1:** Critically appraise different types of counselling**CO2:** Describe different stages of counselling**CO3:** Understand unique approaches of counselling**CO4:** Evaluate theoretical perspectives of counselling**CO5:** Understand major ethical considerations in counselling**CO6:** Understand and apply various techniques in counselling**COURSE CONTENT****Module I: Introduction to Counselling**

Counselling: Definition - Scope – Goals – Historical Development - Related concepts: Case work - Anecdotal methods - Cumulative records – Guidance -Psychotherapy - Types of counselling: Crisis - Facilitative – Preventive – Developmental – Qualities and Skills of an Effective Counsellor - Ethics in counselling.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand concepts and basic types of counselling (Un)**MO2:** Understand historical development of counselling profession (Un)**MO3:** Evaluate the basic skills of counselors needed for effective counselling (Ev)**Module II: Process of Counselling**

Stages of counseling: Relationship building--Assessment and Diagnosis - Formulation of Counselling Goals - Intervention and problem solving - Termination and Follow-up - Research and Evaluation - Common problems of beginning counselors – Assessment in Counselling: Interview – observation – Psychological Tests.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand different stages of counselling (Un)**MO2:** Analyze relevance of counselling as an intervention (An)**MO3:** Evaluate assessments and tests in counselling settings (Ev)

Module III: Theoretical Concepts and Techniques in Counselling I

Psycho analytic theory - Adler's Individual psychology-Jung's Analytic psychology- Gestalt Therapy-Existential Therapy-Person centered Therapy – Reality Therapy.

Module Outcome

After completion of this module, the student should be able to:

MO1: Analyze the theoretical approaches in practicing counselling (An)

MO2: Apply therapeutic techniques for the benefit of clients (Ap)

Module IV: Theoretical Concepts and Techniques in Counselling II

Cognitive Behavioral Therapy - Rational- Emotive Behavior Therapy (REBT) - Cognitive Therapy - Transactional Analysis (TA) – Feminist Therapy – Eclectic Counselling – Group Counselling.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand and Apply different counselling techniques in community and organizational settings (Un)

MO2: Understand and Evaluate cognitive-behavior theories (Un)

Module V: Family Counselling

Concept of Family – Marriage – Forms of Marriage – Marriage and family problems - Importance of Communication - Family counselling: Basic Principles - Family Systems Theory - Strategic Family Therapy – Structural Family Therapy

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand the concept of marriage and family (Un)

MO2: Analyze the implications of family therapy (An)

Module VI: - Counselling in Special Settings

Child and Adolescent Counseling - Career Counseling – School Counseling-Mental Health Counseling – Crisis Counselling – Geriatric Counselling – De-addiction Counselling – HIV/AIDS Counselling – Multicultural Counselling.

Module outcome

After completion of this module, the student should be able to:

MO1: Understand specific approaches to counselling (Un)

MO2: Evaluate the need of counseling in unique areas (Ev)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Quiz
- Demonstration of counseling sessions
- Field work and survey

LEARNING RESOURCES

References

Douglas, B., Woolfe, R., Strawbridge, S., Kasket, E., & Galbraith, V. (2016). *The handbook of counseling psychology* (4th ed.). SAGE. New Delhi.

Goldenberg, H., & Goldenberg, I. (2002). *Counseling Today's Families* (4th ed.). Brooks/Cole, Thomson Learning.U.S.A.

Hutchinson, D. (2015). *The Essential Counselor: Process, Skills, and Techniques* (3rd ed.). SAGE.U.S.A.

Jones, R.N. (2008). *Basic counseling skills: A helper's manual*. New Delhi. Sage.

Neukrug, E. (2012). *Counseling theory and practice* (1st ed.). Brooks/Cole. New Delhi.

Nystul, M. S. (2015). *Introduction to Counseling: An art and science perspective*. SAGE Publications.

Raju, S., Jasseer, J., and Githin, V. G. (2018). *Basics of Counselling*, Delegate Books, Thiruvananthapuram, Kerala.

Rao, S.N., & Sahajpal, P. (2013). *Counselling and Guidance* (3rd ed.). Mc Graw Hill Education pvt limited. New Delhi.

Shertzer, B., & Stone,S.C. (1974). *Fundamentals of counseling*. Houghton Mifflin Company.U.S.A.

Stewart, W.). *An A-Z of Counseling Theory and Practice* (4th ed.). Nelson Thornes. U.K.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam

MODEL QUESTION PAPER BASED ON OBE FORMAT

Remember

1. Define counselling. Discuss various approaches to counselling
2. Discuss the scope of counselling by relating it with various social issues.

Understand

3. Explain cognitive behavioral theories of counseling
4. What are the common problems faced by the counsellor?

Apply

5. Elucidate the situation needed REBT
6. Design appropriate therapeutic strategies for family counselling

Analyze

7. Analyze the difference between psycho-analytical and existential therapies
8. Analyze the importance of family counselling to reduce domestic violence in families

Evaluate

9. Critically appraise various theoretical perspectives of counselling.
10. Evaluate various relaxation techniques in counselling

Create

11. Elucidate the need for mental health counselling and relate it with any pandemic situation.
12. Design a counselling framework focusing any relevant emotional issue in a family context.

SEMESTER III**Course Code: PSY-CC-532****Credits: 4****NAME OF THE COURSE: PSYCHOPATHOLOGY****Course Outcomes:**

- CO 1:** Understand the diagnostic criteria of mental disorders
- CO 2:** Acquire knowledge and skills of case history taking and mental status examination
- CO 3:** Develop proficiency in diagnosing mental disorders
- CO 4:** Understand and critically evaluate the biopsychosocial factors of mental disorders
- CO 5:** Apply the knowledge of psychosocial theories to develop management plan for mental disorders
- CO 6:** Create awareness programmes for alleviating stigma
- CO 7:** Apply the psychosocial theoretical understanding to self-awareness and self-management

COURSE CONTENT**Module I:Diagnosis and Classification of Mental Disorders**

Normality, Abnormality, Normal Mental health

Case History and Mental Status Examination

Epidemiological concepts- Incidents, Prevalence, lifetime prevalence, Risk factors, Comorbidity

History and evolution of DSM and ICD

Systems of classification: DSM-5 and ICD-10; DSM-5 - from Multi-axial Classification to Single Axis

Module Outcome

After completion of this module, the student should be able to:

- MO 1: Understand different perspectives of normality and abnormality (Un)
- MO 2: Achieve the skill of Case History taking and Mental Status Examination (Un, Ap)
- MO 3: Understand the Epidemiological concepts (Un)

MO 4: Understand and Analyse the Classificatory systems in Psychiatry (Un, An)

Module II: Organic mental disorders, Schizophrenia, Schizotypal disorder, Delusion Disorders and Substance Use Disorders

Dementia: Types and Clinical Features

Delirium: Types and Clinical Features

Other mental disorders due to brain damage and dysfunction and to physical disease: Types and Clinical Features

Personality and behavioural disorders due to brain disease, damage and dysfunction- Clinical Features

Schizophrenia: Clinical Features: Signs and Symptoms, Types

Schizotypal Disorder: Clinical Features, Signs and Symptoms

Persistent Delusional Disorder: Clinical Features, Signs and Symptoms

Schizoaffective Disorder: Clinical Features, Signs and Symptoms

Acute and Transient Psychotic Disorders: Clinical Features, Signs and Symptoms

Mental and behavioural disorders due to psychoactive substance use : Alcohol, Opioids, Cannabinoids, Sedatives or Hypnotics, Cocaine, Stimulants, Hallucinogens, Tobacco, Volatile Solvents, Psychoactive Substances, Use, Abuse, Dependence, Clinical Features, Signs and symptoms.

Module Outcome

After completion of this module, the student should be able to:

MO 1: Understand the organic cause of Mental disorders (Un)

MO 2: Analyse the Psycho social theories of Mental Disorders (An)

MO 3: Articulate different types of Organic Mental Disorders, Schizophrenia, delusional disorders and substance use disorders (Un, Re)

MO 4: Understand the epidemiological aspects of those mental disorders (Un)

Module III: Mood Disorders

Manic Episode: Clinical Features, Signs and Symptoms, Types

Bipolar Affective Disorder: Clinical Features, Signs and Symptoms, Types

Depressive Episode: Clinical Features, Signs and Symptoms, Types

Recurrent Depressive Disorder: Clinical Features, Signs and Symptoms, Types

Persistent Mood Disorders: Cyclothymia, Dysthymia, Clinical Features, Signs and Symptoms

Suicide: definition, types, risk factors (Psychiatric disorders, Social factors, Psychological factors, Genetic Factors, Physical disorder), Psychosocial theories of Suicide

Module Outcome

After completion of this module, the student should be able to:

MO 1: Understand the difference between Mood and affect (Un, Ev)

MO 2: List and Explain different types of Mood disorders (Un, Re)

MO 3: Understand and analyse the causal factors of Mood disorders (Un,An)

MO 4: Understand the epidemiological aspects of Mood disorders (Un)

MO 5: List and Explain aspects of Suicide (Risk factors, Bio Psychosocial Theories) (Un, Re)

Module IV: Neurotic, Stress-related and Somatoform disorders

Phobic Anxiety Disorders: Agoraphobia, Social Phobia, Specific Phobia- Clinical Features, Signs and Symptoms, Epidemiology

Other Anxiety Disorders: Panic Disorder, Generalized Anxiety Disorder, Mixed Anxiety and Depressive Disorder- Clinical Features, Signs and Symptoms, Epidemiology

Obsessive Compulsive Disorder: Clinical Features Signs and Symptoms, Types, Epidemiology
Reaction to severe stress, and adjustment disorders: Acute Stress Reaction, Post-Traumatic Stress Disorder, Adjustment Disorders-Epidemiology

Dissociative Disorders: Clinical Features and Signs and Symptoms, Types, Epidemiology

Somatoform Disorders: Somatization disorder, Un differentiated somatoform disorder, Hypochondriacal disorders, Somatoform autonomic dysfunction: Clinical Features, Signs and Symptoms, Epidemiology

Other Neurotic Disorders: Neurasthenia, Depersonalization-derealisation syndrome, other specified neurotic disorders, Neurotic disorder unspecified- Clinical Features, Signs and Symptoms, Epidemiology

Module Outcome

After completion of this module, the student should be able to:

MO 1: Understand the Neurotic Spectrum Disorders (Un)

MO 2: List and Explain the types of neurotic stress related disorders (Un, Re)

MO 3: Understand the biopsychosocial theories of neurotic stress related disorders (Un)

MO 4: Understand the epidemiological aspects of neurotic stress related disorders (Un)

Module V: Behavioural Syndromes associated with Physiological disturbances and Physical factors

Eating Disorders: Anorexia nervosa, Atypical anorexia nervosa, Bulimia nervosa, Atypical bulimia nervosa, Overeating associated with other psychological disturbances, Vomiting associated with other psychological disturbances, Other eating disorders, Clinical Features, Signs and Symptoms, Epidemiology

Non Organic Sleep Disorders: Nonorganic insomnia, Nonorganic hypersomnia, Nonorganic disorder of the sleep-wake schedule, Sleepwalking [somnambulism], Sleep terrors [night terrors], Nightmares, Other nonorganic sleep disorders, Nonorganic sleep disorder unspecified, Clinical Features Signs and Symptoms, Epidemiology

Sexual dysfunction, not caused by organic disorder or disease: Lack or loss of sexual desire, Sexual aversion and lack of sexual enjoyment, Failure of genital response, Orgasmic dysfunction, Premature ejaculation, Nonorganic vaginismus, Nonorganic dyspareunia, Excessive sexual drive, Clinical Features, Signs and Symptoms, Epidemiology

Module Outcome

After completion of this module, the student should be able to:

- MO 1: Understand the disorders such as eating disorders, sleep disorders, and sexual dysfunction (Un)
- MO 2: List and Explain the types of eating disorders, sleep disorders, and sexual dysfunction (Un, Re)
- MO 3: Understand the symptoms, biopsychosocial theories of eating disorders, sleep disorders, and sexual dysfunction (Un, Ev)
- MO 4: Understand the epidemiological aspects of eating disorders, sleep disorders, and sexual dysfunction (Un)

Module VI: Disorders of Adult personality and Disorders of Childhood and Adolescence

Personality Disorders: Paranoid personality disorder, Schizoid personality disorder, Dissocial personality disorder, Emotionally unstable personality disorder, Impulsive type, Borderline type, Histrionic personality disorder, Anankastic personality disorder, Anxious [avoidant] personality disorder, Clinical Features, Signs and Symptoms, Epidemiology

Habit and impulse disorders: Pathological gambling, Pathological fire-setting [pyromania], Pathological stealing [kleptomania], Trichotillomania, Clinical Features, Signs and Symptoms, Epidemiology

Gender identity disorders: Transsexualism, Dual-role transvestism, Gender identity disorder of childhood, Clinical Features, Signs and Symptoms

Disorders of sexual preference: Fetishism, Fetishistic transvestism, Exhibitionism, Voyeurism, Paedophilia, Sadomasochism, Clinical Features, Signs and Symptoms

Mental retardation: Definition, Levels of Mental Retardation, Epidemiology

Specific developmental disorders of scholastic skills: Specific reading disorder, Specific spelling disorder, Specific disorder of arithmetical skills, Mixed disorder of scholastic skills, Epidemiology.

Pervasive Developmental Disorders: Childhood Autism, Atypical Autism, Rett's Syndrome
Epidemiology

Hyperkinetic disorder, Conduct disorders, Emotional disorders with onset specific to childhood (Separation anxiety, Phobic anxiety disorder, Social anxiety disorder, Sibling rivalry disorder)

Module Outcome

After completion of this module, the student should be able to:

MO 1: Understand the types, symptoms and Causal factors of Personality disorders (Un, Ev)

MO 2: Understand the types, symptoms and Causal factors of Childhood disorders (Un, Ev)

MO 3: Understand and analyse habit and impulse disorders, gender identity disorders and disorders of sexual preference (Un, An)

MO 4: Analyse the Bio Psychosocial factors influencing personality disorders, childhood disorders, habit disorders, and disorders of sexual preferences (An, Un)

Note: In units II-VI, Diagnostic criteria, Characteristic features, and Aetiological factors (biological and psycho-social) of the disorders have been included.

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates

- Quiz

LEARNING RESOURCES

References

- Ahuja, N. (2011). *A short textbook of psychiatry: 20th year edition* (7th ed.). Jaypee Brothers Medical Pub.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, 5th Edition: DSM-5* (5th ed.). American Psychiatric Publishing.
- Carson, R. C., Mineka, S., & Butcher, J. N. (2000). *Abnormal psychology and modern life (11th Edition)* (11th ed.). Allyn & Bacon.
- Casey, P., & Kelly, B. (2019). *Fish's clinical psychopathology: signs and symptoms in psychiatry* (4th ed.). RCPsych Publications.
- Hamilton, M. (1985). *Fish's clinical psychopathology* (Subsequent ed.). John Wright.
- Millon, T., Blaney, P. H., & Davis, R. D. (1999). *Oxford textbook of psychopathology* (1st ed.). Oxford University Press.
- Sadock, B. J., Sadock, V. A., & Md, R. P. (2017). *Kaplan and sadock's comprehensive textbook of psychiatry (2 Volume Set)* (10th ed.). LWW.
- Sims, A. C. P. (1995). *Symptoms in the mind: an introduction to descriptive psychopathology* (2nd ed.). Saunders Ltd.
- World Health Organization. (1992). *The ICD-10 Classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (1st ed.). World Health Organization.

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
- 60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define Normality and abnormality.
2. List and explain different types of mood disorders.

Understand

3. Describe the clinical features of Recurrent Depressive Disorder.
4. Describe the Cognitive theories of Obsessive Compulsive Disorder.

Apply

5. Assess the suicides in Kerala based on psychosocial theories of suicide.
6. Assess the impact of traumatic life experiences in personality disorder.

Analyse

7. Analyse the psychosocial theories of depression.
8. Analyse Clark's Cognitive theory of panic disorder.

Evaluate

9. Psychosis is a continuum. Evaluate
10. Critically evaluate diagnostic systems in psychiatry.

Create

11. How would you apply the understanding of psychosocial theories of mental disorders to clinical practice?
12. How would you psycho educate a family member about the role of expressed emotions in schizophrenia ?

SEMESTER III

Course Code: PSY-CC -533

Credits: 4

NAME OF THE COURSE: ADVANCED SOCIAL PSYCHOLOGY**Course Outcomes:**

CO1: Understand theoretical Perspectives, research Possibilities and familiarise instruments for measuring social dimensions.

CO2: Understand major functions of self in Social context.

CO3: Evaluate different models of social perception and apply attribution theory to explain underlying cause of behaviour.

CO4: Understand attitude and change of attitude on the basis of different models.

CO5: Understand how individuals respond to expectations of others and relationship process.

CO6: Apply social psychology in unique social situations

COURSE CONTENT**Module I: Introduction to Social Psychology**

Scientific description and explanation of social psychology---A brief history of social psychology --Sociological social psychology (SSP) and Psychological social psychology (PSP)--Major theoretical perspectives of social psychology---The socio cultural perspective--The evolutionary perspective--The social learning perspective---The phenomenological perspective---The social cognitive perspective--- Multidisciplinary approaches in social psychology---Research methods in social psychology---Research strategies---Experiments and Quasi-experiments---Survey research---Qualitative approaches---Threats to validity in experimental research--Instruments dealing with social dimensions.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand the concept of social psychology and scope of research (Un)

MO2: Analyse theoretical perspectives of social psychology (An)

MO3: Evaluate the evolution of social psychology as a scientific discipline (E)

Module II: Social Self

Self-Construals---Introspection and Self-reflection---Self perception theory---Social appraisal--Social comparison---Self in Interpersonal relationships---Social identity---Organizational function of the self---Self concept--Self-schemas --Self-esteem---Motivational functions of the self--Self-assessment motive---Self-enhancement motive---Self presentation and self-enhancement---Sociometer theory---Terror management theory---Regulatory functions of the self---Self-awareness theory---Self-regulation theory.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand self in social context or social self (Un)

MO2: Analyse functions of self (An)

MO3: Apply self development approaches (Ap)

Module III: Social Cognition

Social cognition---Fundamental social cognitive processes: attention, interpretation, judgment, and memory---Conservation of mental effort---Expectation confirmation strategies---Self-fulfilling prophecy---Dispositional inferences: Correspondence bias, Fundamental attribution error, Actor-observer difference---Cognitive shortcuts: Representativeness heuristics, availability heuristics---Schema---Stereotype---Impression formation---Dissociation model---Stereotype suppression and Rebound effect---Attitude---The multi component model of attitude---Structure and functions of attitude---Models of attitude-Behaviour relations: Theory of reasoned action, Theory of planned behaviour, MODE model and RIM model---Persuasion---Models of persuasion: The information processing model, Cognitive response model, Dual process theory of persuasion, The heuristic-systematic model---Counter attitudinal behaviour and Cognitive dissonance theory.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand fundamental social cognitive processes in decision making (Un)

MO2: Analyse schema and stereotype as cognitive short cuts (An)

MO3: Evaluate different models of attitude (Ev)

Module IV: Social Perception

Social perception---Configural model---Cognitive algebra model---Role of non verbal communication---Attribution theories---Attribution Biases---Stereotypes---Barriers to stereotype change---Prejudice---Personality approaches to prejudice---Cognitive approaches to prejudice---Group approaches to prejudice---Psychological interventions to reduce prejudice.

Module Outcomes

After completion of this module, the student should be able to:

MO1: Understand the concept of social perception (Un)

MO2: Analyse contribution of communication in social perception (An)

MO3: Evaluate attribution theories and prejudice (Ev)

Module V: Social Relations and Social Influence

Social facilitation---Social norms---Normative and informational social influence---Deliberate social influence---Compliance---Compliance techniques---Minority-Majority influence---

Conformity-Classic studies on conformity--Group decision making--Group polarization---Group think---Obedience---Milgram's obedience paradigm---Theoretical analysis of obedience---Determinants of obedience.

Affiliation and friendship---Relationships---psychological well being---Role of social support--Interpersonal attraction--Benefits of physical attractiveness—Psychological attraction: Proximity, Familiarity, Similarity---General relationship processes---Exchanging relationships, Communal relationship---Disclosure---Social penetration theory---Perceived partner responsiveness---Relationship ending.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand social facilitation components and role of interpersonal relationships (Un)

MO2: Evaluate techniques and experiments on social facilitation components (Ev)

MO3: Understand interpersonal relationships on psychological well being (Un)

Module VI: Social Psychology in Action

Applied Social Psychology—Intervention And Evaluation---Applying Social Psychology To Education And Classroom—Sports Teams—Organization---Health—Environment---Cultural Psychology---Community Psychology---Peace Psychology.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand the scope of research on social psychology (Un)

MO2: Analyse contribution of social psychology in specific areas (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Aronson, E., Ellsworth, P.C., Carlsmith, J.M., & Gonzales, M.H. (2nd edn.).(1990). *Methods of Research in Social Psychology*. Singapore: McGraw-Hill.

Baron, A.A., & Byrne, D. (1995). *Social Psychology: Understanding Human Interaction*. 7th Edn. Prentice Hall Pvt.Ltd., New Delhi.

- Kakar, S. (1997). *Culture and Psyche*. Oxford University Press, New Delhi.
- Misra, G. (Ed). (1990). *Applied Social Psychology in India*. Sage, New Delhi.
- Myers, D.G. (1990). *Social Psychology*, 3rd Edn. McGraw Hill Inc. N.Y.
- Pareek, U., & Rao, T.V. (1992). *First handbook of psychological and social Instruments*. N.D: Concept publishing company.
- Schneider, F.W., Gruman, J.A., & Coutts, L.M. (Eds.). *Applied social psychology: understanding and addressing social and practical problems* (2nd ed., pp.62-81). N.D.
- Semni, G.R., & Feidler, K. (eds). (1996). *Applied Social Psychology*. Sage, London.
- Smith, E.R., & Mackie, D.M. (1995). *Social Psychology*, Worth Publishers, N.Y.
- Stroebe, W., Hewstone, M., & Jonas, K. (2015). *Introducing Social Psychology*. In Hewstone, M., Stroebe, W., & Jonas, K (Eds.). *An Introduction to social psychology* (6th ed., pp.3-24). U.K.
- Taylor, S.E., Peplan, L.A., & Sears, D.O. (1997). *Social Psychology*. Prentice Hall: U.S.A.

