

**Learning Outcomes based Curriculum Framework
(LOCF)
for
Psychology
Undergraduate Programme
(B.A./B.Sc. Psychology)
2019**



**UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110 002**

Table of Contents

<i>Contents</i>	<i>Page number</i>
<u>Preamble</u>	2-5
<u>Foreword</u>	6
1. <u>Introduction</u>	7-8
2. <u>Learning Outcomes based approach to Curriculum Planning</u>	8
2.1 <u>Nature and extent of the B.A./B.Sc. Programme in Psychology</u>	8-10
2.2 <u>Aims of Bachelor's degree programme in Psychology</u>	10-11
3. <u>Graduate Attributes in subject</u>	11-12
4. <u>Qualification Descriptors</u>	12-13
5. <u>Programme Learning Outcomes</u>	13-28
6. <u>Structure of B.A/B.Sc. Psychology</u>	29-121
6.1 <u>Course Learning Outcomes</u>	121-125
7. <u>Teaching-Learning Process</u>	126
8. <u>Assessment Methods</u>	126
9. <u>Teachers' Training</u>	126-127
10. <u>Keywords</u>	128

Preamble

At the outset it must be mentioned that the present document should best be taken as a guiding framework. In preparing the same we are well aware that in some small pockets in the country, the teaching of Psychology is thriving in creative directions. A few departments are grounded in cultural perspectives, some other in the cognitive - experimental and industrial-organizational areas. There are recent explorations which are very welcome and which are evolving the psychosocial clinical perspective. All of these are pointing to the growth and diversity of the promise which the field and discipline hold. The LOCF thus not to be seen as an imposition, it is to be better understood as a document to be studied in relation to other advances in the field of psychology. The courses being suggested here are not to be simply taken and adopted by colleagues in other institutions and departments. That would perhaps not reflect the spirit of our efforts. We would be happier if this document can generate further debate, dialogue and discussion and if it can be referred to time and again, even as colleagues and instructors develop their own foci. We look at our work in developing the LOCF as a work in progress. We do not claim to have covered all possible dimensions that the vibrant discipline of psychology promises.

The LOCF intends to offer a broad guideline to reorient the organization of teaching-learning processes at the UG level to augment the quality of learning in the context of contemporary challenges of higher education in India. It explores the opportunities to improve class room transaction, teacher preparation and sense of relevance for the learners. In this endeavour it departs from the earlier scheme in a major way and explicitly states the learning outcomes and uses that to organize the diverse teaching-learning processes. In so doing it tries to address the needs of society, groups and the individual.

This scheme considers learning as an experiential and participatory activity with sufficient space for innovation and initiative, building the scientific spirit of objectivity and critical perspective. In this venture teachers and learners are assumed to jointly engage in a creative exercise of knowledge construction and skill building. In this way it allows the learner to feel more empowered. It also recognizes the need to align the relevant pedagogical processes with emerging scientific and technological developments, internationalization of education as well as the immediate local realities.

In the last few decades, the discipline of Psychology has also emerged as a crucial social science with a strong perspective on social justice. Its training can empower students to engage with social reality through a critical lens and thus contribute to the processes of socio-cultural transformation and justice, besides having relevant social values and skills. In the post-colonial era, there is a need for psychologists to retain a dual focus- to sharpen knowledge perspectives emerging from secular scientific knowledge systems and to provide space for the emergence of voices which are indigenous, local, culturally grounded in folk traditions and proximate to the lives and struggles “of the people”, thereby aligning the anthropological