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define social psychology. Discuss the historical development of social psychology.
2. Discuss the ethical issues of doing experimentation in social psychology

Understand

3. Explain various functions of self.
4. Discuss about psychological interventions to reduce prejudice.

Apply

5. Give an account of social instruments which can be used in the assessment of social dimensions.
6. Is conformity a social issue? Give an explanation with supporting studies.

Analyze

7. Analyze the difference between schema and stereotype as cognitive shortcuts.
8. Analyze the importance of interpersonal relationships on psychological well-being.

Evaluate

9. Critically appraise social influencing components.
10. Evaluate various theories of attitude formation and link it with prejudice.

Create

11. Define attribution. Give explanation about academic motivation on the basis of attribution inferences.
12. How can we make use of social psychological aspects for the improvement of health?

SEMESTER III**Course Code : PSY- DE-534****Credits : 4****NAME OF THE COURSE: ADVANCED NEUROPSYCHOLOGY****Course Outcome****CO 1:** Understand the brain behaviour relationship**CO 2:** Understand the functional and anatomical aspects of brain**CO 3:** Apply the knowledge of neuropsychology to understand the human behaviour**CO 4:** Analyse the advancement in the field of neuropsychology**CO 5:** Develop skill in identifying brain areas associated with higher cortical functions**CO 6:** Understand the basics neuropsychological assessments**COURSE CONTENT****Module I: Introduction to Neuropsychology**

Neuropsychology: Nature and objectives, History of Neuropsychology, Modern Neuropsychology, Relevance of neuropsychology for clinical practice, Invasive methods: Anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, Non-invasive methods: Polygraph, scanning methods.

Module Outcome

After completion of this module, the student should be able to:

MO 1: Understand the nature and scope of neuropsychology (Un)**MO 2:** Understand research methods in neuropsychology (Un)**MO 3:** Analyse the clinical application of neuropsychology research methods (An)**MO 4:** Analyse the application of radiological investigations in understanding disorders of the nervous system**Module II: Common Neurological Disorders**

Traumatic Brain Injury, Vascular Disorders: Stroke, Vascular Dementia, Multi-infarct dementia, Hypertension, Migraine. Degenerative Disorders: Cortical Dementias – Subcortical Dementias – Multiple Sclerosis – Normal Pressure Hydrocephalus

Module Outcome

After completion of this module, the student should be able to:

MO 1: Understand the common neurological disorders (Un)

MO 2: Understand and evaluate the cause of neurological disorders (Un, Ev)

MO 3: Understand and analyse the psychological consequences of neurological disorders (Un, An)

Module III: Disorders of Higher Cerebral Functions

Aphasia –Symptoms, Causes and Types, Apraxia – Symptoms, Causes and Types, Agnosia – Symptoms, Causes and Types, Amnesia – Symptoms, Causes and Types, Epilepsy-Causes and Types

Module Outcome

After completion of this module, the student should be able to:

MO 1: Understand the disorders of higher cerebral functions (Un)

MO 2: Understand and analyse the causes of disorders of higher cerebral functions (Un, An)

MO 3: Understand the psychological correlates of the disorders of higher cerebral functions (Un, An)

Module IV: Cortical Lobe Functions and their Disturbances in the Presence of Brain Lesions

The Frontal Lobe (Anatomy and subdivisions of frontal cortex, Connections of motor and premotor areas, Connections of prefrontal areas, Asymmetry and heterogeneity of frontal lobe functions. Frontal lobe syndrome, Psychiatric disorders associated with frontal lobe),

The Temporal Lobe (Anatomy and functions of temporal lobe, Temporal lobe syndrome),

The Parietal Lobe (Anatomy and functions of parietal lobe, Parietal lobe lesions, Body schema disturbances, Tactile agnosia, Neglect syndromes),

The Occipital Lobe: Anatomy and functions of Occipital lobe, Subdivisions of the occipital cortex, connections of the visual cortex, Occipital lobe lesions)

Module Outcome

After completion of this module, the student should be able to:

MO 1: Understand the anatomical structures of frontal, temporal, parietal and occipital lobes (Un)

MO 2: Understand the functions of frontal, temporal, parietal and occipital lobes (Un)

MO 3: Understand and evaluate the lobular functioning and its connection with behaviour and psychopathology (Un, Ev)

Module V: Hemispheric Asymmetry of Function

Handedness and functional asymmetry, Sex differences in cerebral organization, Environmental effects on asymmetry, The concept of cerebral dominance, unilateral lesion studies, hemispherectomy, cerebral commissurotomy.

Module Outcome

After completion of this module, the student should be able to:

- MO 1: Understand the concept of cerebral dominance (Un)
- MO 2: Understand functional asymmetry of brain (Un)
- MO 3: Understand the structural dominance of brain (Un)
- MO 4: Understand and evaluate the unilateral lesion studies (Un, Ev)

Module VI: Neuropsychological Assessment and Cognitive Rehabilitation

Overview of popular tools to assess the following neuropsychological functions: Orientation, attention, perception, memory, verbal functions, construction, executive functions, concept formation and reasoning. Neuropsychology assessment batteries (NIMHANS Neuropsychology Battery, Hallstead Reitan, Luria Nebraska)

Cognitive Rehabilitation: Models and theoretical approaches to cognitive rehabilitation, Methods of neuropsychology rehabilitation, variables influencing outcome in rehabilitation. Major influences and recent advances in the development of rehabilitative neuropsychology, vital issues and current trends.

Module Outcome

After completion of this module, the student should be able to:

- MO 1: Understand the applications of neuropsychological assessment (Un)
- MO 2: Understand various neuropsychological tests (Un)
- MO 2: Evaluate and understand popular neuropsychology assessments (Ev)
- MO 3: Analyse the advantages and disadvantages of neuropsychological assessments (An Ev)
- MO 4: Understand the advancement in cognitive rehabilitation (Un, An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates

- Demonstration of simple experiments

LEARNING RESOURCES

References

Beaumont, J.G. (1983) *Introduction to neuropsychology* Oxford: Blackwell Scientific Publications.

Bradshaw, J.L., & Mattingley, J.B. (1995). *Clinical neuropsychology: behavioural and brain science*, Sandiego: Academic Press.

Kolb, B., & Whishaw, I.Q. (1996). *Fundamentals of human neuropsychology* (4th Ed.). New York: W.H. Freeman and Company.

Lezak, M.D., Howieson, D.B., & Loring, D.W. (2004). *Neuropsychological assessment* (4th Ed.) New York: Oxford University Press.

Rajeswaran, J.(2013) *Neuropsychological Rehabilitation*. London: Elsevier Inc

Walsh, K., & Darby D. (1999). *Neuropsychology* (4th Ed.). Edinburgh: Churchill Livingstone.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. What do you mean by invasive and non-invasive methods?
2. List and explain different types of dementia.

Understand

3. Describe the psychiatric disorders associated with frontal lobe functions.
4. Describe the structural and functional asymmetry of brain.

Apply

5. Explain the application of neuropsychological assessments in clinical setting.
6. Explain the applications of cognitive rehabilitation.

Analyse

7. Analyse the role of a neuropsychologist in cognitive rehabilitation.

8. Differentiate between cortical and subcortical dementias

Evaluate

9. Critically evaluate the assessment in neuropsychology.

10. How would you evaluate brain behaviour relationship?

Create

11. How would you apply the understanding neuropsychology in to clinical practice?

12. How would you design a cognitive retraining programme for a person with traumatic brain injury?

SEMESTER III

Course Code: PSY-DE-535

Credits: 4

NAME OF THE COURSE: ASSESSMENT IN EDUCATIONAL SETTINGS**Course Outcomes:****CO1:** Understand psycho-educational assessment**CO2:** Understand the purpose of class room assessment**CO3:** Explain different psychological tests for assessing cognitive processes in children**CO4:** Describe different psychological disorders in childhood**CO5:** Analyze substance abuse and suicide risk among children**CO6:** Explain the problems among children using different assessment tools**CO7:** Interpret aptitude and interest of children to help them in career decision making**COURSE CONTENT****Module I: Introduction to Educational Assessment**

Psycho-educational assessment Definition - purpose - steps - Psycho-educational interview: interviewing caregiver/parent, teacher- Observing the child: Types of observation – Naturalistic observation, systematic direct observation, time sampling procedures

Assessment of behaviour- Functional assessment of academic behaviour- Functional analysis- Functional behavioural assessment- Applied Behaviour Analysis

Purpose of class room assessment: Types of assessment- Data collection methods-Standardized and non-standardized assessments-Ethical issues and responsibilities

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the purpose of Psycho-educational assessment (Un)**MO2:** Outline the steps in Psycho-educational assessment (Ap)**MO3:** Apply the assessment of Behaviour (Ap)**Module II: Assessment of Intelligence and Memory**

Assessment of intelligence: Seguin Form Board, Binet-Kamat Test, Bhatia's battery of performance test of intelligence, Wechsler Intelligence Scale for Children (WISC – IV), Wechsler Preschool and Primary Scale of Intelligence, Malin's Intelligence Scale for Indian Children, Raven's Progressive Matrices: Coloured, Standard and Advanced.

Assessment of Memory: Benton Visual Retention Test, Children's memory scale, Rivermead Behavioural Memory Test for Children (RBMT-C), Visual Aural Digit Span Test, Wechsler Memory Scale.

Module Outcome

After completion of this module, the student should be able to

MO1: Utilize the assessment of Intelligence (Ap)

MO2: Apply the assessment of Memory (Ap)

Module III: Assessment of Disorders in Childhood

Vineland Adaptive Behaviour Scales-Childhood Autism Rating Scale-Indian Scale for Assessment of Autism-Conner's rating scale-ADHD Rating Scale 5 for Children and Adolescents- NIMHANS Index of SLD-Child Behaviour Checklist-Behavioural and Emotional rating Scale-Children's Yale-Brown Obsessive Compulsive scale-Leyton Questionnaire-Obsessive Compulsive Rating Scale-NIMH Global Obsessive Compulsive Rating Scale- Padua Inventory-Clark-Beck Obsessive Compulsive Inventory

Module Outcome

After completion of this module, the student should be able to

MO1: Make use of Adaptive Behaviour (Ap)

MO2: Assess the Autism Spectrum Disorder (Ap)

MO3: Utilize the assessment of ADHD (Ap)

MO4: Identify the Specific Learning Disability (Ap)

MO6: Choose appropriate assessment for identifying Obsessive compulsive disorder (Ap)

Module IV: Assessment of Anxiety, Depression and Suicide Risk

Anxiety Disorders Interview Schedule, Social anxiety scale for children – Revised, Social Phobia and Anxiety Inventory for Children, Beck Anxiety Inventory- Children's Depression Inventory, Reynolds Adolescent Depression Scale, Beck Depression Inventory-Beck Scale for Suicide Ideation, Beck Hopelessness Scale, Hopelessness scale for children

Module Outcome

After completion of this module, the student should be able to

MO1: Make use of assessment to identify Anxiety (Ap)

MO2: Identify Depression using appropriate psychological assessment (Ap)

MO3: Understand the suicidal risk using appropriate assessment. (Ap)

Module V: Substance Abuse and Trauma

Substance Abuse Subtle Screening Inventory

Interviewing children about sexual abuse - Interview structure, Protocol and Guidelines-
Questioning Techniques- Standardised tests and measurements

Children's PTSD Inventory

Module Outcome

After completion of this module, the student should be able to

MO1: Interpret substance abuse using assessment (Un)

MO2: Recommend guidelines for assessing Sexual abuse (Ap)

MO3: Identify psychological trauma using assessment (Ap)

Module VI: Assessment of Aptitude and Interest

General Aptitude Test Battery, Differential Aptitude Test (DAT)

Strong Vocational Interest- Kuder Preference Record- Thurstone Interest Schedule

Career decision making.

Module Outcome

After completion of this module, the student should be able to

MO1: Explain and identify assessment of aptitude (Ap)

MO2: Demonstrate and understand assessment of Interest (Ap)

MO3: Plan a Career Decision Making (Cr)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments:
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Airasian, P. (1997) *Classroom assessment*. New York: McGraw Hill.

Dombrowski, S. C. (2015). *Psycho-educational assessment and report writing*. New York: Springer

- Eggen, P., & Kauchak, D. (1999). *Educational psychology*. New Delhi: Prentice-hall of India Private Limited.
- Faller, K. C. (2007) *Interviewing children about sexual abuse*. New York: Oxford University Press
- Flanagan, R., Allen, K. & Levine, E. (2015) *Cognitive and behavioural interventions in school*. New York: Springer
- Watson, T. S. & Skinner, C. H. (2004) *Encyclopedia of school psychology*. U.S.A.: Kluwer Academic/Plenum Publishers.
- Woolfolk, A., (2012). *Educational psychology*, 9th Ed. Pearson, India.
- Woolfolk, A., Misra, G, Jha, A.K.(2012).*Fundamentals of educational psychology*, 11th Ed. Pearson, India.
- Wright , R. J. (2012). *Introduction to school counselling*. USA: Sage Publications, In.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Explain about psycho-educational assessment in school.
2. Discuss about different anxiety tests used for children.

Understand

3. Examine the presence of psychological disorders in children by the use of standardized psychological tests.
4. What are the psychological assessment used to identify the sexual abuse among children?

Apply

5. How to identify substance abuse, trauma and suicide risk in children using different assessment tools?
6. Explain the nature of Malin's Intelligence Scale for Indian Children (MISIC). Point out its application in the educational setting.

Analyze

7. Analyze the different psychological tests for assessing cognitive processes in children?
8. What are the advantages of using Assessment Techniques in educational setting and how assessment will improve the teachers and schools?

Evaluate

9. Evaluate the different tests used to assess the depression and suicidal risk among children and adolescents.
10. Evaluate the purpose of assessment in class room? Describe the ethical issues and responsibilities in classroom assessment.

Create

11. How can we help children to design them effective Career Decision using aptitude and Interest Test?
12. Propose the different tools used for the assessment of Obsessive compulsive disorder. Explain.

SEMESTER III

Course Code: PSY-DE-536

Credits: 4

NAME OF THE COURSE: HUMAN RESOURCE DEVELOPMENT**Course Outcomes:****CO1:** Understand the process and practice of managing Human Resource**CO2:** Appraise the process of human resource planning.**CO3:** Analyse aspects involved in selection of human resource.**CO4:** Trace relevance and scope of competency models in organizations**CO5:** Create plans to promote human resource development.**CO6:** Evaluate various practices for effective maintenance of HR.**CO7:** Examine the various methods of managing human relations.**COURSE CONTENT****Module I: Understanding Human Resource**

Meaning and definition of HRD , Human Resource Development- Importance-Fundamental concepts and perspectives-Functions and activities of HRM and Development. Department of HRM -Globalization and its implications –Reengineering of work force for improved productivity-Legal considerations and employee rights -Equal Employment Opportunity-Ethical issues.

Module Outcomes

After completion of this module, the student should be able to

MO1: Understand meaning of human resource

MO2: Analyse the importance and fundamental concepts in HRD

MO3: Evaluate the functions and activities of HR

MO4: Analyse the effects of globalization on HR

MO5: Evaluate the legal implications of employee rights

Module II: Planning and Selection

Human resource planning – Uses and benefits – Problems and limitations - HR policy – anticipating human resource needs –Steps and methods

Human resource selection – Process – Steps – Sources – Increasing the pool of potentially qualified applicants – selection devices - Recruitment and placement - Interview-Induction – Assessment centre approach

Module Outcome

After completion of this module, the student should be able to

MO1: Understand aspects of HR planning

MO2: Evaluate the process of HR selection.

MO3: Analyse the role of recruitment and placement in HR

MO4: Apply the concepts of planning and selection

Module III: Competency Mapping

What is competency. Developing competency models. Issues related to developing competency models. Competency based applications. Formation of a competency framework. Competency model for HR.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the significance of competency models

MO2: Design competency mapping models

Module IV: Job Design

Job description. Designing and analysing job – Critical issues in analysis-Job redesigning – Approaches and activities of job designing – Need for information, structured procedures and methods. Job changes – Promotions – Transfers – Promotion and transfer policies – Termination and other dislocations – Job enlargement - Job enrichment –Rotation and job evaluation.

Module Outcome

After completion of this module, the student should be able to

MO1: Analyse relevance of job designing

MO2: Evaluate approaches and activities of job designing

MO3: Create effective job designs

MO4: Understand and apply concepts of Job change

MO5: Understand and apply concepts of job enrichment

Module V: Development and Motivation

Training and Development – Methods – Employee Orientation and Training - Performance Management and appraisal techniques-Career Planning and Development – Technique. Personnel productivity through motivation strategies – Incentives – Financial – Non-financial work scheduling and motivation – Rewarding the productive employee.

Module Outcome

After completion of this module, the student should be able to

MO1: Analyse aspects affecting employee development and motivation

MO2: Understand concept of training and development

MO3: Evaluate various performance management and appraisal techniques

Module VI: Maintenance of HR

Total compensation wages-salary, Bonus, and Performance based pay-Indirect Compensation-Legal and Environmental impact -Employee fringe benefits and social security - Employee benefits – Types and objectives – Quality of work life – Worker’s participation in management Effective human relations –Labour relations and collective bargaining – Industrial relations – Industrial disputes – Negotiations – Arbitration and industrial discipline. Occupational safety and health -HR Research

Module Outcome

After completion of this module, the student should be able to

MO1: Understand various aspects of total compensation

MO2: Analyse the benefits of compensation programs

MO3: Apply methods of maintaining effective human relations within the organization

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES**References**

- Beich. E . (2015). *Training and Development for Dummies*. New Jersey: John Wiley & Sons.
- Bishop. M. & Crooks. S (2016). *HR for Small Business*. West Sussex: John Wiley & Sons.
- Cenzo, De & Robbins, S.P. (1996). *Human Resource Management*. 5th ed. John Wiley and Sons Inc.
- Capuzzi. D & Stauffer, M.D .(2019). *Career Counseling :Foundations, perspectives, and applications*. 3rd edition. UK: Routledge
- Dalar, A. & Singh, A.K. (1989). *Human Resource Development: Psychological Perspectives*. The Academic Press, Gurgaon, Haryana.
- Deb, T.(2006).*Strategic Approach To HRM: Concepts, Tools and Application*. New Delhi: Atlantic Publishers and Distributors.
- Dessler, G. (2007). *Human Resource Management*. 7th ed. Prentice Hall, India
- Mamoria, C.B.(1992). *Personal Management (Management of Human Resources)*8th ed. Himalaya Publishing House, Bombay.
- Pareek, U & Purohit, S. (2018). *Training Instruments in HRD and OD*. New Delhi: SAGE
- Pareek, U. & Lynton, R. P .(2011).*Training for Development* .New Delhi: SAGE
- Sanghi. S.(2007). *The Handbook of Competency Mapping*. 2nd Edition. New Delhi. Response Books. SAGE.

Swanson, J.L & Fouad, N. A .(2020) *Career Theory & Practice: Learning through Case studies*. 4th ed. US: SAGE.

Stones, A.F., Freeman, R.F. and Gilbert, D.R.(1997). *Management*.6th ed. Prentice Hall.

Tripathi, P.C. (1982). *Personal Management*. 3rd ed. Sultan Chand & Sons, Daryaganj, New Delhi.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define HR. Discuss the various challenges and opportunities in HR
2. Discuss the uses of competency model in organization.

Understand

3. Explain the theories of career counselling.
4. Explain the benefits of indirect compensation.

Apply

5. Design effective job design technique.
6. Design different strategies of job enlargement

Analyze

7. Analyse the benefits of compensation programs.
8. Evaluate the importance of manpower selection.

Evaluate

9. Critically apprise performance management process
10. Evaluate relevance of career counselling in contemporary organization

Create

11. Design effective motivational strategy for enhancing personnel productivity
12. Design a competency framework for industry of your choice

SEMESTER IV**Course Code: PSY- CC-541****Credits :4****NAME OF THE COURSE: DISSERTATION****Course Outcomes:****CO1:** Develop relevant research questions**CO2:** Demonstrate competence in conducting original research work**CO3:** Understand the ethical issues involved in research**CO4:** Understand the methodology of psychological research**CO5:** Explore and address the relevant psycho-social factors in society through research**CO6:** Create an appropriate research design to carry out the research work**CO7:** Develop skills to identify and use statistical procedures and tools**CO8:** Create relevant research reports for wider social dissemination**CO9:** Develop competence to communicate research findings**CO10:** Critically evaluate value of research work available**DISSERTATION GUIDELINES****Stage I: Developing A Research Proposal**

Identifying research interests. Conduct relevant literature review. Formulate Research problem. Identify variables. Construct research problems, objectives and hypotheses. Develop conceptual framework. Develop and present the research proposal (Quantitative/ Qualitative) following APA guidelines. Addressing ethical concerns.

Stage II: Research Method

Selecting a study design. Selecting a method of data collection. Identifying appropriate tools. Conducting Pilot study. Establish validity/ reliability. Selecting a sample. Drafting introduction, review of literature, and method chapters as per APA guidelines.

Stage III: Data Analysis

Sample and population. Normal distribution. Standard scores. Parametric/Non parametric tests. Correlation. Regression. Choosing Appropriate Statistical Tests. Understanding software packages: SPSS/Nvivo/ MS Excel Developing Results and discussion. Drafting results and discussion chapters

Stage IV: Research Report /Thesis

Structure/format of research report. Style of writing. Writing of summary and conclusion. Discuss relevance and limitations. Identify directions for future research. Typing and formatting. Evaluating research report. Writing Psychological Essays. Reporting observational studies. Writing your Thesis. APA Style Referencing. Final Submission. Preparing for Viva-Presentation. Presenting your thesis. Publishing your thesis.

Note:

- Dissertation work shall start at the beginning of Semester II.
- Presentation of research proposal should be completed before the end of Semester II.
- Introduction, Review of literature and Method chapters should be completed before the end of Semester III.
- Data collection, Data analysis, Report writing, Presentation of the report should be completed before the end semester examination of Semester IV.
- Students are encouraged to prepare a research article based on their dissertation topic.

**The Department Council shall take appropriate decisions in this regard.*

LEARNING RESOURCES**References**

- Bell, P. Staines, P & Mitchell, J. (2001). *Evaluating, doing and writing research in psychology*. New Delhi. Sage Publications.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. (4th ed.) Thousand Oaks, California: SAGE Publications.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles, CA: Sage.
- Grbich. C. (2013). *Qualitative data analysis: An introduction*. New Delhi: Sage.
- Hart, C. (2005). *Doing your masters dissertation*. New Delhi: Vistaar Publications.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioural research*. New York: Thomson Learning.
- Kumar . R (2014). *Research methodology: A step by step guide for beginners*. New Delhi. Sage.
- Oliver. P. (2004). *Writing your thesis*. New Delhi. Vistaar Publication.

Sapsford, R., & Abbott, P. (2006). Ethics, politics and research. In R. Sapsford & V. Jupp (Ed). *Data collection and data analysis*, 291-311. London: Sage

Silverman, D. (2014). *Interpreting qualitative data* (5th ed.). New Delhi: Sage Publications.

Singh. A. K (2009). *Tests, measurements, and research methods in behavioural sciences*. New Delhi: Bharati Bhawan.

Online Resources

<http://owl.english.purdue.edu/>

www.apastyle.org

Research Report Format

The final report of the research dissertation should be written following the APA format consistently.

- Abstract
 - A brief & comprehensive summary in a single paragraph with five-six key terms
- Introduction
 - Context of the study
 - General introduction
 - Theoretical review
 - Need/ Significance of the present study
 - Objectives
 - Hypotheses
- Review of Literature
 - Categorise various studies into sections
 - Identify research gap
- Method
 - Research design
 - Participants
 - Methods of data collection
 - Data analysis
 - Ethical concerns
- Results and Discussion
 - Frequency distribution of participants
 - Normal distribution of the data
 - Descriptive analysis
 - Inferential analysis (Parametric/ Nonparametric data analysis)

- Discussion and interpretation of the results
- Summary and Conclusion
 - Summary of the work
 - Conclusion
 - Implications
 - Limitations
 - Suggestions for further research
- References
 - References should be written following the APA style consistently
- Appendices
 - Informed consent
 - Personal data sheet
 - Copy of the methods of data collection used

SEMESTER IV

Course Code: PSY-CC-542

Credits : 4

NAME OF THE COURSE: INTERNSHIP

Course Outcomes:

CO1: Understand the functioning of clinical/organizational/educational settings

CO2: Understand the application of psychological principles in
clinical/organizational/educational settings

CO3: Evaluate psychological interventions and psychological assessments in
clinical/organizational/educational settings

CO4: Create skills to prepare reports of clinical/ organizational/educational visits.

INTERNSHIP GUIDELINES

As part of the internship, students would be trained in the following aspects.

Step 1: Psychology as a Profession and the Internship

Psychologist's role in clinical, educational and organizational setting, Scope, Basic requirement for attending internship, Documentation

Step 2: Skills, Attitude and Values of a Psychology Intern

Active listening, Questioning, Non-verbal Communication, Accurate Empathy, Self-awareness.

Step 3: Ethical and Legal Issues

Competent ethical practice. Informed consent. Confidentiality and privileged communication. Technology and client records. Boundary issues.

Step 4: Multicultural Issues and Considerations

Self-awareness: The first step. Multicultural competencies. Developing culturally appropriate skills. Ethics and multicultural skills.

Crisis Intervention in Practicum/Internship - The duty to warn. Suicidal clients. Assessing danger to others.

Step 5: Completing the Internship

Termination plan, resistance to termination. Referrals and follow up.

Terminating the field supervisor- intern relationship. Preparing for the job search.

Note:

Internship will be completed in two stages- Summer internship and Block internship. Summer internship will be conducted for a period of 30 days (150 hours) during the summer vacation. Block internship will be conducted at the beginning of the Semester IV for a period of 60 days (300 hours).

At the end of the internship, the students should produce a certified record of the work done during the period, duly signed by the officer in charge of the institution where the internship is done. In the case of Clinical and Educational setting, a minimum of 5 worked out cases should be produced, while in the Organizational setting, a detailed report of the organization, problems identified, both organizational and personal, intervention techniques applied, suggestions, if any, etc., shall be produced in a record form. The students shall produce a certificate of attendance obtained from the concerned officer in charge at the completion of the internship.

**The Department Council shall take appropriate decisions in this regard.*

Internship in Clinical Psychology

At the end of the semester, students are required to submit a project report of five different cases, and present a minimum of two cases in the departmental case conference. The case reports should have the components of case history, mental status examination, and provisional diagnosis.

Internship in Educational Psychology

At the end of the semester, students are required to submit a project report of five different cases, and present one case in the departmental case conference. The case reports should have the components of case history, mental status examination, carry out assessments and do basic interventions such as psycho-education, remedial/therapy/counselling sessions with the guidance of the supervisor.

Internship in Organizational Behaviour

At the end of the semester, students are required to submit a project report of five different Case studies, and present one case in the departmental case conference. The case studies should be pursued within an organizational set up at any of the three levels - employee level, team level and organizational structure/policy levels.

SEMESTER IV	Course Code : PSY-DE-543	Credits : 4
--------------------	---------------------------------	--------------------

NAME OF THE COURSE: THERAPEUTIC INTERVENTION STRATEGIES

Course Outcomes:

- CO 1:** Understand the different types of psychotherapeutic interventions.
- CO 2:** Develop proficiency in choosing psychotherapeutic approach for the management of diverse psychological issues.
- CO 3:** Develop skills in using psychotherapeutic interventions.
- CO 4:** Understand the indications and contra indications of each psychotherapeutic interventions.
- CO 5:** Understand and critically evaluate different psychotherapeutic approaches.
- CO 6:** Apply the knowledge and skills of psychotherapies for the self-development.

COURSE CONTENT

Module I:Introduction

Definitions of Psychotherapy, Varieties of Psychotherapy (Supportive therapy, Re-educative Therapy, Reconstructive Therapy), Stages and Outline of Psychotherapy, Extra-therapeutic Healing Aids: Spontaneous Cure, Helping Situation, Basic Ingredients of Psychotherapy, Research in Psychotherapy, Professional and Ethical Issues.

Module Outcome

After completion of this module, the student should be able to:

- MO 1: Understand the need and application of psychotherapeutic interventions (Un, Ap)
- MO 2: Analyse the general classification of psychotherapies (An, Un)
- MO 3: Understand the professional and ethical issues of psychotherapy practices (Un)
- MO 4: Understand the trend in psychotherapy researches (Un, An)

Module II:Psychoanalytic Psychotherapy

Origins of Psychoanalytic psychotherapy, Views about human nature, Psychoanalytic formulation, goals of psychotherapy, therapeutic relationship, Major Concepts: Free-association, Dream analysis, Interpretation, Working-through, Analysis of Transference, Resistance, Countertransference, Current status

Carl Jung, Alfred Adler, Melenie Klien, Donald Winnicott, Anna Freud approach to psychoanalysis

Module Outcome

- MO 1: Analyse the psychoanalytic view point of human nature (An)
- MO 2: Understand and acquire skill in psychoanalytic psychotherapy techniques (Un, Ap)
- MO 3: Analyse and critically evaluate the use of psychoanalytic psychotherapy (An, Ev)
- MO 4: Understand the current trend in psychoanalysis (Un, Ev)
- MO 5: Understand the Neo Freudian approaches to psychoanalysis (Un)

Module III: Existential and Humanistic Therapies.

Existential Psychotherapy

Overview of the Existential View point, Goals of Existential Psychotherapy, Techniques used in Logo therapy: Paradoxical Intention, De-reflection, Application and evaluation, Case Study

Gestalt Psychotherapy

Views about human nature, Goals of Psychotherapy, Therapeutic relationship, Techniques used: Focusing on the here and now, Dream work, Role play, Empty chair, Rules and Games, Application and Evaluation, Case study

Client-Centered Therapy

Views about human nature, Goals of Psychotherapy, Therapeutic Relationship, Techniques: Empathy, Genuineness and Acceptance, Active listening, Reflection of feelings, Non-directedness, Case Study

Module Outcome

After completion of this module, the student should be able to:

- MO 1: Understand and Analyse humanistic, existential view of human nature (Un, An)
- MO 2: Understand Existential therapy and techniques (Un)
- MO 3: Develop skill in using existential therapy (Un, Ap)
- MO 4: Understand Gestalt therapy and techniques (Un)
- MO 5: Develop skills in using Gestalt therapy (Un, An)
- MO 6: Understand and analyse Client Centred Therapy (Un, An)
- MO 7: Understand Client centred therapy and techniques (Un)
- MO 8: Develop skill in using Client centred therapy (Ap)

Module IV: Behaviour Therapy, and Cognitive Behaviour Therapies

Behaviour Therapy

Views about human nature, Functional Analysis, Applied Behavioural Analysis (Kanfer & Saslow), Relaxation Therapy (JPMR, Applied Relaxation, Guided Somato-psyhic Relaxation

& Yoga), Systematic Desensitization, Assertion Training, Modelling, Contingency Management, Token economy, Anxiety Induction therapies (Implosive Therapy, Flooding), Aversive Procedures, Biofeedback

Cognitive Behaviour Therapy (CBT)

Major Concepts and Views about human nature, Goals of Psychotherapy, Therapeutic Relationship, Techniques (Socratic Questioning, Downward-arrow technique, Behavioural techniques), Application and Evaluation, Case Study, Third wave Cognitive Behaviour Therapies (Dialectical Behaviour Therapy, Acceptance and Commitment Therapy, Mindfulness Based Cognitive therapy, Mindfulness Based Stress Reduction)

Rational Emotive Therapy (RET)

Major Concepts and Views about human nature, Goals of Psychotherapy, Therapeutic Relationship, Techniques: Rational interventions: use of rational coping statements, Emotive interventions: role playing, role reversals, Behavioral interventions: shame attacking exercises, skills training. Application and Evaluation, Case Study

Stress inoculation training

Phases of Therapy, Techniques in each Phase, Evaluation, Case Study

Module Outcome

MO 1: Understand and Analyse behaviour therapy and cognitive behaviour therapies (Un, An)

MO 2: Understand and analyse the cognitive behavioural view of human nature (Un)

MO 3: Understand the basic techniques of behaviour therapy and cognitive behaviour therapies (Un, Ap)

MO 4: Develop proficiency in using behaviour and cognitive behaviour therapies (Un,Ap)

MO 5: Develop skills in administering cognitive behavioural assessment (Un, Ap)

MO 6: Understand indications and contra indications of behaviour therapy and cognitive behaviour therapies (Un, An)

MO 7: Understand the application of behaviour therapy and cognitive behaviour therapies in different psychological conditions (Un, Ap)

MO 8: Understand the current trend in research and practice of behaviour therapy and cognitive behaviour therapies (Un, An)

MO 9: Analyse and evaluate the efficacy of behaviour therapy and cognitive behaviour therapies (An, Ev)

Module V: Family, Couples and Interpersonal Psychotherapy ,Family and Couple Therapy

Family Assessment (Family life-cycle, Family Genogram), Major Approaches and techniques used in,(Systemic Family Therapy, Structural Family Therapy, Strategic Family Therapy,

Object Relations therapy, Experiential family therapy, Psychodynamic Family therapy, Psychoeducational family therapy, Behavioural and Cognitive-behavioural family Therapy), Application and Evaluation, Case Studies.

Interpersonal Psychotherapy

View of Human nature, Theoretical framework of Interpersonal Psychotherapy, Key Concepts (Grief, Interpersonal Role Disputes, Role Transitions, Interpersonal Deficits), Process and techniques of Psychotherapy, Applications and evaluation, Case Study

Module Outcome

- MO 1: Understand different family and couple therapy approaches (Un)
- MO 2: Develop skill in family therapy assessment and formulation (Un, Ap)
- MO 3: Analyse and evaluate different family and couple therapy approaches (An)
- MO 4: Understand the interpersonal view of human nature (Un)
- MO 5: Understand the interpersonal psychotherapy and its techniques (Un)
- MO 6: Develop proficiency in using family, couple therapy and interpersonal Psycho therapy (Un, Ap)

Module VI: Group Psychotherapy and Brief Psychotherapy, Group Psychotherapy

Historical Origins, Stages in the development of a group (Initial Stage, Transition Stage, Working Stage, Final Stage), Theoretical approaches (Psychoanalytical, Adlerian, Psychodrama, Existential, Gestalt, Transactional Analysis), Application and evaluation

Brief Psychotherapy

Historical Context, Characteristics of Brief Psychotherapy, Types (Short Term Dynamic Therapy, Cognitive Behavioural Brief Therapy, Interpersonal Brief Therapy, Solution Focused Psychotherapy), Selection Criteria, Process issues, Effectiveness.

Module Outcome

- MO 1 : Understand and evaluate group therapy approaches (Un, Ev)
- MO 2 : Understand and evaluate brief psychotherapy approaches (Un, Ev)
- MO 3 : Develop skills in using group therapy and brief therapies (Un,Ev)
- MO 4 : Understand the application of group therapy and brief therapies (Un)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates

- Psychotherapy Case discussion
- Quiz

LEARNING RESOURCES

References

Bongar, B., & Beutler, E. L. (1995). *Comprehensive textbook of psychotherapy theory and practice*. Oxford University Press.

Boyd, J., & Grieger, R. (1987). *Rational emotive therapy a skills based approach*. Van Nostrand Reinhold Company.

Brammer, M. L., & Shostrom, L. E. (1960). *Therapeutic psychology fundamentals of counselling and psychotherapy*. Prentice Hall.

Burton, A. (1959). *Case studies in counselling and psychotherapy*. Prentice Hall. Inc.

Coombs, R. (2005). *Family therapy review*. Lawrence Erlbaum Associates Publishers New Jersey.

Corey, G. (2000). *Theory and practice of group counselling*. III Edition. Brooks Cole Publishing Company.

Corey, G. (1996). *Theory and practice of counselling and psychotherapy*. Brooks/ Cole Publishing Company.

David, R., & Masters, J. (1979). *Behaviour therapy*. II Edition N.Y Academic Press INC.

Dryden, W., & Trower, P. (2012). *Developments in cognitive psychotherapy*. Sage Publications.

Eysenck, J. (1976). *Case studies in behaviour therapy*. Routledge & Kegan Paul Ltd.

Garfield, S., & Bergin, A.E. (1971). *Handbook of psychotherapy and behavior change*. N.Y. John Wiley Sons.

Gelder, M., Mayou, R., & Cowen, P. (2004). *Shorter textbook of psychiatry*.

Guevremont, C. D., & Spiegler, D. M. (1998). *Contemporary behaviour therapy*. III Edition. Brooks cole Publishing Company.

Holland, J. S., & Leahy, L. R. (2000). *Treatment plans and interventions for depression and anxiety disorders*. The Guilford Press.

Kaplan, H. et.al. (Eds.).(2009). *Comprehensive Text Book of Psychiatry*, vols. & II London Williams and Wilkins.

Korchin, J. S.(1986). *Modern clinical psychology principles of intervention in the clinic and community*. CBS Publishing.

- Linehan, M. M., Rathus, H. J., & Miller, L. A. (2007). *Dialectical behavior therapy with suicidal adolescents*. The Guilford Press.
- Malan, D. (1976). *Brief Psychotherapies*. The Frontier of Brief Psychotherapy Plenum Medical Book Company.
- McMullin, E. R. (2000). *The new handbook of cognitive therapy techniques*. W. W. Norton Company New York.
- Miller, R. W., & Hester, K. R. (1995). *Handbook of alcoholism treatment approaches effective alternatives II Edition*. Longwood professional Book. Allyn & Bacon.
- Nystul, S. M. (1993). *The art and science of counselling and psychotherapy*. Merrill Prentice Hall.
- Pap, P. (1977). *Family therapy full length case studies*. Gardner Press Inc.
- Patterson, H. C. (1973). *Theories of counselling and psychotherapy*. Harper & Row Publishers.
- Russ, W. S., & Ollendick, H. T. (1999). *Handbook of psychotherapies with children and families*. Kluwer Academic/ Plenum Publishers.
- Rush, J. A. (1982). *Short term psychotherapies for depression*. John Wiley & Sons.
- Wolberg, R. L. (1967). *The technique of psychotherapy*. Grune & Stratton, INC.
- Wolman, B.B. (1965). *Handbook of clinical psychology* N.Y. McGraw Hill INC.
- Wolman, B. B. (1976). *The Therapists' handbook treatment methods of mental disorders*. Van Nostrand Reinhold Company.
- Wrate, M. R., & Will, D. (1985). *Integrated family therapy a problem centered psychodynamic Approach*. Tavistock London and New York.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Explain the procedure of Systematic Desensitization.
2. List and explain different techniques of Gestalt Therapy.

Understand

3. Describe the relevance of analysis of transference in psychoanalysis with examples.
4. Describe the professional and ethical issues in the practice of psychotherapy

Apply

5. Assess the importance of logotherapy in the context of COVID 19 pandemic.
6. Briefly explain the application of group therapy in psychiatric settings.

Analyse

7. Analyse the role of family assessment in family therapy.
8. Analyse the efficacy of dialectical behaviour therapy for emotion regulation.

Evaluate

9. Evaluate the advantages and disadvantages of brief therapies.
10. Critically evaluate aversion procedures.

Create

11. How would you use applied relaxation to treat a patient with panic disorder?
12. Write an awareness article for the lay people on psychotherapeutic interventions.

SEMESTER IV

Course Code: PSY-DE-544

Credits: 4

NAME OF THE COURSE: PSYCHOLOGICAL INTERVENTION IN EDUCATIONAL SETTINGS**Course Outcomes:****CO1:** Explain different study strategies and methods used in educational settings**CO2:** List out the different psychological interventions used for problems among children and adolescents**CO3:** Understand how to effectively manage behaviour in classroom using different approaches to Behaviour Management**CO4:** Describe different techniques used for Behaviour Modification**CO5:** Understand about special education and the services provided to special needs learners**CO6:** Explain emphasis, roles and activities of counselling at school**COURSE CONTENT****Module I: Understanding Study Strategies**

Common study strategies: note taking – underlining – summarizing - outlining and mapping - PAT method - PQ4R method - question and answer method -outline method - diagram method - five step study plan-memory techniques

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the different study strategies used for learning (Un)

MO2: Plan study plan for the students (Ap)

Module II: Management Strategies

Play therapy – Conflict Resolution – Assertiveness Training – Systematic Desensitization – Aversion Therapy – Stress Inoculation Therapy – Thought Stopping Technique – Remedial Training - Social Skills Training – Parental Management Training-Parent Counselling – Behaviour Modification – Relaxation Training: Jacobson’s Progressive Muscular Relaxation – Guided Somato Psychic Relaxation- Management of Specific Learning Disabilities

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the intervention strategies used in educational settings (Un)

MO2: Design management strategies for decreasing problems among students (Cr)

Module III: Approaches to Behaviour Management

Reality model / Control theory of William Glasser- Decisive discipline of Bill Rogers- Assertive discipline of Lee Canter and Marlene Canter- Talk Sense to Yourself approach- Social discipline approach of Rudolf Dreikur

Module Outcome

After completion of this module, the student should be able to

MO1: Explain the different approaches used for Behaviour Management

MO2: Understand how to effectively manage behaviour in classroom

Module IV: Behaviour Modification Techniques

Reinforcement: Positive and Negative – Punishment: Positive and Negative - Shaping – Prompting – Chaining – Modelling – Token Economy – Problem Behaviour: Identification – Statement – Selection – Identification of Rewards – Recording of Problem Behaviour – Techniques: Rewards – Types of Reward - Changing the Antecedents – Extinction/Ignoring – Time Out – Response Cost – Over Correction - Differential Rewards -

Module Outcome

After completion of this module, the student should be able to

MO1: Analyze Behaviour Modification as a corrective behaviour strategy (An)

MO2: Apply the major techniques used in behaviour modification (Ap)

Module V: Special Education

Special Education-Definition – Need - Objectives - Principles - Individualized Education Program (IEP) - Least Restrictive Environment- Inclusion; -Educational Needs and Strategies – Mainstreaming: Components - Efficacy of mainstreaming – Integrated Education.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand about special education (Un)

MO2: Understand the services provided to children with special needs (Un)

MO3: Design Individualized Education Program for Students (Cr)

Module VI: School Counselling

School Counselling: Definition – Scope – Developmental Model and Perspectives - Common Problem Areas of students Role and Functions of School Counsellors – Counselling in: Elementary School – Middle School – Secondary School – Rural School – School Consultation – Counselling Children with Special Needs – Prevention and Management of School violence and Bullying.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the need for school counselling (Un)

MO2: Understand the roles and functions of School Counsellors (Un)

MO3: Evaluate various counselling techniques effective at school (Ev)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES**References**

- Abramowitz, J. S., & Blakey, S. M. (2019). *Clinical handbook of fear and anxiety: maintenance processes and treatment mechanisms*. American Psychological Association.
- Aggarwal, J. (2002). *Essentials of educational psychology* (3rd ed.). Vikas Publishing House.
- Baron. (2001). *Psychology*. Pearson Education India.
- Baumberger, J. P., & Harper, R. E. (2007). *Assisting students with disabilities – a handbook for school counselors*. 2/E. Corwin Press.
- Block, J., & Walter, E. *Day- To –Day dyslexia in the class room*. London: Routledge.
- Bos, C. S., & Vaughn, S. S. (2006). *Strategies for teaching students with learning and behavior problems..* Allyn& Bacon.
- Bray, M.A., & Kehle, T.J. (2011). *The Oxford Handbook of School Psychology*. Oxford University Press.
- Farrell, M. (2009). *Foundations of special education: an introduction*. Chichester: Wiley-Blackwell.
- Fitzgerald, M., Bellgrove, M., & Gill, M. (2007). *Handbook of attention deficit hyperactivity disorder*. John Wiley & Sons.
- Garrett, T. (2014). *Effective classroom management: The essentials*. Teachers College Press. New York.
- Gibson, R. L., & Mitchell, M. (2008). *Introduction to counseling and guidance*. Prentice Hall.
- Graham, P., & Reynolds, S. (2013). *Cognitive behaviour therapy for children and families*. Cambridge University Press.
- Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional learners: introduction to special education (with casebooks for reflection and analysis)*, 10th Edition. Allyn& Bacon.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2013). *Exceptional learners: pearson new international edition: an introduction to special education*. Pearson Higher Ed.
- Haring, N. G., & Shiefelbusch, R. L. *Teaching special children*. New York: McGraw Hill Book Co.

- Heward, W. L., & Orlansky, M. D. (1998). *Exceptional children*, 3rd Edition. London: Merrill Publication Co.
- Heward, W.L. (2009). *Exceptional Children – An Introduction to Special Education*. IXth Edition, Pearson.
- Kendall, P. C. (2017). *Cognitive therapy with children and adolescents: A casebook for clinical practice* (3rd ed.). Guilford Publications.
- Kidd, J. M. (2006). *Understanding career counselling*. Theory, Research and Practice. Sage Publication Ltd.
- Lindberg, J. A. (2007). *Common-sense classroom management for special education teachers*, Grades 6-12. Corwin Press.
- Mash, E. J., & Barkley, R. A. (2006). *Treatment of childhood disorders*. Guilford Press
- Muris, P. (2010). *Normal and abnormal fear and anxiety in children and adolescents*. Elsevier.
- Panda, K.C. (1999). *Education of exceptional children*. New Delhi: Vikas Publications
- Pierangelo, R., & Giuliani, G. A. (2006). *Assessment in special education*, 2nd Edition. Allyn & Bacon.
- Rao, N. (2003). *Counselling and guidance*. (2nd Edn). New Delhi. Tata McGraw-Hill Education.
- Sandoval, J. (2013). *Crisis Counseling, intervention and prevention in the Schools*. 3rd Edition. Routledge. Taylor and Francis.
- Santrock, J. W. (2017). *Educational psychology*. McGraw-Hill Education.
- Seligman, J. (1994). *Developmental career counselling and assessment*. New Delhi: Sage Publication Ltd.
- Shamor, G. H., Willa E. H., & Wayne. (1994). *Human communication disorders - An Introduction*, 2nd Edition. New York: Macmillian Pub. Co.
- Steven. B (1998). *School and society*. Sage publications.
- Suresh, D. (1998). *Curriculum and child development*. Bhargava publications.
- Swanson, J. L., & Fouad, N. A. (2010). *Career theory and practice. Learning through case studies* (2nd ed). Sage Publication Ltd, Washington DC.
- Tauber, R. T. (2007). *Classroom management: sound theory and effective practice*, 4th Edition Praeger.
- Thompson, R. A. (2002). *School counselling: Best practices for working in the schools*. (Second edn.) New York: Brunner-Routledge Publications.
- Turnbull, A., Turnbull, H. R., & Wehmeyer, M. L. (2006). *Exceptional lives: special education in today's schools*, 5th Edition. Prentice Hall.
- Weiten, W. (2012). *Psychology: themes and variations*. Cengage Learning.
- Wright, R. J. (2012). *Introduction to school counselling*. USA: Sage Publications, Inc.

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTION PAPER BASED ON OBE FORMAT

Remember

1. List out the psychological interventions used for the management of Specific Learning Disabilities?
2. Define Behaviour modification. What are the steps in modifying behaviour?

Understand

3. Describe the importance of counselling, conducting programmes and services in school setting.
4. Explain the prevention and promotional school interventional strategies used to deal with problems in academic, social and emotional domains.

Apply

5. Elucidate the importance of relaxation training in education.
6. Discuss about Common study strategies and methods used in educational settings and how can apply it to improve student's academic performance.

Analyze

7. Analyze the objectives of special education. How does it differ from inclusive education? How far is it applicable in present Indian education scenario?
8. Analyze different behaviour management techniques used and how effectively manage problem behaviour in classroom using different approaches to Behaviour Management

Evaluate

9. Evaluate the importance of Individualized Education Plan (IEP). How is it developed?
10. Evaluate Psycho-education and Parent Management Training. How parents can involve in Planning Intervention Programme?

Create

11. Adapt an interventions used to facilitate career planning for students in an ethical manner.
12. Propose an effective classroom management and discipline management strategies.

SEMESTER IV

Course Code: PSY-DE-545

Credits: 4

NAME OF THE COURSE: ASSESSMENT AND INTERVENTION IN ORGANIZATIONAL SETTING

Course outcomes:

- CO1:** Understand and use concepts of career counselling
CO2: Understand psychological testing in organizational set-up.
CO3: Develop counselling skills to manage individual behaviour in organizational setup.
CO4: Identify problem behaviours in the organizational set up.
CO5: Design strategies for managing problem behaviours.
CO6: Apply coaching strategies for improving employee performance.
CO7: Evaluate the method of interviewing and develop basic skills as an interviewer.
CO8: Apply psychological understanding to enhance employee skills.

COURSE CONTENT

Module I: Career Counselling and Assessment

Define work and career counselling, Theories: Holland's theory of vocational personality and work environment, Super's Developmental theory, Gottfredson's theory of circumscription, Social Cognitive Career theory, Psychology of working theory. Case studies
 Assessment: Definition, use, Types, Interpretation.

Module Outcome

After completion of this module, the student should be able to

- MO1: Understand the process of work and career counselling (Un)
 MO2: Evaluate theories of career counselling (Ev)
 MO3: Understand the application of career counselling (Un)
 MO4: Apply assessment in career counselling (Ap)

Module II: Psychological Testing in Organizations

Test content: Intelligence test, mechanical aptitude tests, vocational aptitude tests sensory /motor abilities tests, personality inventories, Integrity tests, Physical abilities testing, Multiple aptitude Tests, Computer adaptive testing, tests of emotional intelligence, Values of testing. Controversial testing methods: Drug testing, polygraph, graphology, Letters of recommendation

Module Outcome

After completion of this module, the student should be able to

- MO1: Understand various methods of psychological testing in organizational set-up (Un)

MO2: Analyse the content of psychological tests (An)

MO3: Evaluate the value of testing within organization (Ev)

MO4: Apply psychological tests in the right context (Ap)

Module III: Counselling in the Organizational Set up

Setting up the counselling cell in organization. Models of work place counselling-ethical issues. Changing behaviours through counselling: Using rewards-providing model-role playing. Counselling for: career planning & development, Job changes, promotions, Transfers, and dislocations, Pre-retirement counselling, displaced employees, lay off. Employee Assistance programmes.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the use of counselling in organizational set up (Un)

MO2: Analyse models of work place counselling (An)

MO4: Develop counselling strategies to managing changes in work place (Cr)

Module IV: Problem behaviours and Positive Interventions

Effectively designing intervention strategies for problem behaviours: Chronic absentees, Accident prone, family problems, alcoholism & drug addiction, Maladjustment, Indiscipline, Social Dysfunction, Anger, Hostility, Violence, Harassment and Discrimination, Passive – Aggressive Behaviour. Interventions with positive approach- Measure of PERMA ,Developing virtues and character strengths, Appreciative inquiry, awareness, change, positive emotions, Positive CBT, Schema- focused cognitive therapy- compassionate chair work.

Module Outcome

After completion of this module, the student should be able to

MO1: Identify problem behaviours within an organization (Un)

MO2: Design intervention strategies for managing problem behaviours (Cr)

Module V: Coaching, Interviewing and Feedback

Professional coaching and coaching psychology, Positive psychology and Indian concepts in coaching. Cognitive Behaviour Coaching. Interview: types, how to conduct interviews. The role of psychologist in interviews. 360-degree feedback, Mentoring-Shadowing technique. Feedback Mechanisms in organizations - Training the superiors to give constructive feedback, Emphasis on Continuous Feedback

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the importance of professional coaching (Un)

MO2: Design effective coaching strategies (Cr)

MO3: Use interview techniques in organizational set up. (Ap)

MO4: Identify the role of psychologists in interviews. (Un)

MO5: Analyse and use feedback mechanisms within organizations. (An)

Module VI: Employee Skill Enhancement

Define skill enhancement. Ensuring Employee- Work fit, increasing self-awareness through relaxation and meditation techniques. Dealing with: emotions, procrastination, poor time management, criticisms, taking risks and making better decisions. Assertiveness training, Social Skill Development, Interventions and techniques to reduce Occupational Stress and Burnout. Business game, work samples, In basket exercises. T group training. Sensitivity training. Cultural diversity Training, Sexual Harassment: awareness and prevention training.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand concepts in employee skill enhancement. (Un)

MO2: Design effective strategies for employee skill enhancement. (Cr)

MO3: Analyse need and use of training for managing human resource . (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Carroll, M & Walton, M. (2003). *Handbook of counselling in organizations*. Sage Publications.

Dryden, W. and Neenan, M. (2010). *Life Coaching*. New York: Routledge.

John S, & Stewart M; (2012) *Human Resource Management: Amazon Asia Pacific Holding Pvt*

Kavita Singh (2011). *Counselling skills for managers*. PHI Learning Pv. Ltd. New Delhi.

Khanka, S, S. (2003). *Human Resource Management: New Delhi, S Chand & Company Ltd*

Luthans, F. (1989). *Organisational behaviour: New Delhi Tata Mc-Graw Hill*.

Manzoor, M. (2012) *Introduction to Human Resource Management* : Kindle Edition

Mejia, L. R., Balkin, D. B., & Cardy, R. L. *Managing HR* (3rd edn). Prentice Hall.

- Muchinsky, P. M. (2004). *Psychology applied to work*, 6th Edn. Bangalore: Wadsworth.
- Murphy, K.R. & Davidshofer, C.O. (1998). *Psychological testing: Principles and applications*, 4th Edition. New Jersey: prentice Hall International
- Palmer,S. and Whybrow,A. (2010). *Handbook of Coaching Psychology*. London:Routledge.
- Pareek, U & Purohit, S. (2018). *Training Instruments in HRD and OD*. New Delhi: SAGE
- Pareek, U. & Lynton, R. P .(2011).*Training for Development* .New Delhi: SAGE
- Paterson.(1989).*Theories of Counseling & Psychotherapy*,Harper.
- Rose Mary . A. Payne (1995). *Relaxation Techniques. A Practical Handbook for the Health care Professional* Edinburgh. Churchill Livingston.
- Seligman. M. E.P.(2004). *Authentic Happiness: Using the New Positive Psychology to realise your potential for lasting happiness*. New York. Free Press.
- Sreedhar, K. P. (1996). GSPR Manual.
- Thomas . J.C. & Herson.M. (2002). *Handbook of Mental health in the workplace*. SAGE publications.
- Torrington, D. Hall, L. Taylor,S. Atkinson,C. (2014) *.Human Resource Management*. Pearson Publications

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

- 1.Discuss the various methods of psychological testing in organizational set-up
- 2.What are the different types of interviews used within organizations?

Understand

- 3.Describe the importance of counselling skills for managing individual behaviour in organizational setup
- 4.What is career counselling?

Apply

- 5.Design strategies for managing problem behaviours in organizational set up.
- 6.Design strategies to promote employee performance.

Analyze

- 7.Analyse the role of coaching in organization.
- 8.Analyse the role of employee skill enhancement programs.

Evaluate

9. Critically appraise positive intervention strategies in workplace.
10. Evaluate the need for ensuring Employee- Work fit.

Create

11. Design a plan to promote sensitivity training within organizations.
12. Design a strategy for effective stress management within the organization.

SEMESTER I**Course Code :PSY-GC-501****Credits : 2****NAME OF COURSE: MEDIA PSYCHOLOGY****Course outcomes:****CO1:** Evaluate relevance of media psychology**CO2:** Understand theories and ethical considerations of mass communication**CO3:** Analyse the role of Psychology in media**CO4:** Analyse the influence of social media on Children and adolescents**CO5:** Design strategies to help children and adolescents deal with media influence**CO6:** Analyse role of news, politics and violence in media**CO7:** Evaluate influence of religion, health and sports in media.**COURSE CONTENT****Module I : Introduction to Media Psychology**

What is media psychology. Relevance of Media psychology. The role of Television, Radio, TV, Newspapers, and Internet. Theories of mass communication. Theories of Persuasion. Psychology in media. Ethical Considerations

Module Outcome

After completion of this module, the student should be able to

MO1: Understand relevance of media psychology**MO2:** Evaluate theories of mass communication**MO3:** Analyse theories of persuasion**MO5:** Understand role of psychology in media**Module II: Children, adolescents and the media**

Use of different media by children – Socialisation of children through media – Impact of media on adolescent behaviour –Helping children addicted to advertisements and video games - Cultural functions of media use – Influence of media on the adolescent body image Helping children to deal with violence in media

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the media use of children

MO2: Analyse impact of media on children

MO3: Design strategies to help children addicted to media

MO4: Design strategies to help adolescent deal with media influence

Module III: News, politics and violence in media

Characteristics of news worthy events - Effects of news - Limits of media influence – Politics in media- political advertising, Crime coverage and its responses -Effects of media violence in News, Films and video games - Sexual violence.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand characteristics of news worthy events

MO2: Analyse the use of media for politics

MO3: Evaluate the influence of violent media content

Module IV: Religion, Health, sports in media:

Role of media on Religion, Public Health and Media - Emotional side of media - Influence of media on sports - role of sports men in Media, Tactics of marketing through sports - Motivations for viewing and enjoying sports - Problematic aspects of sport in the media

Module Outcome

After completion of this module, the student should be able to

MO1: Analyse influence of media on religion

MO2: Evaluate emotional side of media

MO3: Evaluate influence of media in sports

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

- George C Errica Schater .(2005).*Psychology Of media and Politics*. London : Elsevier Science Academic Press
- Giles, D. (2003). *Media Psychology*. New Jersey :Lawrence Erlbaum Associates
- Harris, R. J. (2004). *A cognitive psychology of mass communication* (4th ed.). Mahwah, NJ: Lawrence Erlbaum Associates
- Perloff, R. M. (2008). *The dynamics of persuasion: Communication and attitudes in the 21st century* (3rd ed.). New York:Taylor and Francis Group
- Shrum.L.J.(2004). *Psychology Of Entertainment Media: Blurring the Lines Between Entertainment and Persuasion*. New Jersey :Lawrence Erlbaum Associates
- Tom Reichert & Jacqueline Lambiase .(2003). *Sex in advertising :Perspectives on the Erotic Appeal* London: Lawrence Erlbaum Associates.
- Valkenburg, P.M. (2004). *Children's Responses to the Screen: A Media Psychological Approach*. New Jersey :Lawrence Erlbaum Associates

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

- 1.What is media psychology?
- 2.What are the different theories of persuasion?

Understand

3. State the different theories of mass communication.
4. How does media affect children?

Apply

5. How will you use psychology to design effective media content
6. Design a plan to reduce impact of media violence on children.

Analyze

7. Analyse influence of media on religion .
8. Analyse relationship between media and sports.

Evaluate

9. Evaluate the influence of violent media content.
10. Critically appraise the influence of media on adolescent population.

Create

11. Design strategies to help children addicted to media.
12. Design a plan to promote healthy behaviour through media.

SEMESTER I

Course Code :PSY-GC-502

Credits : 2

NAME OF THE COURSE: SPORTS PSYCHOLOGY**Course outcomes:****CO1:** Understand the field of sports psychology**CO2:** Develop essential skills to become an effective sports psychologist**CO3:** Analyse role of personality factors in sports**CO4:** Evaluate role of anxiety, arousal and attention on athlete's performance**CO5:** Analyse role of self-confidence and motivation on athlete's performance**CO6:** Analyse role of social aspects in sports**CO7:** Design strategies to manage athlete's performance.**COURSE CONTENT****Module I: Introduction to Sports Psychology**

What is Sports Psychology. History of sport psychology. Role of Sports Psychologist. Ethics in Sports Psychology. Sport type Personalities/ Personality profile of athletes. Personality Performance athletic pyramid. Effects of athletic participation on Personality. Sports Personality assessment. Becoming a sports psychologist-what skills are required. Working with coaches and teams.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand aspects of sports psychology (Un)

MO2: Evaluate roles and skills of sports psychologist (Ev)

MO3: Analyse role of personality in sports (An)

MO4: Develop skills to become an effective sports psychologist (Ap)

MO5: Design strategies to work with coaches and teams (Ap)

Module II: Anxiety, Arousal and Attention in Sports

Defining Anxiety. Anxiety and Performance, Mood States and Performance Arousal, Neuro psychology of Arousal. Theories on Arousal. Arousal and Performance, Hannin's Zone of Optimal Performance. Attention, types of attention, Attentional narrowing, Information

processing in athletes, Associative Vs Dissociative Attentional Style. Audience and crowd effects. Drug abuse in Sports: Psychophysiological effects of banned Drugs

Module Outcome

After completion of this module, the student should be able to

MO1: Evaluate influence of anxiety on performance (Ev)

MO2: Analyse aspects of arousal on performance (An)

MO3: Analyse aspects of attention on performance (An)

Module III: Self Confidence, Motivation and social factors in Sports

Achievement Motivation. Mc Clelland Atkinson Model. Banduras theory of Self efficacy. Rewards and Motivation. Goal Orientation vs Task Orientation. Performance feedback

Developing Self-confidence and motivation. Social facilitation on performance. Level of aspiration. Team Cohesion: Characteristics of team Cohesion. Task and Social Cohesion. Consequences of team Cohesion, Measurement of Team Cohesion, developing team cohesion, Leadership in sports.

Module Outcome

After completion of this module, the student should be able to

MO1: Analyse impact of motivation on athlete performance (An)

MO2: Understand different theories of motivation (Un)

MO3: Analyse influence of confidence on athlete performance (An)

MO4: Analyse impact of social factors on motivation (An)

Module IV: Psychological Intervention in Sports

Coping strategies, Relaxation techniques, Jacobson progressive muscle relaxation, biofeedback, Arousal Energizing Strategies. Imagery and sports Performance. Role of hypnosis. Mindfulness training, meditation, yoga, Psychological Skills Training. Factors influencing rehabilitation.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand role of coping and relaxation techniques for optimum level of performance (Un)

MO2: Design strategies to manage athlete performance (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

- Mack. G .(2002). *Mind Gym: An Athlete's Guide to Inner Excellence*. New York. McGraw-Hill Education
- Perry. J. (2016). *Sports Psychology: A complete introduction*. University of Hull: Teach Yourself Publisher
- Rotella. B. & Cullen B. (2015). *How Champions Think: In Sports and in Life*. Simon & Schuster
- Weinberg, R.S., & Gould, D. (2003). *Foundations of sport and exercise psychology* (3rd Ed.). Champaign, IL: Human Kinetics

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. What are the different theories of motivation relevant in sports psychology?
2. What is sports psychology?

Understand

3. Explain social factors relevant to sports psychology.
4. Describe the essential skills of a sports psychologist.

Apply

5. How can you as a sports psychologist help athlete manage issues with anxiety
6. Create a plan to help athlete manage drug addiction.

Analyze

7. Analyse role of attention in sports.
8. Analyse the role of personality in sports.

Evaluate

9. Evaluate roles and skills essential for a sports psychologist.
10. Evaluate the relevance of team cohesion on performance.

Create

11. Design psychological strategies to manage athlete performance.
12. Design a relaxation plan for reducing anxiety among athletes.

SEMESTER I**Course Code: PSY-GC-503****Credits: 2****NAME OF THE COURSE: STRESS MANAGEMENT****Course Outcomes:****CO1:** Understand the nature of stress**CO2:** Analyze the concept of stress**CO3:** Evaluate the coping strategies of stress**CO4:** Apply the stress management techniques**COURSE CONTENT****Module I: Understanding the Nature of Stress**

Concept of stress – Acute stress – Chronic stress - Positive stress - Negative stress – Elements of stress – External stressors and internal stressors – Stress feelings – Symptoms of Stress: Physical, Psychological, Behavioural and Emotional - Consequences of stress on health.

Module outcome

After completion of this module, the student should be able to:

MO1: Understand concepts and characteristics of stress (Un)**MO2:** Evaluate the consequences of stress (Ev)**Module II: Causes of Stress**

Biological Aspects of Stress: Cannon's fight-or-flight model, Selye's general adaptation syndrome, Hypothalamic Pituitary Adrenal Axis, Neurobiology of Stress.

Psychosocial Aspects of Stress : Cognitive Control Model of Stress (Fisher 1986), Role of Appraisal, Factors leading to stress appraisal, Self-Control and Stress, Cognition and Stress, Emotions and Stress, Social Behaviour and Stress, Gender and Sociocultural differences in Stress, Individual differences and Stress

Sources of Stress: Sources within the person, Sources in the family, Sources in the community and Society.

Module outcome

After completion of this module, the student should be able to:

MO1: Evaluate various aspects of stress (Ev)**MO2:** Analyze sources of stress (An)

Module III: Coping with Stress

Concept of coping – Task oriented and defense oriented coping – Individual coping strategies – Healthy and unhealthy coping strategies – Problem solving – Time management.

Module outcome

After completion of this module, the student should be able to:

MO1: Understand concept of coping (Un)

MO2: Analyze different strategies of coping (An)

Module IV: Stress Management Techniques

Cognitive behavior therapy – Stress inoculation training - Mindfulness based stress reduction - Relaxation techniques: JPMR-GSPR-Autogenic training-Imagery-Deep breathing-Yoga-Meditation—Biofeedback.

Module outcome

After completion of this module, the student should be able to:

MO1: Evaluate different stress management techniques (Ev)

MO2: Apply stress management techniques in real life situations (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Quiz
- Demonstration of stress management techniques
- Field work and survey

LEARNING RESOURCES

References

- Greenberg, J. S. (2009). *Comprehensive Stress Management*, 9th, 10th or 11th/e University of Maryland--College Park.
- Kottler, J.A. & Chen, D. D. (2011). *Stress management and prevention: Applications to daily life* (2nd Ed.). Routledge Catalogue, London.
- Lee, K. (2014). *Reset: Make the Most of Your Stress: Your 24-7 Plan for Well-being*. Universe Publishing.
- Ogden, J. (2007). *Health psychology: A text Book* (4thed.) England: Open University Press.

Olpin, M. & Hesson, M. (2015). *Stress management for life: A research-based experiential approach*. 4th edition. Wadsworth Publishing.

Saraphino, E. P. (2011). *Health psychology : Biopsychosocial Interaction*(7th ed.) United States of America: John Willey and Sons Inc.

Taylor, E. S. (2012). *Health psychology*. (8th Ed). New York:Mc Graw Hill Publishing Company

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 2 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define stress. Conceptualise the word stress.
2. Discuss the characteristics of stress.

Understand

3. Explain various sources of stress.
4. How stress can be detrimental to one's health?

Apply

5. Design effective stress management strategy among industrial workers.
6. Plan school based stress management training program among adolescents.

Analyze

7. Analyse the difference between problem focused and emotion focused coping strategies.
8. Analyse various consequences of stress

Evaluate

9. Critically appraise the biological, social and psychological aspects of stress
10. Society is one of the sources of stress. Evaluate.

Create

11. Elucidate the importance of yoga and meditation in the present day scenario.
12. Design time management strategies for reducing stress.

SEMESTER II**Course Code: PSY-GC-504****Credits: 2****NAME OF THE COURSE: PSYCHOLOGY OF CRIME****Course Outcomes:**

CO1: Explain the history, origin, scope and definition of crime, its relevance in the present scenario and its relation to modern psychology.

CO2: Understand the interdisciplinary nature of crime and the role of psychology in Indian criminal justice system

CO3: Apply psychological principles to develop effective assessment and intervention strategies against crime and criminal behaviour

CO4: Apply the concept of crime and criminal behaviour to understand juvenile delinquency

COURSE CONTENT**Module I: Introduction to Crime**

Concept of Crime, Nature of crime, Definition of Crime-Social, Psychological and legal Approaches, Crime in ancient, medieval and modern society, Casual factors of crime. Indian Criminal Justice System-Police, Prison and Court.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand about crime and its contributing factors. (Un)

MO2: Comprehend the changes in trends and patterns in crimes from past to present. (Co)

Module II: Criminology and Criminal Justice

Difference between Criminology, criminal psychology, forensic psychology and investigative psychology. Schools of thoughts in Criminology- Pre-classical, Classical, Neo-Classical, Positive, Cartographic, Biological and Constitutional Schools. Major Criminal Laws- Indian Penal Code, Criminal Procedure Code and India Evidence Act

Module Outcome

After completion of this module, the student should be able to

MO1: Realize the philosophical concept of criminal behaviour and its mitigating factors. (Re)

MO2: Evaluate the need of psychological interventions in addressing criminal behaviour. (Ev)

Module III: Juvenile offenders

Juvenile Delinquency-Definition, The nature and extent of Juvenile Offending. Theoretical perspectives of juvenile delinquency. Childhood disorders and criminal behaviour.

Module Outcome

After completion of this module, the student should be able to

MO1: Analyse the importance of reformation and rehabilitation of juvenile offenders. (An)

MO2: Evaluate various theoretical aspect of juvenile offending. (Ev)

Module IV: Correctional Psychology

Genesis and evolution of correction, Objectives and theories of correction: Retribution, deterrence and reformation, Concepts of treatment and rehabilitation. Psychology of Punishment: Definition, objective and purpose, Punishment in ancient, medieval and modern India, Sentencing: principles, policies and procedures, Recent approaches to punishment.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand different methods/techniques used for executing offenders from past to present (Un)

MO2: Evaluate the role of correctional psychology in rehabilitation and reintegration of offenders. (Ev)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

- Suggested Class Room Activities:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Real Case study discussions
- Moot Court
- Field work and survey

LEARNING RESOURCES**References**

- Bartol, C. R & Bartol .A.M (2016). *Criminal Behaviour: A psychological approach*. Pearson Higher Education. England
- Bartol, C.R & Bartol, A.M. (2011). *Forensic Psychology*. U.K: Sage Publications.
- Bartol, C. and Bartol, A. (2018). *Introduction to Forensic Psychology: Research and Application* . London: SAGE Publication
- Barlow, H.D. (2008). *Introduction to Criminology*, Boston: Little Brown & Co.
- Blackburn. R. (1995). *The Psychology of Criminal Conduct: Theory, Research and Practice*.Hoboken: Wiley-Blackwell Publishers
- Canter,V. D. and (2012). *Forensic Psychology for Dummies. United States*.John Wiley & Sons
- Douglas, John E. (1995). *Mindhunter : inside the FBI's elite serial crime unit*. New York :Scribner
- Durrant. R (2018) . *An Introduction to Criminal Psychology*. Routledge. London
- Dutta, R.K. (2003). *Crime against Women*. New Delhi: Reference Press
- Ellis. H. (2018). *The Criminal* . South Calrolina: Createspace Independent Publisher
- Howitt. D (2002). *Introduction to Forensic and Criminal Psychology*. UK: Pearson Education.
- Roy, N.(2018). *Forensic Psychology*. New Delhi. Amiga Press Inc
- Pognebin, M.R. (2003). *Qualitative Approaches to Criminal Justice perspective from the field*. London: Sage Publications.
- Samenow.S .(2014). *Inside the Criminal Mind*. Portland: Broadway Books
- Thomas. W. M & Rajan, K.P . *Intimate Partner Violence (IPV) in the wake of COVID-19 in India: a conceptual overview*. The international journal of Indian Psychology
- Thomas. W. M & Rajan, K.P . *Genuine Handwriting variation in 10 years: A pilot study*. Egyptian Journal of Forensic Science. Springer
- Verma, B.R. (2006). *Crime Psychology*. Alfa Publication. New Delhi

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON ONE FORMAT

Remember

1. What is crime?
2. What is the different between crime and offence?

Understand

3. Describe the role psychology in addressing criminal behaviour.
4. Describe the relevance of Criminal Justice System in curbing crime.

Apply

5. Elucidate role of correctional psychology in reformation and rehabilitation of offenders
6. Describe the role of childhood disorders in predicting criminal behaviour.

Analyze

7. Explain different school of thoughts in criminology.
8. Explain the differences between criminology, criminal psychology and forensic psychology.

Evaluate

9. Evaluate the role of childhood experiences in determining juvenile delinquency.
10. Evaluate the significance of correctional institutions in preventing crimes.

Create

11. Prepare a training module for prison officers in dealing with violent offenders.
12. Prepare a module on Stress Management for police and prison officers.

SEMESTER II**Course Code: PSY-GC-505****Credits: 2****NAME OF THE COURSE: CYBERPSYCHOLOGY****Course Outcomes:****CO1** Understand psychology of cyberspace.**CO2** Analyze the influence of cyberspace on human behavior.**CO3** Evaluate the influence of human behavior on cyberspace.**CO4** Apply psychology to relationship and group dynamics in cyberspace.**CO5:** Develop strategies to navigate cyberspace safely.**COURSE CONTENT****Module I: Introduction to Cyber Psychology**

What is cyber psychology, Psychology of human-computer interaction, Impact and importance of Cyber psychology, Psychology in cyberspace, Emerging field of Research, Future of Cyber psychology

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand cyber psychology (Un)**MO2:** Analyse the psychology of cyberspace (An)**MO3:** Evaluate impact and importance of cyberpsychology (Ev)**MO4:** Evaluate future potentials of cyberpsychology (Ev)**Module II: Psychological Qualities of Cyber space**

Models of cyberpsychology. Networks as mind and self , The online disinhibition effect, The two paths of virtual reality, Black hole of cyberspace, Online Lingo, Internet demographics, Cyberspace Humor, The psychology of coping with spam, Types of online avatars, Psychological representations.

Module Outcome

After completion of this module, the student should be able to:

MO1: Analyse various models of cyberpsychology (An)

MO2: Evaluate the psychological qualities of cyber space (Ev)

Module III: Individual Psychology in Cyberspace

Online identity management, Personality types in cyberspace, Problematic computer and internet use. Internet gaming disorder Adolescents in cyberspace: cyber bullying.

Module Outcome

After completion of this module, the student should be able to:

MO1: Understand cyber behaviour (Un)

MO2: Develop skills to manage online identity (Ap)

MO3: Understand and manage problematic computer and internet use (Un, Ap)

MO4: Understand and manage cyber bullying (Un, Ap)

Module IV: Relationships and group dynamics in cyberspace

Relationship between in-person and cyberspace, Cyberspace romance, Conflict in cyberspace, Online Support communities. Online gaming – Psychosocial effects, Uses and gratification of social media. Cybercrimes, Cyber activism.

Module Outcome

After completion of this module, the student should be able to:

MO1: Analyse effect of cyberspace on relationships (An)

MO2: Evaluate the group dynamics in cyberspace (Ev)

MO3: Analyse psychosocial effects of online gaming (An)

MO4: Understand cyber crimes (Un)

MO5: Evaluate concept of cyber activism through social media platforms (Ev)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

- Attrill-Smith. A, Fullwood, C. Keep, M. & Kuss, D. J. (2019) . *The Oxford Handbook of Cyberpsychology*. United Kingdom: Oxford University Press
- Brown. D. (2013). *Our Virtual Shadow*. TED books
- Citron. D. K. (2014). *Hate Crimes in Cyberspace*. United States: Harvard University Press
- Fight the New Drug. (2015). *Fortify: The Fighter's Guide to Overcoming Pornography Addiction*. United States of America: Familius LLC
- Gackenbach. J (2006). *Psychology and the Internet: Intrapersonal, Interpersonal, and Transpersonal Implications*. United States: Academic Press
- Norman, K. L. (2017). *Cyberpsychology: An Introduction to Human-computer Interaction*. United Kingdom: Cambridge University Press
- Reagle. J.M (2015). *Reading the Comments: Likers, Haters, and Manipulators at the Bottom of the Web*. United States MIT Press
- Taylor. C.(2014). *Bullying : Online Harassment, guide for prevention, detection and helping victims to recover*. SIASA Ventures . Kindle Unlimited
- Thakur. R. (2011). *Cyber Psychology*. New Delhi:Global Vision Publishing House
- Tapscott. D. (2008). *Grown Up Digital: How the Net Generation Is Changing Your World*. New York: McGraw-Hill Education

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. What is cyber psychology?
2. Describe the psychology of cyberspace?

Understand

3. Describe the steps for online identity management.
4. Describe cyberbullying.

Apply

5. Find out how personality factors mediate cyber space.
6. Design a plan for promoting a social cause through cyber activism

Analyze

7. Analyse the influence of cyberspace on human relationships.
8. Analyse the impact of cyberspace on adolescent population.

Evaluate

9. Evaluate the impact of problematic internet use.
10. Evaluate impact of cyberspace on relationships.

Create

11. Prepare a strategy for managing problematic internet use.
12. Prepare a plan for dealing with cyber bullying.

SEMESTER II**Course Code: PSY-GC-506****Credits: 2****NAME OF THE COURSE: POSITIVE PSYCHOLOGY****Course Outcomes:**

CO1: Examine a paradigm shift from pathologies to positive subjective experience and positive individual traits to improve quality of life

CO2: Promote positive relationships to relate its implications in various areas of psychology.

CO3: Acquire insights into their own strengths and utilize them to increase their and others' wellbeing

CO4: Develop positive strength profile for individual student

CO5: Design programs of positive psychology for youth development

COURSE CONTENT**Module I: Introduction to Positive Psychology**

The context and subject matter. Western and Eastern perspectives. Theoretical background of positive psychology

Criticisms on professional psychology - Issues of labelling, deindividuation, negativity bias, neglect of environmental considerations

Positive directions in diagnosis and interventions - symptoms of mental health, reconceptualising clients, positive therapeutic systems and outcomes

Strengths for positive living: Classifications and measurement of strengths - The Gallup Themes of Talent, VIA Classification of Strengths, The Search Institute's 40 Developmental Assets; Strengths-based interventions

Positive psychology in the cultural context - Culture-free and culturally embedded positive psychology

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the Western and Eastern perspectives of positive psychology (U)

MO2: Analyse criticisms on professional psychology (An)

MO3: Develop positive strength profile (C)

MO4: Explain positive psychology in the cultural context (U)

Module II: Positive Emotional and Cognitive States

Principles of pleasure: Positive affectivity - Measures, causes and correlates

Positive emotions - Seligman's classification, Broaden and Build theory;
 Happiness - happiness-well-being distinction, authentic happiness, theoretical approaches
 Subjective well-being: dimensions of well-being, complete state model, PERMA model of well-being, enhancing well-being
 Emotion-focussed approaches: Resilience, Emotional intelligence, Emotion-focussed coping
 Cognitive states and processes: Self-efficacy, Optimism and Hope; Universal virtues of Wisdom and Courage
 Cognitive-focussed approaches: Optimistic explanatory style, problem-solving appraisal, Perceived personal control, Goal setting

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Apply principles of pleasure in context (Ap)
- MO2: Contrast happiness and well-being (An)
- MO3: Illustrate search for optimal experiences (Un)
- MO4: Distinguish between emotion focussed and cognitive focused approaches (An)

Module III: Promoting Positive Relationships

Search for optimal experiences - Mindfulness as a state of mind, The state of flow, Spirituality as the discovery and rediscovery of the Sacred
 Authenticity and positivity in social relationships; Key concepts in positive relationships: Love, Compassion, Altruism, Gratitude, Forgiveness, Empathy.
 Purposeful Positive Relationship Behaviours: Mindful relationship connection, culture of appreciation, capitalising on positive events

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Determine authenticity and positivity in social relationships (Ev)
- MO2: Contrast key concepts in positive relationship (An)
- MO3: Explain purposeful positive relationship behaviour (Un)
- MO4: Design mindful relationship connection (Cr)

Module IV: Applications of Positive Psychology

Ageing, Health, Mental Health, Stress Management, Communities- ME/WE balance.
 Positive psychology at work - The psychology of gainful employment; Good work; Building better communication: Soft skills and their relevance
 Positive schooling - Strengths of character, positive self-concepts, motivation and flow in positive student development; creativity in schools; peer relationships
 Positive youth development - emotion regulation, prevention and intervention strategies for adolescent health risk behaviours, the role of law

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the applications of positive psychology (Un)

MO2: Design programs of positive psychology for youth development (Cr)

MO3: Explain the process of building better communication at work (Un)

MO4: Contrast motivation and flow in positive student development (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Anderson, N.B. (2003). *Emotional longevity*. New York: Viking.

Andrews, F.M. and Withey, S.D. (1976). *Social indicators of wellbeing*. New York: Plenum Press.

Baltes, P., & Staudinger, U.M. (2000). *Wisdom: A metaheuristic (pragmatic) to orchestrate mind and virtue toward excellence*. *American Psychologist*, 55, 122-136.

Bradburn, N. and Caplovitz, D. (1965). *Reports of happiness*. Chicago: Aldine.

Buss, D.M. (2000). *The evolution of happiness*. *American Psychologist*, 55, 15-23.

Csikszentmihalyi, M. & Csikszentmihalyi, I. (Eds) (1988). *Optimal experience: Psychological studies of flow in consciousness*. New York: Cambridge University Press.

Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. San Francisco: Jossey-Bass.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper Perennial.

Csikszentmihalyi, M. (2002). *Flow: The classic work on how to achieve happiness*. London: Rider.

Diener, E. (2000). *Subjective wellbeing: The science of happiness and a proposal for a national index*. *American Psychologist*, 55, 34-43.

- Emmons, R.A., & Crumpler, C.A. (2000). *Gratitude as a human strength: Appraising the evidence. Journal of Social & Clinical Psychology, 19*, 56-69.
- Fredrickson, B.L. (2001). *The role of positive emotions in positive psychology: The broaden – and - build theory of positive emotions. American Psychologist, 56*, 218-226.
- Gable, S.L., Reis, H.T., Impett, E.A., & Asher, E.R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing good events. *Journal of Personality & Social Psychology, 87*, 228-245.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Headey, B. & Wearing, A. (1992). *Understanding happiness: A theory of subjective wellbeing*. Melbourne, Victoria, Australia: Longman Cheshire.
- Linley, P.A. & Joseph, S. (2004). *Positive Psychology in practice*. (eds.). NJ: John Wiley & Sons, Inc.
- Lopez, S.J., Pedrotti, J.T & Snyder, C.R. (2015). *Positive psychology: the scientific and practical explorations of human strengths*. (3rd ed). Los Angeles: Sage.
- Lyubomirsky, S. (2001). *Why are some people happier than others? The role of cognitive and motivational processes in well-being. American Psychologist, 56*, 239-249.
- Lyubomirsky, S., King, L., & Diener, E. (2005). *The benefits of frequent positive affect: Does happiness lead to success? Psychological Bulletin, 131*, 803-855.
- Myers, D.G. (1992). *The pursuit of happiness*. New York: Morrow.
- Nesse, R.M. & Williams, G.C. (1994). *Why we get sick*. New York: Times Books.
- Peterson, C. (2000). The future of optimism. *American Psychologist, 55*, 44-55.
- Prigogine, I. & Stengers, I. (1984). *Order Out of Chaos*. New York: Bantam.
- Salovey, P., Rothman, A.J., Detweiler, J.B. & Steward, W.T. (2000). Emotional States and Physical Health. *American Psychologist, 55*, 110-121.
- Schafer, W. (2000). *Stress management for wellness*. Australia: Thomson Wadsworth.
- Seligman, M. (1994). *What you can change and what you can't*. New York: Knopf.
- Seligman, M.E.P., & Csikszentmihalyi, M. (2001). Positive psychology; An introduction. *American Psychologist, 55*, 5-14.
- Seligman, M.E.P., Steen, T.A., Park, N., & Peterson, C. (2005). *Positive psychology progress: Empirical validation of interventions. American Psychologist, 60*, 410-421.
- Snyder, C.R. & Lopez, S.J. (2002). *Handbook of positive psychology*. (eds.). New York: Oxford University Press.
- Strack, F. and Argyle, M. and Schwartz, N. (Eds) (1991). *Subjective wellbeing: An Interdisciplinary perspective*. New York: Pergamon Press

Vaillant, G.E. (2000). Adaptive mental mechanisms: Their role in a positive psychology. *American Psychologist*, 55, 89-98.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTION BASED ON OBE FORMAT

Remember

1. List out the principles of pleasure.
2. Define emotional intelligence.

Understanding

3. Explain the concept of subjective wellbeing.
4. Describe the emotion-focussed approaches in positive psychology.

Apply

5. Assess the implication of Key concepts in positive relationships such as love, altruism etc. with respect to the current martial relationship issues in Kerala.
6. Find out how the emotional focused approaches and cognitive focussed approaches explains the concept of subjective wellbeing.

Analyse

7. Analyse the effectiveness of the positive directions in diagnosis and interventions of mental illness.
8. Examine the ways in which the principles of positive psychology are been applied in the industrial sector and also its effectiveness in productivity.

Evaluate

9. Evaluate the implementation of principles in Culture-free and culturally embedded positive psychology, in the organisations that has workers form different cultures, to enhance their wellbeing.
10. Critically appraise the concept of spirituality as the discovery and rediscovery of the Sacred.

Create

11. Design a classroom structure where the principles of positive psychology can be implemented so that the interaction between students and teachers can be increased in a healthy manner. This structure design should also include special consideration for students who need extra care and attention.
12. Imagine that a group of teenagers with high risk of suicidal ideations were introduced to you as a part of psycho social counselling. Being a psychologist how would you apply the principles of positive psychology to deal with these issues?

SEMESTER II**Course Code: PSY-GC-507****Credits: 2****NAME OF THE PAPER: PSYCHOLOGICAL FIRST AID****Course Outcomes:****CO1:** Understand the concept and background of Psychological First Aid**CO2:** Analyze the relevance of PFA models**CO3:** Describe the sources and reactions to traumas and disasters**CO4:** Evaluate the need of PFA for different population categories**CO5:** Identify the steps to practice Psychological First Aid.**CO6:** Develop skills for practice of Psychological First Aid and Community based PFA**CO7:** Develop skills for promoting self-care**CO8:** Create a Psychological First Aid plan in response to emergencies**COURSE CONTENT****Module I: Introduction to Psychological First Aid (PFA)**

Psychological First Aid: Concept. Definition. Development. Core Competencies. RAPID (Rapport/Reflective Listening, Assessment, Psychological Triage, Intervention, Disposition) RAPID PFA Model. BESTT (Body language, Eye contact, Space, Time, Touch) EARS (Encourage, Ask Questions, Restate/Reflect, Summarize) Model. Community-based PFA(CBPFA), On being a helper and providing CBPFA

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the science behind Psychological First Aid (Un)**MO2:** Develop core competencies required for practice of PFA (Ap)**MO3:** Analyze the different PFA models (An)**Module II: Traumas, Disasters and Loss**

Psychological Consequences of Trauma: PTSD. Depression. Generalized Anxiety. Panic Disorder. Substance Use. Psychophysiological stress syndromes.

Disasters: Types of Disasters, Natural Disasters, Technological Disasters. Human-made Disasters, War-Related Syndromes. Factors that increase severity.

Loss and grief. Traumatic stress and care for-Children- Older adults and special needs population-Marginalized communities

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the psychological consequence of trauma (Un)

MO2: Develop skills to identify various types of psychological trauma (Ap)

MO3: Understand the types of disasters (Un)

MO4: Evaluate the need of PFA for vulnerable categories. (Ev)

Module III: Initial steps for Practice of PFA

Establishing Rapport and Reflective Listening, Empathic Cascade, Mechanisms of Action, R in RAPID Model.

Assessment: Screening, Appraisal, Cognitive/Emotional/Behavioral/Spiritual/Physiological Indicia. A in RAPID Model

Psychological Triage: Urgency, Psychological or behavioral instability-Crisis Triad, A-B-C Model, P in RAPID Model

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the initial steps for practice of PFA (Un)

MO2: Develop skills to establish rapport and reflective listening (Ap)

MO3: Identify steps for assessment of trauma.(Un)

MO4: Identify and prioritize the people who need immediate help (Un, Ap)

Module IV: Intervention and Follow up

Guidance, Cognitive Reframing, Stress Management, I in RAPID Model

Disposition: Future steps, Resources, D in RAPID Model Follow-up and disposition.

When and how to refer, Privacy and ethical consideration.

Self-care: Need, Risk factors, self-care plan.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the process of intervention (Un)

MO2: Evaluate the different types of interventions (Ev)

MO3: Understand when and how to refer for help (Un)

MO4: Analyse the privacy and ethical considerations involved in PFA (An)

MO5: Identify and design a self-care plan (Un, Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

CACHE. (2020). *Certificate in understanding mental health first aid and mental health advocacy in the workplace-Workbook*. Spennymoor: Learning Curve Group.

Everly Jr, G.S. & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Baltimore: Johns Hopkins University Press

Jacobs, G. A. (2016). *Community-Based Psychological First Aid*. Amsterdam : Elsevier

Seligman. M. (2011). *Flourish: A Visionary new understanding of happiness and wellbeing*. United States: Free Press.

Wegerhoff, Urs & Zarth. E. (2018). *Psychological First Aid: Tips, tricks and techniques, how to get through emergency situations*. Deutschland: Medi Urs Inh.

Winch. G. (2013). *Emotional First Aid*. Australia: Exisle Publishing

ASSESSMENT

MODEL QUESTION PAPER BASED ON OBE FORMAT

Remember

1. What is Psychological First Aid?
2. List the core competencies required for providing PFA.

Understand

3. Describe the sources and reaction to trauma

4. Describe the initial steps of PFA.

Apply

5. Assess the models of providing Psychological First Aid.
6. Design a PFA model for children.

Analyze

7. Analyze the prevention plan for managing stress.
8. Analyze impact of trauma on older population

Evaluate

9. Critically appraise the RAPID model of PFA.
10. Evaluate community based PFA

Create

11. Design a plan to provide community based Psychological first Aid.
12. Design a PFA Model relevant to Indian community

SEMESTER II

Course Code: PSY-GC-508

Credits: 2

NAME OF THE COURSE: PSYCHOLOGY OF GENDER**Course Outcomes:****CO1:** Familiarise with the connections between gender and mental health**CO2:** Understand the basic concepts and theoretical perspectives of psychology of gender**CO3:** Compare and contrast the mental health of women, men and LGBTQ communities in relation to the gender ideology constructed in the cultural context.**CO4:** Appreciate a gender sensitive perspective to treatment and assessment of mental health issues with marginalised groups**CO5:** Evaluate gender stereotypes in work, violence and health**CO6:** Understand the implications of feminist perspective in carrying out psychotherapy**COURSE CONTENT****Module I: Concept and Theories**

Sex, gender, sexism and feminism in the organization of Psychology. Similarities and Differences approach. Generation of women psychologists in academe.

Sources of gender bias in psychological research

Theoretical perspectives-Psychoanalytic theory, Variations on Freudian theme, Sociobiology and Evolutionary Psychology, Social learning theory, Cognitive developmental theory, Gender schema theory, Feminist theory, Judith Butler's performative theory of gender.

Contemporary psychodynamic theories of gender development- Chodorow's emphasis on mothering, Kaschak's Antigone phase

Influences on gender identity development- Biological factors, Family environment, Peers, Media; Gender identity development of LGBTQ

LGBTQ Psychology- Debates, perspectives and research

Module Outcomes:

After completion of this module, the student should be able to:

MO1: Reflect upon how gender and sexism prevailed in the discipline of psychology (Ap)

MO2: Explain the gender biases in major theories of psychology (U)

MO3: Understand the current perspectives and debates in LGBTQ psychology (U)

MO4: Analyse the influences on gender identity development (An)

Module II: Gender Stereotypes, Prejudice and Discrimination

Stereotypes of females and males; Cultural representation of gender- Media, Language
Conceptualizing and measuring masculinities and femininities

The process and implications of stereotyping

Negative effects of stereotyping- Stereotype threats, Benevolent sexism; Prejudice and discrimination against LGBTQ

Gender stereotypes at work- Occupational segregation, Work and family issues, Facilitators of Women's career development, Career counselling.

Gendered violence- Sexual harassment (school and workplace), Stalking, Child sexual abuse, Rape, Dating violence, Domestic violence/ Intimate partner violence, Elder abuse

Advocacy programmes of gender equity - Sustainable Development Goals, Global Gender Gap Report, UNICEF India's gender equality strategy

Module Outcomes:

After completion of this module, the student should be able to:

MO1: Reflect upon how gender stereotypes are enacted in popular media and culture (An)

MO2: Understand the processes and effects of stereotyping (U)

MO3: Evaluate the issues pertaining to gender stereotypes at workplace (Ev)

MO4: Analyse the nature and magnitude of gendered violence in India (An)

Module III: Sexuality and Relationships

Sexual response, attitudes, behaviours and problems, Sexual practices

Heterosexuality, Homosexuality, Bisexuality; Lesbian, Gay, Bisexual, Asexual and Transgender individuals

Childhood sexuality. Sexual activity in adolescence, midlife and later life

Relationships- Friendships, Romantic relationships, Committed relationships, Dissolving relationships, Single women, Motherhood, Relationships in the later years

Legal recognition of same-sex relationships

Module Outcomes:

After completion of this module, the student should be able to:

MO1: Understand sexuality, and its attitudes, behaviours, variations and problems (U)

MO2: Evaluate the status of LGBTQ population in India (Ev)

MO3: Explain sexuality from childhood through adolescence to later life (U)

MO4: Reflect upon the norms and trends in sexuality and relationships (An)

Module IV: Gender and Mental Health

Gender and Health - Menstruation, Child birth, Menopause, Contraception, Abortion, Hysterectomy, Breast Cancer, Women and HIV.

Gender and mental health issues – Anxiety disorders and depression, Alcoholism and drug abuse, Eating disorders; Sexual, mental and physical health of LGBTQ people. Ageing and old age issues in LGBTQ communities

Gender mainstreaming in theory and practice - ICD and DSM revisions on disorders related to sexuality and gender identity, APA guidelines for psychological practice with women, men and gender non-conforming people, Queer Affirmative Practice, Gender-based therapies, Gender sensitive family therapy.

Ethics of justice and ethics of care- two different moral standpoints.

Module Outcomes:

After completion of this module, the student should be able to:

MO1: Understand how gender manifests in health problems (U)

MO2: Examine how gender differences relate to mental health issues (C)

MO3: Explore gender-sensitive interventions in psychotherapy (C)

MO4: Reflect upon the types of gender-sensitive counselling and the role of agencies (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Achieve gender equality and empower all women and girls. (2019) Sustainable development goals. Retrieved from <https://sustainabledevelopment.un.org/sdg5>

Addlakha,R. (2009). Gender blind or gender biased?. Sebastian,B. (Ed.). *Restoring mental health in India*. New Delhi: Oxford University Press.

Aird, E. (2001). Women and work. In S. Izzard, & N. Barden.(Eds.). *Rethinking gender and therapy: the changing identities of women*. Buckingham: Open University Press.

American Psychological Association. (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist*, 70, (9). doi: 10.1037/a0039906.

Brannon, L. (2017). *Gender: Psychological perspectives* (7th ed.). New York: Routledge.

Butler, J. (1993). *Bodies that matter: On the discursive limits of 'sex'*. New York: Routledge.

Butler, J. (2004). *Undoing gender*. New York London: Routledge.

Butler, J. (2006). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.

Chakravarthy, S. (2018). Queering mental health practice. Mariwala Health Initiative: Investing in Collective Mental Health. Retrieved from <https://mhi.org.in/voice/details/queering-mental-health-practice/> on 15 December 2019

Clarke, V., Ellis, S.J., Peel, E. & Riggs, D.W. (2010). *Lesbian, gay, bisexual, trans & queer psychology: An introduction*. Cambridge University Press.

Davar, B. (1999). *Mental health of Indian women*. Sage.

Davar, B. (2001). *Mental health from a gender perspective*. Sage.

Eckes, T., & Trautner, H.M. (2000). *The developmental social psychology of gender*. London: Lawrence Erlbaum Associates, Publishers.

Etaugh, C.A. & Bridges, J.S. (2018). *Women's lives: a psychological exploration* (4th ed.). New York: Routledge.

Hyde, J.S. (2007). *Half the human experience* (7th ed). Boston: Houghton Mifflin Company.

Izzard, S. & Barden, N. (2001). *Rethinking gender and therapy: The changing identities of women*. Buckingham: Open University Press.

Kite et al. (2001). *Women psychologists in academe*. *American Psychologist*, 56, 12.

Minton, H.L. (2000). *Psychology and gender at the turn of the century*. *American Psychologist*, 55, 6, 613-615.

Mukherjee, B. (2008). *Redefining ethics as care*. Kolkata: Papyrus.

Paludi, M.A. (1998). *The psychology of women*. New Jersey: Prentice Hall.

Reed, G.M. et al (2016). Disorders related to sexuality and gender identity in the ICD-11: revising the ICD-10 classification based on current scientific evidence, best clinical practices, and human rights considerations. *World Psychiatry*, 15(3), 205-221. doi:10.1002/wps.20354

The Global Gender Gap Report (2018). World Economic Forum. Retrieved from http://www3.weforum.org/docs/WEF_GGGR_2018.pdf

Thomas, T.M. (2007). Female body concerns in health research: a feminist psychological perspective, *Artha Journal of Social Sciences*, 6,1, 19-27.

Thomas, T.M. (2008). *Iranginadappu*. Kottayam: Dc Books.

Thomas, T.M. (2014). (Ed). *Pennira*. Kottayam: Dc Books.

UNICEF (2018). Gender Equality. Retrieved from <https://www.unicef.org/india/reports/gender-equality-brief>

Ussher, J. M. & Nicolson, P. (1992). *Gender issues in clinical psychology*. London: Routledge.

Zucker, K. J., Cohen-Kettenis, P.T., Drescher, J., Meyer-Bahlburg, H.F., Pfäfflin, F. & Womack, W. M. (2013). Memo outlining evidence for change for gender identity disorder in the DSM-5. *Archives of Sexual Behaviour*, 42(5),901-14. doi: 10.1007/s10508-013-0139-4.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. List out the contemporary psychodynamic theories of gender development.
2. Define the terms 'sex' and 'gender'.

Understand

3. Describe the major sources of gender bias in psychological research.
4. Explain the negative effects of stereotyping.

Apply

5. Find out how the romantic relationships between peoples of opposite genders and relationship between peoples of same gender or any genders are perceived in the current Kerala society.
6. Assess the level of freedom for expression of sexuality and gender at work places of Asian countries including India.

Analyse

7. Critically evaluate the LGBTQIA+ welfare policies implemented by Indian Government and its reach to the different sectors in the society.
8. Examine the influence of different factors in the gender identity development.
9. Analyse the trend of labelling individuals having sexual orientations other than heterosexuality as gay, lesbian, bisexual or pansexual etc. Also comment your thoughts on why the individuals having heterosexual orientation are not being labelled in a term and not addressed as so in public gatherings.
10. Critically appraise the concepts of masculinity and femininity that the society has constructed and its toxic effects on the peoples who couldn't meet those criteria.

Create

11. Create a curriculum outline for teaching gender identity, sexuality and sexual behaviours in schools which includes activities not only for students but also teachers and parents too.
12. Imagine that one of your friends, who is from an economically backward rural family, comes out to you as a person having homosexual orientation with Trans-men gender identity. You found that the individual is suffering from severe mental health issues. As a friend and a Psychology student, what all things would you do for the overall welfare of the individual?

SEMESTER II

Course Code: PSY-GC-509

Credits: 2

NAME OF COURSE: CONSUMER BEHAVIOUR AND MARKETING**Course outcomes:****CO1:** Understand basic concepts of consumer behaviour and marketing**CO2:** Analyze various market segments**CO3:** Evaluate basic concepts underlying the consumer as an individual**CO4:** Evaluate the consumer decision making process**CO5:** Analyse the relationship between consumer behavior and society.**CO6:** Apply psychological aspects to marketing strategies.**COURSE CONTENT****Module I: Introduction to Consumer Behaviour**

Define consumer behaviour. Diversity of Consumer Behaviour and Ethics in Marketing
 Consumer Research – History, Conducting Marketing Segmentation – Bases , criteria and implementation

Module Outcome

After completion of this module, the student should be able to

MO1: Understand the diversity of consumer behaviour (Un)

MO2: Analyse ethics in marketing (An)

MO3: Understand the history of consumer research (Un)

MO4: Apply consumer research (An)

MO5: Understand and apply market segmentation (Un, Ap)

Module II: Consumer as an individual

Motivation – Nature, Types, Measurement and Research
 Personality- Consumer diversity and self and self-image
 Perception –Dynamics, Consumer, imagery and Perceived Risk
 Learning and Consumer Involvement. Brand Loyalty
 Attitudes – Model, Formation and Change, and Theories
 Communication – Components, Process and Designing Persuasive Communication

Module Outcome

After completion of this module, the student should be able to

MO1: Analyse nature, type and research in consumer motivation (An)

MO2: Design strategy to measure consumer motivation (Ap)

MO3: Evaluate the role of personality on consumer behaviour (Ev)

MO4: Analyse the role of perception on consumer behaviour (An)

MO5: Analyse aspects of consumer involvement and brand loyalty (An)

MO6: Evaluate the role of attitude on consumer behaviour (Ev)

MO7: Design effective communication to influence consumer behavior (Ap)

Module III: The Consumer Decision – Marketing Process

Personal Influence and the Opinion leadership Process, firm's promotion strategy. Diffusion of Innovation-The diffusion process and the Adoption process. A profile of the consumer innovator . Consumer Decision Making: Choosing and Consuming- Decision levels of consumer decision making, views and model, and consumer gifting behaviour.4

Module Outcome

After completion of this module, the student should be able to

MO1: Understanding aspects of opinion leadership (Un)

MO2: Evaluate promotion strategy (Ev)

MO3: Analyse concept of consumer profile (An)

MO4: Evaluate process of consumer decision making (Ev)

Module IV: Consumer Behaviour And Society

Consumer Behaviour Applications to profit and not –for – profit marketing –Health Care Marketing, Political Marketing, the marketing of Social causes and Environmental marketing. Public Policy and Consumer Protection- Sustainable consumption.

Module Outcome

After completion of this module, the student should be able to

MO1: Evaluate use of consumer behaviour for profit and not for profit marketing (Ev)

MO2: Understand various types of marketing (Un)

MO3: Design socially responsible marketing strategy (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

- Arens, & Bovee. (1994). *Contemporary Advertising*. 5th ed. Irivch Inc, Sydney.
- David, A. Aaker, & John G. Myers. *Advertising Management*. Prentice Hall International edition.
- Donald, S. Tull. (1987). *Marketing Research*. 4th ed. Del.F.Harikins. Mac Millan Co.
- Dunn & Barbon.(1978).*Advertising: Its role in Modern Marketing*. 4th ed. The Dryden Press, USA.
- George Kress.(1988). *Marketing Research*. 3rd ed. Prentice Hall. International.
- Leon, G. Schiffman, & Leslie Lazar Kanuk.(1994). *Consumer Behaviour*. 5th ed. India: Prentice Hall.
- Leon, G. Schiffman, & Leslie Lazar Kanuk. Hansan. H (2012). *Consumer Behaviour*. European Outlook. 2th ed. UK: Pearson Education Ltd.
- Muthu.S.S.(2019). *Consumer Behaviour & Sustainable fashion consumption*.Singapore. Springer
- Russell, J. Thomas , & Ronald Lane. W. (1996). *Klepper's Advertising Procedure*. London: Prentice Hall .
- Wright, Werner, Winter, Zeigler. (1997). *Advertising*
- William, M, Weilbacher .(1981). *Cases in Advertising*. London: Mc Graw Hill.

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
- 60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. What is consumer behaviour?
2. What are the various types of marketing?

Understand

3. Explain the aspects of opinion leadership?
4. Explain sustainable consumption.

Apply

5. Design effective communication to influence consumer behaviour
6. Explain how motivation affects consumer behaviour

Analyze

7. Analyse nature, type and research in consumer motivation
8. Analyse consumer decisions making process.

Evaluate

9. Evaluate use of consumer behaviour for profit and not for profit marketing
10. Evaluate process of market segmentation.

Create

11. Create a message to capture consumer attention using concepts learned in consumer behaviour.
12. Create a strategy to promote sustainable consumption.

SEMESTER III

Course Code: PSY-GC-510

Credits: 2

NAME OF THE COURSE: ENVIRONMENTAL PSYCHOLOGY**Course Outcomes:**

- CO1:** Understand the field of Environmental Psychology and the various theoretical approaches
- CO2:** Evaluate the present frame work and future directions in Environmental Psychology
- CO3:** Identify the factors influencing environmental attitude
- CO4:** Construct a tool to measure environmental attitude
- CO5:** Evaluate the strategies to promote pro-environmental behaviour
- CO6:** Appraise scientifically the internal and external barriers of individual behavior change
- CO7:** Select any environmental stress we face today (noise, pollution, crowding etc) and propose plans to change it by changing human behavior
- CO8:** Value environmental resources and design plans for its preservation
- CO9:** Create ways by which the knowledge of environmental psychology can be applied to improve everyday environments like workplace, school, healthcare institutions etc

COURSE CONTENT**Module I: Introduction to Environmental Psychology**

Define Environmental Psychology. _Common assumptions of environmental psychology
 _Domains of environmental psychology _Theories and approaches :Arousal
 Theories _Stimulus Load Theories _Behavioural Constraint Theories _Adaptation Level
 Theories _Environmental Stress Theories _Ecological Theories. Model of environment
 Behaviour Relationships _The Present Framework and Future Directions in Environmental
 Psychology

Module Outcome :

After completion of this module , the student should be able to :

- MO1:** Define environmental Psychology and identify its assumptions (Re)
- MO2:** Understand the theories and approaches of environmental Psychology (Un)
- MO3:** Evaluate the present framework and future directions in Environmental Psychology (Ev)

Module II: Environmental Stress and Environmental Attitudes

Environmental Stress: Conceptualization of stress_ Effects of environmental stress:Noise_Crowding_Pollution_Temperature _Poor housing quality_Poor Neighborhood quality .

Environmental Attitudes: Definition_Importance_Factors_Functions

Module Outcome:

After completion of this module , the student should be able to:

MO1: Analyze the effects of environmental stress on quality of life (An)

MO2: Identify the factors influencing environmental attitude (Un)

MO3: To construct a tool to measure environmental attitude (Cr)

Module III: Pro-Environmental Behaviour

Pro environmental behavior: Definition_Models_Strategies to promote pro environmental behavior_Sustaining of pro environmental behavior

Environmental education_ External and internal barriers to individual behavior change_ Lewin's theory of change_ Behavior change as self-regulation _Behavior change as transition through a sequence of stages (The trans theoretical model) The stage model of self-regulated behavior change.

Pro environmental initiatives: State, national and international levels

Module Outcome:

After completion of this module, the student should be able to:

MO1: Evaluate the strategies to promote pro-environmental behavior (Ev)

MO2: Appraise scientifically the internal and external barriers of individual behavior change (Ev)

Module IV: Influence of Environment on Human Behavior

Influence of environment on human behavior:Work environments_School environments_Healthcare environments_Extreme and unusual environments_Responses to environmental disasters_Therapeutic use of nature

Module Outcome:

After completion of this module , the student should be able to :

MO1: Select any environmental stress we face today (noise, pollution,crowding etc) and propose plans to change it by changing human behavior (Cr)

MO2: To value environmental resources and design plans for its preservation (Cr)

MO3: Create ways by which the knowledge of environmental psychology can be applied to

improve everyday environments like workplace, school, healthcare institutions etc (Cr)
 MO4: Evaluate the effect of human behavior on environment as well as the ways in which environment influences human behavior (Ev)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

- Bandhu, et al.(1994).*Environmental education for sustainable development*.Indian Environmental Society, New Delhi.
- Bell, P.A., Greene, T.C., Fisher, J.D. and Baum, A. (2001) *Environmental Psychology*, Fort Worth: Harcourt (Fifth Edition).
- Bell, P.A., Fisher, J.D., & Loomis, R.J. (1978). *Environmental Psychology*, Philadelphia: W.E.Saunders Co.
- Bhattacharya,S.(2008). *Environmental Psychology*.Global Vision Publishing House,New Delhi.
- Gifford, R. (1997). *Environmental psychology: principles and practice (second edition)*. London: Allyn and Bacon ,Boston.
- Purushotham, R.K &Narasimha,R.D.(2002)*Environmental education*,Hyderabad: Neelkamal Publications.
- Steg, L., van den Berg, A. E., & de Groot, J. I. M. (Eds.). (2013) *Environmental Psychology: An Introduction*. Malden, MA: John Wiley and Sons.
- Steg, L., & Vlek, C. (2009). Encouraging pro-environmental behaviour: An integrative review and research agenda. *Journal of Environmental Psychology*, 29, 309–317.
<https://doi.org/10.1016/j.jenvp.2008.10.004>

ASSESSMENT

40% Continuous/Formative Assessment (see PG Regulations)
 60% End-semester/Summative Assessment : 3 hour written exam

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. Define environmental Psychology.
2. List the different types of environmental stress.

Understand

3. Discuss the theories and approaches in the field of environmental psychology.
4. Explain the factors that influence environmental attitude

Apply

5. Construct a tool to measure environmental attitude.
6. Conduct a study on the health effects of visual exposure to landscapes or natural elements.

Analyze

7. Analyze the effect of environmental stress on quality of life.
8. Examine how environmental Knowledge, environmental attitude, and pro-environmental behavior are connected.

Evaluate

9. Evaluate the strategies to promote pro-environmental behavior among children. Which do you think would work best? Why?
10. An especially challenging aspect of changing beliefs and attitudes about the environment is to convince people that their personal behavior matters. Justify your answer.

Create

11. Develop a proposal to reduce noise pollution in urban settings.
12. Design a therapeutic garden in a health care setting and study the physical and psychological benefits on a select clinical population.

SEMESTER: III**Course Code: PSY-GC-511****Credits: 2****NAME OF THE COURSE: FORENSIC PSYCHOLOGY****Course outcomes:****CO1:** Develop an understanding of Forensic Psychology**CO2:** Explore the historical perspective of Forensic Sciences**CO3:** Examine psychology of criminal behaviour**CO4:** Analyse the reasons of crime and ways of controlling it**COURSE CONTENT****Module I: Introduction to Forensic Psychology**

Forensic Psychology: Definition, Nature, Role of Forensic Psychology and Forensic psychologist in criminal justice system; Branches in Forensic Psychology: Police Psychology, Psychology of Crime and Delinquency, Victimology and Victim Services, Legal Psychology and Correctional Psychology; M'Naghten rules, Insanity in Indian penal code (IPC 84)-Legal insanity and medical insanity.

Module Outcome

After completion of this module, the student should be able to

MO1: Understand basics of Forensic psychology (Up)

MO2: Apply the basics of Forensic psychology for addressing criminal behaviour (Ap)

MO3: Evaluate sub-specializations of Forensic psychology (Ev)

MO4: Evaluate evidentiary value of Forensic psychology in India (Ev)

Module II: Basics of Forensic Science

Forensic Science: Definition, history and development; Scope and need of Forensic science in criminal justice system; Development of Forensic science in India; Locard's principle of exchange, Fyre standards vs Daubert Standards; Organization setup of Forensic Science Laboratory, Structure and function of State, Regional and Central Forensic Science Laboratories.

Module outcome

After completion of this module, the student should be able to

- MO1: Understand history and development of Forensic science standards (Un)
 MO2: Analyse scientific methods used in Forensic science for criminal investigation. (Ev)
 MO3: Analyse the relevance of Forensic Psychology in current scenario (An)
 MO4: Evaluate the scope of Forensic Psychology in India and the World (Ev)

Module III: Eye Witness testimony

Psychology of eye-witness testimony: Concept of Memory, Atkinson- Shiffrin Model, Neuroscience of memory; Car Crash experiment by Elizabeth Loftus, Factors affecting the accuracy of eye-witness testimony; Innocence project and National Registry of Exonerations.

Module Outcome

After completion of this module, the student should be able to

- MO1: Understand basics of memory (Un)
 MO2: Analyse the neuroscience of memory (An)
 MO3: Evaluate factors affecting eye-witness testimony (Ev)

Module IV: Forensic Psychological Techniques

Polygraph: Instrument and its parameters, Scientific basis of polygraph, Questioning techniques: relevant-irrelevant techniques, Control Question Techniques, Card test. Procedure of polygraph, Scoring and analysis of polygraph. Brain Electrical Oscillation Signature Profiling: theoretical basis, Experience v/s Knowledge- Neuro Cognitive process, Designing of probes-audio & visual probes

Module outcome

After completion of this module, the student should be able to

- MO1: Understand different techniques used in detecting deception (Un)
 MO2: Evaluate Neuropsychology of deception detection (Ev)
 MO3: Design audio and visual probes for crime detection (Ap)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES**References**

Bartol, R.C, & Bartol.M.A. (2016). *Criminal Behaviour: A psychological approach*.

Pearson Higher Education. England

Bartol, C. and Bartol, A. (2018). *Introduction to Forensic Psychology: Research and Application* . London: SAGE Publication

Blackburn. R. (1995). *The Psychology of Criminal Conduct: Theory, Research and Practice*.Hoboken: Wiley-Blackwell Publishers

Canter,V. D. and (2012). *Forensic Psychology for Dummies*. United States.John Wiley & Sons

Douglas, John E. (1995). *Mindhunter : inside the FBI's elite serial crime unit*. New York :Scribner

Durrant. R (2018). *An Introduction to Criminal Psychology*. Routledge. London

Ellis. H. (2018). *The Criminal* . South Calrolina: Createspace Independent Publisher

Howtt. D (2002). *Introduction to Forensic and Criminal Psychology*. UK: Pearson

Education.

Roy, N. (2018). *Forensic Psychology*. New Delhi. Amiga Press Inc

Samenow.S .(2014). *Inside the Criminal Mind*. Portland: Broadway Books

Verma, B.R. (2006). *Crime Psychology*. Alfa Publication. New Delhi

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT**Remember**

- 1.What is Forensic Psychology?
2. Explain the history of Forensic Psychology .

Understand

3. What do you mean by Police Psychology?
4. Distinguish Forensic psychology from related fields

Apply

5. Trace the scope of Forensic psychology in India.
6. Assess the role of Forensic psychology for criminal profiling.

Analyze

7. Compare the different techniques used in detecting deception.
8. Analyze the scientific basis of polygraph.

Evaluate

9. Evaluate the concept of insanity as per Indian penal code.
10. Compare the Frye standards vs Daubert Standards.

Create

11. Prepare a scientific plan to examine a criminal case.
12. Describe the steps to develop an audio visual probe for assessing a criminal.

SEMESTER: III**Course Code: PSY-GC-512****Credits: 2****NAME OF THE COURSE: HEALTH PSYCHOLOGY****Course outcomes:****CO1:** Examine the role of psycho social factors affecting health behaviour.**CO2:** Develop stress management skills**CO3:** Analyze the biological and nutritional causes in behaviour and apply it in real life.**CO4:** Compose Health enhancing behaviour**COURSE CONTENT****Module 1: An overview of psychology and Health**

Define health psychology. Current perspectives on Health and Illness, Bio psycho social perspective

Module outcome

After completion of this module, the student should be able to

MO1: Examine the different perspective of health (Un)

MO2: Examine role of psychology in health (An)

Module 2: Stress, Illness and coping

Psycho physiological disorders, stress and Cardiovascular Disorders, stress and cancer, stress management.

Module outcome

After completion of this module, the student should be able to

MO1: Develop understanding of various psychophysiological disorders (Un)

MO2: Analyze impact of stress on health (An)

MO3: Apply skill for stress management (Ap)

Module 3: Life styles to Enhance Health and Prevent illness

Health and Behavior, Developmental, gender and socio cultural factors in health. Substance use and abuse, Nutrition, weight control and Diet, Exercise, and safety.

Module outcome

After completion of this module, the student should be able to

MO1: Understand relationship between health and behaviour (Un)

MO2: Analyze impact of developmental and socio-cultural factors on health (An)

MO3: Evaluate influence of substance use on health (Ev)

Module 4: Chronic and Life-threatening Health Problems.

Serious and Disabling Chronic Illness: causes, management and coping, Adjusting to a chronic illness, psycho social interventions for people with chronic conditions

Module outcome

After completion of this module, the student should be able to

MO1: Analyze impact of serious and disabling chronic illness on health (An)

MO2: Analyze the psycho social interventions for people with chronic conditions. (An)

MO 3: Compose health enhancing behavior (Cr)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

- Browne, A. and Lbwelyn, S. (1999). Health psychology: Process and application.
- Cain, S (2012). Quiet: The Power of Introverts in a World That Can't Stop Talking . United States: Crown Publishing House
- Davidson, R, J. & Begley, S. (2012). The Emotional Life of Your Brain: How Its Unique Patterns Affect the Way You Think, Feel, and Live--and How You Can Change Them .United States. Hudson Street Press
- Duhigg, C. (2012). The Power of Habit: Why We Do What We Do in Life and Business . UK : Random House
- Edward P.Sarafino and Timothy W. Smith (2012)Health psychology Bio psychosocial interactions (seventh edition) Wiley India Pvt.Ltd. New Delhi.
- Enders, G. and Enders J (2014). Gut: The Inside Story of Our Body's Most Underrated Organ . Canada: Greystone Books
- Felicity Allen, (2011) Health Psychology & Behaviour, Tata McGraw-hill Education Pvt.Ltd; Monash university, Australia
- Gibson1, H.B. (2000). Psychology-Pain and anesthesia. London: Sage
- Sapolsky , M. R. (2017). Behave: The Biology of Humans at Our Best and Worst . UK :

Penguin Press.
Shelley E.Taylor, (2012) Health Psychology 2nd edition, Tata McGraw Hill Education Pvt Ltd; New Delhi, pp-4-14.
Taylor, S.E. (1998). Health Psychology., New York: Mac. Graw Hills Inc.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

- 1.What is health psychology?
2. Discuss the different perspectives in Health psychology

Understand

- 3.Describe the sources of stress.
4. Explain the reactions to stress.

Apply

- 5.Find out the role of life style on health.
6. Design a health enhancing plan for managing cancer.

Analyze

- 7.Analyze the biopsychosocial perspectives of health.
8. Analyze the impact of community on health.

Evaluate

- 9.Evaluate the psycho social interventions for people with chronic conditions.
10. Evaluate the impact of addiction on health.

Create

- 11.Prepare a stress management program to improve health.
12. Create a diet and exercise chart for moderating impact of stress.

SEMESTER: III**Course Code: PSY-GC-513****Credits: 2****NAME OF THE COURSE: INDIAN PSYCHOLOGY****Course Outcomes:**

CO1: Familiarise with the Indian theories and concepts of psychology and understand how it differs from the western psychology

CO2: Understand about the different schools of Indian psychology, the concept and importance of consciousness, self-realization, health and well-being

CO3: Explain research methods used in ancient times to study people

CO4: Integrate the concepts of culture, spirituality and ancient science to develop a holistic perspective to healthy living

CO5: Apply Indian psychological concepts for personal development

COURSE CONTENT**Module I: Foundations of Indian Psychology**

Definitions, Nature, Scope, Assumptions and Methods of study

Research on Indian psychology – Challenges and perspectives

Differentiation of concepts- Indigenous, Indian, Transpersonal psychology

Knowing and knowledge in the Indian tradition

Psychohistorical perspective of Indian thought and tradition

Characteristics of Indian psyche

Vedic, Post-Vedic, Neo-Vedic and Sophistic philosophies

Genesis of Psychology in India

Implications of Indian psychology

Module Outcomes:

After completion of this module, the student should be able to:

M01: Understand the historical evolution of Indian psychology (U)

M02: Understand the research methods on Indian psychology (U)

M03: Analyse the philosophical perspectives of Indian psychology (An)

Module II: Systems and Schools of Indian Psychology

Transpersonal Psychology in the Bhagavad Gita

Psychology in the Advaita Vedanta

Nyaya-Vaisesika theory of perceiving the experience

Buddhist Psychology

Jaina Psychology - Teravada & Mahayana Schools, Zen Techniques

Sufi path of self-transformation

Module Outcomes:

After completion of this module, the student should be able to:

M01: Appreciate the various schools and systems of Indian psychology

M02: Understand the applications of Buddhist psychology

M03: Analyse the traditional Indian texts from a psychological perspective

Module III: Topics and Themes in Indian Psychology

Consciousness- Materiality, Spirituality, Integrality. States of consciousness.

Ego and ahamkara: Self and identity

Emotions: Cultural perspectives

Perception, Motivation and Personality in Indian psychology

Values of Indian psychology

Module Outcomes:

After completion of this module, the student should be able to:

M01: Understand consciousness and its states (U)

M02: Understand the cultural and Indian perspectives of emotions, perception, motivation and personality (U)

M03: Analyse the values of Indian psychology (An)

Module IV: Indian Psychology for Healthy Living

Psychological theories and practises in Ayurveda - goals of life- concept of purusharthas, personality development, concept of ashramas.

Yoga Psychology: Four Yogas, Pathanjali's Yoga Suthra, Gunathraya and Gunatheetha State

Therapeutic psychology and Yoga

Psychotherapy and Indian thought

Indigenizing organizational psychology

Meditative traditions and contemporary psychology

Module Outcomes:

After completion of this module, the student should be able to:

M01: Appraise the applications of Indian psychology (Ev)

M02: Understand psychotherapy from Yoga perspective (U)

M03: Practise the meditative traditions based on Indian psychology (C)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments

- Field work and survey

LEARNING RESOURCES

References

Cornelissen, R. M. M., & Misra, G., Varma, S. (2011). *Foundations of Indian psychology: Concepts and theories*. (Vol.1) New Delhi: Pearson.

Cornelissen, R. M. M.,& Misra, G., Varma, S. (2011). *Foundations of Indian psychology: Practical applications*. (Vol.2). New Delhi: Pearson.

Cornelissen, R. M. M., & Misra, G., Varma, S. (2014). *Foundations and applications of Indian psychology*. New Delhi: Pearson.

Kuppuswamy, B. (1985). *Elements of ancient Indian psychology*. Vani Educational Books.

Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. New Delhi: Foundation Books.

Ornstein, R. E. (1997). *The psychology of consciousness*. Harcourt, Brace & Jovanovich.

Yati, G.N.C. (2009). *Living the science of harmonious union: Principles and practice of Patanjali's Yoga Sastra*. New Delhi: D.K. Printworld (P) Ltd.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTION BASED ON OBE FORMAT

Remember

1. List out the main characteristics of Indian psyche.
2. Define consciousness and its stages.

Understand

3. Describe the concept of emotions in cultural perspectives.
4. Explain the major concepts of Buddhist psychology.

Apply

5. Assess the implications of psychological theories and practises in Ayurveda.
6. Find out how psychology evolved in Indian Culture. Also point out the philosophical thoughts that influenced the development of the concept-Indian Psyche.

Analyse

7. Critically evaluate and compare the Transpersonal Psychology in the Bhagavad Gita and the Psychology in the Advaita Vedanta.
8. Examine the concepts of Ego in western psychology and Eastern Psychology.

Apply

9. Analyse the use of Yoga as a therapeutic method in psychology with the help of researches held on Yoga therapy for Schizophrenia.
10. Critically appraise the concept of personality in Indian Psychology and its differences with Western Psychology.

Create

11. Design a strategy for implementing the beneficial uses of Ayurveda and Yoga in the understanding of Indian Psyche and as well as in the treatment of mental disorders.
12. One of your friends who is a young adult, living with his single mother, approached you with the constant disturbances of thoughts regarding death and ambiguity on his existence. As an Indian psychologist, how would you counsel this individual with the help of core psychological concepts in Transpersonal psychology in the Bhagavad Gita, Psychology in the Advaita Vedanta, Nyaya-Vaisesika theory of perceiving the experience, Buddhist Psychology and Jaina Psychology.

SEMESTER: IV**Course Code: PSY-GC-514****Credits: 2****NAME OF THE COURSE: PSYCHOLOGY IN PERSPECTIVE****Course Outcomes:**

CO1: Facilitate a critical reading to understand the path psychology has travelled which resulted in its revolutionary development over a period of time

CO2: Conceptualize Psychology in its deepest sense across the globe

CO3: Describe a culturally informed and contextualized view of the discipline of psychology.

CO4: Demonstrate the interdisciplinary interactions in the evolution of psychology developed through various perspectives.

CO5: Describe how philosophical and historical forces have shaped the psychology of today.

CO6: Evaluate psychological theory, research, and practice in a historical context and develop ideas, critiques, conclusions of their own.

CO7: Appreciate the critical skills in reading and understanding the history of psychology.

CO8: Create critical perspective in appraising the role of multiple factors and complex interactions in a given social issue

COURSE CONTENT**Module I: Understanding the Western History of Psychology**

What and why to study the history of psychology-Historiography of psychology. Modes of scientific explanations- nomological and causal approaches, rationality, falsifiability (Karl Popper), paradigms (Thomas Kuhn).

Is Psychology a common sense, science or social science? Philosophical forces in psychology- Positivism, materialism, empiricism, sensationalism, romanticism, existentialism.

Persistent questions in psychology: mind-body, nativism-empiricism, rationalism-irrationalism, objectivity-subjectivity, universalism-relativism, nature-nurture, trait- situation controversy and concept of interaction.

Origin of human knowledge- ontological and epistemological reflections in psychology (Theoretical psychology).

Psychology of consciousness, unconscious (Sigmund Freud) and adaptation (from mentalism to behavioralism). The rise of cognitive sciences, the rise of applied psychology, developing the psychological society.

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Understand the historical development of Psychology in the west (Un)
- MO2: Distinguish between psychology as common sense, science and social sense (Un)
- MO3: Differentiate between psychology of consciousness and unconscious (Un)
- MO4: Appraise the relevance of ontological and epistemological reflections in psychology (Ev)

Module II: History and Scope of Psychology in India

Folk psychology- Theory of mind debate
Mind and mental health in major eastern systems: Bhagavad Gita, Buddhism, Sufism and Yoga; Concept of consciousness and Indian theories of mind; Indian psychology- Religion and spirituality; Self awareness for ultimate personal development in Indian psychology
Critical psychology in India: Debating pasts and futures; Two worlds of Indian psychologists; Psychology within Indian academia. New interventions.
Development and current status of professional psychology in India

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Understand the historical development of Psychology in India (Un)
- MO2: Analyse the contributions of major eastern systems to Psychology in India (An)
- MO3: Explain the debates in critical psychology in India (An)
- MO4: Appraise the relevance of spirituality in Indian psychology (Ev)

Module III: Critiquing Psychology

Deconstruction as the foundations of critical psychology. Fundamental concepts in critical psychology in Asia. Psychology as a problematic science.
Philosophical concerns in critical psychology- brief introduction to theories- Foucault, Derrida, Satre, Lacan, Levi-Strauss, Adorno, Malinowski, Erik Fromm, Durkheim.
Kant's critique of rational and empirical psychology. Dialectical psychology (Marxist psychology, Lev Vygotsky). Feminist critique. Postmodern critique. Postcolonial psychology.
Critical perspectives of mainstream psychology
Historical concerns in critical psychology: Schools of psychology- critique and debates
Assessment psychology- a social justice perspective, Roots of individual- society dialectic

Module Outcome:

After completion of this module, the student should be able to:

- MO1: Understand the fundamental concepts in critical psychology (Un)
- MO2: Distinguish between critical perspectives of mainstream psychology (Un)
- MO3: Analyse the critiques and debates in schools of psychology (Un)
- MO4: Appraise the relevance of social justice in assessment psychology (Ev)

Module IV: Revolutions in Psychology across the Globe

Impact of globalization; Post modernism and multicultural movements. Impact of religions on psychology.

Antipsychiatry movement and beyond, Reconstruction of psychology in education, Self- help and popular psychology. Critical approach to power-political psychology. Subjectivity, power and collectivity- community psychology. Critical practices in research methods.

Liberation psychology, Indigenous psychologies, Disability studies, Discursive psychology, Feminist psychology, Queer theory, Critical psychology of sexualities, Black psychology.

Participatory action research, Psychology for social justice.

Evidence based approach in the research and practice of psychology

Module Outcome:

After completion of this module, the student should be able to:

MO1: Explain the impact of globalization and religions on psychology (An)

MO2: Distinguish between the critical approaches in psychology (Un)

MO3: Analyse psychology for social justice (An)

MO4: Appraise evidence-based approach in the practise of psychology (Ev)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Akhtar, S. (2005). *Freud along the Ganges: Psychoanalytic reflections on the people and culture of India*. WW Norton & Co.

Basu, A.R. (1999). Girindrasekhar Bose and the coming of psychology in colonial India. *Theoretical Perspective*, 6:29–55.

Bem, S. & De Jong, H. L. (2006). *Theoretical issues in psychology: An introduction*. London: Sage.

Botterill, G & Carruthers, P. (1999). *The philosophy of psychology*. (3rd ed.). Cambridge University Press.

- Brennan, J. F. (2003). *History and systems of psychology*. (7th ed.). Australia: Wadsworth Cengage Learning.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (2011). *Foundations of Indian psychology: Concepts and theories*. New Delhi: Pearson.
- Dalal, A.K. & Misra, G. (Eds.) (2002). *New directions in Indian psychology* (Vol 1: Social Psychology). (pp.19-49). New Delhi: Sage
- Das, J.P. (2014). *Consciousness quest: Where east meets west*. Los Angeles: Sage.
- Dunn, D.S. (2009). *Teaching critical thinking in psychology: A handbook of best practices*. Wiley Blackwell.
- Fox, D., & Prilleltensky, I. (1997). *Critical psychology: An introduction*. London: Sage.
- Gentile, B.F. & Miller, B.O. (2009). *Foundations of psychological thought: A history of psychology*. Sage: New Delhi.
- Giles, B. (2002). *History of psychology*. Delhi: Pearson
- Greenwood, J.D. (2015). *A conceptual history of psychology: Exploring the tangled web* (2nd ed). UK: Cambridge University Press.
- Jones, D. & Elcock, J. (2001). *History and theories of psychology: A critical perspective*. Arnold: London.
- Kao, H.S.R., & Sinha, D. (1997). *Asian perspectives on psychology*. New Delhi: Sage.
- Kuhn, T.S. (1962). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Kumar, M. (2006) Rethinking psychology in India: Debating pasts and futures, *Annual Review of Critical Psychology*, 5, pp. 236-256 www.discourseunit.com/arcp/5
- Lack, C.W. & Rousseau, J. (2016). *Critical thinking, science and pseudoscience: Why we can't trust our brains*. New York: Springer.
- Lawson, R.B., Graham, J.E., & Baker, K.M. (2007). *A history of psychology: Globalization, ideas, and applications*. Prentice Hall: New Delhi.
- Leahey, T.H. (2018). *A history of psychology: From antiquity to modernity*. (8th ed.). Routledge.
- Nandy, A. (1974). The non-paradigmatic crisis of Indian psychology: Reflections on a recipient culture of science. *Indian Journal of Psychology*, 49.1-20.
- Pandey, J. (2004). *Psychology in India revisited* (Vol-1). ND: Sage.
- Parker, I (2015). *Handbook of critical psychology*. Routledge
- Rajan, R.S. (1997). The third world academic in other places: Or, the postcolonial intellectual revisited. *Critical Inquiry*, 23 (3): 596-616.

- Ramanujan, A.K. (1990). "Is there an Indian way of thinking?" In *India Through Hindu Categories*. McKim Marriott, (ed.) New Delhi/London: Sage publications.
- Robinson, D.N. (1995). *An intellectual history of psychology*. (3rd ed.). Arnold: London.
http://www.julianjaynes.org/pdf/jaynes_history.pdf
- Ruscio, J. (2006). *Critical thinking in psychology*. Belmont, CA: Wadsworth
- Saraswathi, T.S. (1999). *Culture, socialization and human development: Theory, research and applications in India*. Sage Publications: New Delhi.
- Schultz, D. P. & Schultz, S.A. (2011). *A history of modern psychology*. (10th ed.). Australia: Wadsworth Cengage Learning.
- Sinha (1994). Origins and development of psychology in India: Outgrowing the alien framework. *International Journal of Psychology*, 29(6), 695-705.
- Sinha, D. (1984). Psychology in the context of third world development. *International Journal of Psychology*, 19. 17-29.
- Sinha, D. (1986). *Psychology in a third world country: The Indian experience*. Delhi: Sage.
- Teo, T. (2005). *The critique of psychology: From Kant to postcolonial theory*. Springer
- Hergenbahn, B.R. & Henley, T.B. (2014). *An introduction to the history of psychology*. (2nd ed.). Belmont, California: Wadsworth Publishing Company.
- Tuffin, K. (2005). *Understanding critical social psychology*. ND: Sage.
- Vahali, H.O. (2002). From affirming silence to finding voice: Psychology and the circle of Human Protest, *Psychological Studies*, 1(2):5-10.
- Vindhya, U. (2003). *Psychology in India: Intersecting crossroads*. Concept Publications: New Delhi.
- Vindhya, U. (Ed). (2003). *Psychology in India: Intersecting crossroads*. New Delhi: Concept publishing company.

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTION BASED ON OBE FORMAT

Remember

1. What are the different philosophical forces of psychology?
2. Define black psychology. Why is it important in current scenario?

Understand

3. Describe the need for studying the history of psychology?
4. Explain Indian psychology in the perspectives of Religion and Spirituality

Apply

5. Assess the impact of religion in psychology?
6. Find out the fundamental concepts in critical psychology in Asia.

Analyse

7. Critically evaluate the trend of labelling individuals based on their sexual identity or orientations with the help of queer theories.
8. Evaluate the need for evidence-based approaches than experience-based approaches in forming theories or assumptions.

Evaluate

9. Critically examine the proclaimed mental health benefits of practicing Yoga.
10. Evaluate the impact of psychology in liberation movements.

Create

11. Design an action plan for helping the people from sexual minority by understanding the reasons behind their discrimination with the help of liberation psychology, feminist psychology, cultural psychology and queer theories.
12. Form a strategy for better mental health using the principles of psychology in an eastern perspective.

SEMESTER: IV**Course Code: PSY-GC-515****Credits: 2****NAME OF THE COURSE: CONTEMPORARY ISSUES IN PSYCHOLOGY****Course Outcomes:**

CO1: Understand multiple disciplines where concepts of psychology are effectively applied and practised.

CO2: Familiarize with some of the major theoretical perspectives in social and cultural psychology

CO3: Appreciate positive psychology and its impacts on human functioning and mental health

CO4: Familiarize with the role of psychology in social issues such as crime and policing, trauma psychology and other emerging fields

CO5: Appreciate social and cultural roots of human behavior

CO6: Demonstrate essential skills for the professional development of a psychologist.

CO7: Analyze the changing cultural diversity in the present Indian society

COURSE CONTENT**Module I: Culture and Behaviour**

Culture and development of self. Diverse identities.

Cultural and cross-cultural psychology: Diversity in socialization: Individualistic vs. collectivistic culture, Indigenous psychologies, Integrating culture in psychology.

Indian psyche, identity and culture- Classic works by Sudhir Kakar, Ashis Nandy, Girindra Sekhar Bose, U Vindhya and Bhargavi Davar. Contributions of Durganand Sinha, Girishwar Misra, T S Saraswathy, Ajit K Dalal

Culture, personality and psychopathology, Traditional healing methods, Cross- cultural aspects of coping, Acculturation and mental health, Childhood disability in the sociocultural context, Cultural bias, discrimination, marginalization

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the cultural development of individual behaviour (Un)

MO2: Explain the classic works on Indian culture in Psychology (An)

MO3: Relate culture, personality and psychopathology (Un)

MO4: Appraise the contributions of Indian psychologists (Ev)

Module II: Psychology and Social Issues

Mental health- early considerations, conflicts between medical and psychological models, criticism against DSM classification (Rosenhan & Rachel Cooper), Status of mental health in India.

Forms of violence- Communal riots, genocide, terrorism. Psychological treatment for victims, Issues of gender (including LGBTQI+) – Gender discrimination and gender based violence
Globalization and diverse population (gender, religion, caste, class, language), Migration and mental health, Poverty and deprivation

Psychology and societal development- Social justice and human rights, Oppression and empowerment

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the mental health issues in India (Un)

MO2: Analyse gender discrimination and gender based violence in India (An)

MO3: Explain the social behaviour in terms of poverty and deprivation (An)

MO4: Appraise the relevance of globalization in understanding mental health (Un)

Module III: Emerging Areas in Psychology

Basic psychology. Applied psychology: The legacy of functionalism. Towards a practical psychology: Applying psychology in everyday life

Scope and popularity of Psychology in today's society- Technology, Research, Health care, Advocacy, Social justice. 54 divisions of psychology in APA- division profiles

Shift from Kuhn paradigms (modernism) to syntagmas (postmodernism), scientific method to applied technology and monocultural to cross-cultural psychology. Changing gender composition in Psychology.

Social factors undermining health - environmental stressors and psychological interventions, integrated health training; Psychological interventions applied to environmental issues - global climate change; Peace psychology - Violence, conflict resolution at macro level, role of media in conflict resolution; Interdisciplinary areas- Psychology and law, Behavioral economics.

Creating healthy work environments- role of psychologists; Human factors and ergonomics, Psychology and technology interface: Digital learning, Digital etiquette, Cyber bullying, Cyber pornography. Parental mediation of Digital Usage.

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the scope of Psychology in today's society (Un)

MO2: Distinguish between the functions and concerns of 54 divisions of Psychology (Un)

MO3: Analyse behavioural issues in digital world (An)

MO4: Appraise the relevance of peace psychology for conflict resolution (Ev)

Module IV: Becoming A Psychologist

Scientist-practitioner model in psychology. Boulder model of learning psychology.
 Roles and skills - Psychologist as counsellor, manager, researcher, theoretician and agent for change, Employer valued skills - APA guidelines for the skillful psychology student (2018),
 Factors that influence the promoting or firing of new college hires
 Developing skill based careers in psychology
 Ethical and social responsibility in a diverse world- Truth, politics and an ethical-political psychology. Ethics in psychology- threat of Eugenics, violations in experimental research (Solomon Ash & Stanley Milgram), Rules and regulations. General principles of code of conduct- Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's Rights and Dignity

Module Outcomes:

After completion of this module, the student should be able to:

MO1: Understand the roles and skills required for psychology student (Un)
 MO2: Distinguish between conscious and unconscious competencies in oneself (An)
 MO3: Appraise the relevance of ethical and social responsibilities for an effective psychologist (An)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES**References**

- American Psychological Association. (2011). *Careers in psychology*.
<http://www.apa.org/careers/resources/guides/careers.aspx>
- American Psychological Association. (2011). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code/>
- American Psychological Association (Nov 2017). Trends report, *Monitor on Psychology*
 American Psychological Association.
- American Psychological Association (2020). *APA divisions of psychology: Professional*
- Baumgarner, S.R., & Crothers, M.K. (2009). *Positive psychology*. Pearson Education.

- Bell, P. A., Gane, T. C., Fisher, Jeffery, D., & Andrew., B (1996). *Environmental Psychology* (4th ed.). Harcourt Brace, College Publishers.
- Berry, J. W., Poortinga, Y. H., Segall, M. H. & Dasen, P. R. (1992/2002). *Cross-cultural psychology: Research and applications*. New York: Cambridge University Press.
- Berry, J.W., Mishra, R.C. & Tripathi, R.C. (2003). *Psychology in human and social development: Lessons from diverse cultures*. New Delhi: Sage.
- Blumberg, H.H., Hare, A. P. & Costin, A. (2006). *Peace Psychology: A Comprehensive Introduction*. Cambridge University Press.
- Dasen, P.R. Berry, J.W. & Sartorius, N. (1988) (Eds.). *Health and cross- cultural psychology: Toward applications*. New Delhi: Sage.
- Davar, B.V. (1995). Mental illness in Indian women. *Economic and Political Weekly*. 30 (45):2879-86.
- Davey, G. (2011). *Applied psychology*. UK: BPS Blackwell.
- Dreze, J. and Sen, A. (1989). *Hunger and public action*. Oxford: Clarendon Press.
- Elizabeth, R.C. (2007). *Trauma psychology: Issues in violence, disaster, health and illness*. (Vol.1& 2).Praeger Publications.
- Fraser, C., & Burchell, B. (2001). *Introducing social psychology*. Cambridge: Polity.
- Garber, I. (2019). Trends of contemporary psychology. *Journal of Russian & East European homes organized by members of APA*. <https://www.apa.org/about/division/>
- Gardner, P.(2007). *Moving up or moving out of the company? Factors that influence the promoting or firing of new college hires*. CERI Research Brief 1-2007. Michigan State University. <http://ceri.msu.edu/publications/pdf/brief1-07.pdf>
- Hayes, N. (1996). *What makes a psychology graduate distinctive?* *European Psychologist*. 1(2), 130-134 . DOI: 10.1027/1016-9040.1.2.130
- Kakar, S. (1982). *Shamans, mystics and doctors*. Delhi: Oxford University Press.
- Kakar, S. (1987). *The Indian Psyche*. London: OUP
- Kakar, S. (2008). *Culture and psyche: Selected essays*. Oxford University Press.
- Kapur, R.L. (1994). *Violence in India: A psychological perspective*. D.L.N. Rao Murthy Oration, *Indian Journal of Psychiatry*, 36(4), 163-169.
- Kirk, J.F.V., & Carducci, B. (2015). *Developing a skills-based careers in psychology course featuring “The big three skills set” employers value: Promoting greater career flexibility for psychology majors*. www.researchgate.net. DOI:10.13140/RG.2.1.2487.824
- Landrum, R. E. & Harrold, R. (2003). What employers want from psychology graduate. *Teaching of Psychology*, 30(2),131-133. http://dx.doi.org/10.1207/S15328023TOP3002_11

- Laungani, P.D. (2007). *Understanding cross-cultural psychology*. New Delhi: Sage Publications India Pvt. Ltd.
- Marsella, A. J. (1985). Culture, self and mental disorder. In A.J. Marsella, G. DeVos, & F.L.K. Hsu. (Eds), *Culture and self: Asian and western perspectives* London: Tavistock, pp 207-281.
- Matsumoto, D. & Juang, L. (2004). *Culture and psychology*. Australia: Thomson Wardsworth.
- McBurney, D.H. (1996). *How to think like a psychologist: Critical thinking in psychology*, 56:5-6, 271-295, DOI: 10.1080/10610405.2019.1659698. Pearson.
- Menon, L. (1997). *Gender issues and social dynamics*. New Delhi: Kanishka Publishers.
- Mishra, G. (1998). *Professor Durganand Sinha. Bulletin of the International Association of Cross-Cultural Psychology*. http://www.iaccp.org/bulletin/V32.3_1998/sinha.html
- Misra, G. (Ed.). (1990). *Applied social psychology in India*. ND: Sage.
- Misra, G., & Gergen, K. (1993). On the place of culture in psychological science. *International Journal of Psychology*, 28: 225-243.
- Moghaddam, F.M. (2005). The staircase to terrorism: A psychological exploration. *American Psychologist*, 60, 161-169.
- Nagar, D. (2006). *Environmental psychology*. New Delhi, India: Concept.
- Nagy, T.F. (2011). *Essential ethics for psychologists: A primer for understanding and mastering core issues*. American Psychological Association
- Nandy, A. (1989). *Intimate enemy*. Oxford: Oxford University Press.
- Naovi, K.A. (1982). *Problems, strategies and conditions of Asian countries and in particular in India*. UNESCO, SS-82/WS/74.
- Naufel, K. Z., Appleby, D. C., Young, J., Van Kirk, J. F., Spencer, S. M., Rudmann, J., Richmond, A. S. (2018). *The skillful psychology student: Prepared for success in the 21st century workplace*. Retrieved from <https://www.apa.org/careers/resources/guides/transferable-skills.pdf>
- Nicholas B. (2012). *Policing and psychology*. Sage Publishers.
- Pandey, J. (2004). *Psychology in India revisited (Vol-3)*. ND: Sage.
- Rawen, B., & Harton. (2003). *Applied psychology: Current issues and new directions*. Boston: Sage Publishers.
- Saraswathi, T.S. (1999). *Culture, socialization and human development*. New Delhi: Sage.
- Saraswathi, T.S., Khatter, A., Oke, M, & P. Pant.(1999b). A profile of children's play in urban India. *Childhood*, 6: 207 - 219.

- Sharma, D. (2003). *Childhood, family, and sociocultural change in India: Reinterpreting the inner world*. New Delhi: Oxford University Press.
- Shweder, R.A. (1991). *Thinking through cultures: Expeditions in cultural psychology*. Cambridge, MA.: Harvard University Press.
- Sinha, D. (1997). Indigenizing psychology. In J. W. Berry, Y. H., Poortinga & J. Pandey (Eds.). *Handbook of cross-cultural psychology (2nd ed.)*, Vol. I. Theory and method (pp. 129-169). Boston: Allyn and Bacon.
- Sinha, D. (1998). Changing perspectives in social psychology in India: A journey towards indigenization. *Asian Journal of Social Psychology*, 1, 17-31
- Taylor, E. S. (2006). *Health Psychology* (VI Edition). Tata Mc Graw Hill
- Triandis, H.C. 1994. *Culture and social behavior*. McGraw Hill.
- Triandis, H.C.1995. *Individualism and collectivism* (New directions in Social Psychology). Westview Press.
- Veitch. R., & Arkkelin, D. (1995). *Environmental Psychology*. Prentice Hall
- Wrightsmann, L.S., & Fulero, S.M. (2008). *Forensic psychology* (3rd ed.). Belmont, CA: Wadsworth Publishing Co.

ASSESSMENT

- 40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written exam.

MODEL QUESTIONS BASED ON OBE FORMAT

Remember

1. What is violence? What are the types of violence?
2. List out the different divisions of psychology according to APA.

Understand

3. Describe mental health and its early consideration.
4. Explain the Scope and popularity of Psychology in today's society.

Apply

5. Asses how migration affects mental health?
6. Find out the major contributions of Indian psychologists.

Analyse

7. Analyse the role of culture in development of Indian psyche.

8. Critically appraise the classification of Diagnostic statistical Manual (DSM).

Evaluate

9. Examine the transition from monoculture psychology to cross-cultural psychology.
10. Evaluate the violations of ethics in psychological experimental researches.

Create

11. Design an outline of a curriculum plan for psychology graduate course that facilitate the skills for emerging fields.
12. As a psychologist, you were asked to moderate the development of a video game for children that increases the harmony among people from black and white races. How would you use the principles of peace psychology in this?

SEMESTER: IV

Course Code: PSY-SE-501

Credits: 2

NAME OF THE COURSE: ACADEMIC COMMUNITY ENGAGEMENT**Course Outcomes:****CO1:** Acquire skills of systematic observation and develop a spirit of enquiry**CO 2:** Acquire skills to become a community volunteer**CO3:** Apply course content to community needs**CO4:** Understand society's response to social problems through various services**CO5:** Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes**CO6:** Analyse the role and relevance of psychologist in community**CO7:** Prepare and practice training methods**CO8:** Design tailor-made training packages and modules**CO9:** Develop skills in facing challenges in training**COURSE CONTENT****Module I: Community Engagement**

Community Engagement- Core elements, Objectives, Knowledge base, Cultural humility and cultural competence. Applying course content to community needs: Antecedents: Inputs from clients/faculty/students/Institutions. Planning. Outcomes: Benefits to client/faculty/students/Institutions

High impact practices in community engagement. Building and enhancing culture through academic community engagement. Online learning and community engagement initiatives. Community boundary process and Rural community development. Community Intervention in Disasters. Community Development and Mental Health Promotions. Community work in context of uncertainty: Challenges and opportunities

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand academic community engagement (Un)

MO2: Apply course content to community needs (Ap)

MO3: Design practises of building and enhancing culture through academic community engagement (Cr)

MO4: Develop methods of community interventions in disasters (Cr)

MO5: Relate community development and mental health promotions (Ev)

Module II: Working with Groups and Organizations

Community Based organizations. Academic community engagement: with Government sector, Non-Government Sector. NGOs. Student Advocacy. Conducting camps. Community Extension projects. Service for special groups. Exposure to functioning of Anganwadi, Schools, Psychological centres. Primary health care centres. School adoption. Preparation of training modules. Public awareness campaigns

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand community based organisations (Un)

MO2: Relate academic community engagement in terms of Government sectors and NGOs (Ev)

MO3: Conduct camps as community extension projects (Cr)

MO4: Understand the functioning of Anganwadi, schools and primary health care centres (Un)

MO5: Develop training modules and public awareness campaigns (Cr)

Module III: Macro Practices, Barriers, Documentation

Key concepts. Community Organizing vs. Development. Social justice. Community organizer: role, activities, models, guiding questions. Managing barriers to change the client- psychologist relationships. Strategies for dealing with termination- Gain consolidation, Planning maintenance strategies, Follow-up. Documentation: Elements, types, audience and purpose, Tone and style, ethics

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand macro practises in community organizing (U)

MO2: Explain barriers to change the client- psychologist relationships (U)

MO3: Design methods of documentation (Cr)

MO4: Develop methods of community interventions in disasters (Cr)

MO5: Conduct strategies for dealing with termination (Cr)

Module IV: Training Methods

Concept of training, Designing objectives and strategy (Expectations – Ground rules)
T groups –Human Relations training - Training process. Training Modules, Trainer and Training Styles. Participatory Training Methods: Brain storming, Individual and Group

assignments, Demonstrations, and lab training, placements and field trips, facilitations and Monitory. Drama based training. Role play, games & stimulations. Interactive lecture-Experiential learning, presentation, exercises, Group discussions and focus group discussion. Assessing effectiveness of training, challenges in training – silent group, moving too fast or slow, talkative participant, parallel interaction & side tracking conflict programme Testing and evaluation – observation and feedback analysis follow up training, Pre training and post training, Post training support.

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand different kinds of training (U)

MO2: Prepare participatory training methods (Ap)

MO3: Design role plays, games, simulations and drama based training forms (Cr)

MO4: Conduct methods to evaluate training programs (Cr)

Note:This course will be evaluated in Semester IV but taught in throughout all the semesters.

ACTIVITIES, LEARNING RESOURCES

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Evans.H.K (2018). *Community engagement best practices across discipline*. Maryland: Rowman and Littlefield Publishing Group.

Goel, K. Pulla, V & Francis, A.P (2019). *Community work: Theories, experiences and challenges*. New Delhi: Niruta Publications.

Newhill. C.E, Mulvaney, E.A & Simmons, B.F (2020). *Skill development for generalist practice*. Los Angeles: Sage.

SEMESTER: IV**Course Code: PSY-GC-502****Credits: 2**

**NAME OF THE COURSE:
PSYCHOLOGIST: PERSONAL AND PROFESSIONAL DEVELOPMENT**

Course Outcomes:**CO1:** Critically appraise the academic approach to mentoring**CO2:** Understand aspects of self-directed behavior**CO3:** Practice self-regulation of behavior, and improve the quality of life**CO4:** Understand and develop important life skills for self enhancement.**CO5:** Evaluate the concepts involved in academic writing**CO6:** Critically evaluate scientific publications**CO7:** Create a scientific paper for publication

COURSE CONTENT

Module I: Academic Mentoring and Self - directed Learning

Growth versus proficiency. Self-directed goal setting (SMART) goals. Self awareness and management.

Best practices in academic mentoring. Role of mentee and mentor. Advantages of mentoring.

Behavioral coaching and Social emotional learning -Identifying and managing emotions, Interpersonal skills, Conflict resolution. Responsibility, Caring and Citizenship, Beliefs and behaviour. Social Awareness and Relationships. Societal Responsibility

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand growth versus proficiency approach in self-directed learning (Un)**MO2:** Develop academic mentoring practice (Cr)**MO3:** Design behavioural coaching modules (Cr)

Module II: Life Skills Training

Top 10 life skills recommended by WHO- Problem Solving, Decision Making, Creative Thinking, Critical Thinking, Self Awareness, Empathy, Interpersonal Relationship, Good Communication, Management of Stress, Management of Emotions

Case- Based Instruction. Explain a case with different theories. Life Change Log- Apply psychology to change your life. Set targets and apply. Observational Diary- Observe a behavior; explain the psychological principle behind it.

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand the importance of life skills (Un)

MO2: Apply life skill training to different settings (Ap)

MO3: Design life-change log and observational diary (Cr)

Module III: Professional Skills and Career Counselling

Art of listening, reading, speaking, writing, writing email. Team building and team work. Etiquette and manners.

Career counselling- Understanding the world of work, Preparing CV/ Resume. Group discussion and interview skills.

Characteristics of effective helpers. Learning from web sources (with demonstrations): Google scholar, online journals, PubMed, TED lectures, TTC videos, coursera, web resources like PsycInfo, practical psychology, psychcentral and socialpsychology.org.

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand professional competencies required for psychologists (Un)

MO2: Apply career planning to oneself (Ap)

MO3: Understand learning from web sources (Un)

Module VI: Academic Writing

Writing clearly, adding emphasis, writing concisely. The art of framing paragraph. Framing an introduction. Reporting results. Discussing your findings. Journal club- selecting, reviewing and presenting a research work in front of peers and mentors. Publishing Journal article- When, what, where, selecting topic, Planning, Getting the style right, Working with reviewers.

Module Outcome:

After completion of this module, the student should be able to:

MO1: Understand academic writing (Un)

MO2: Apply academic writing skills to writing one's research (Ap)

MO3: Design a journal article (Cr)

Note:This course will be evaluated in Semester IV but taught in throughout all the semesters.

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES

References

Latift. A. (1980) *Training for management*. New Delhi: Sterling Publishers

Lynton, R. P & Pareek, U. (2011). *Training for development*. New Delhi: Vistaar.

Rac, L. (1985). *The skills of human relations training*. Cambridge: Gowe Publishing.

Smith, H. C. (1980). *Sensitivity training*. New York: Mc Graw Hill Book Company.

Karen, L. (1998). *The trainer's handbook*. USA: Jossey-Bass.

Phil, R & Steve, M. (2014). *500 Computing tip for trainers*. New Delhi: Crest

publishing town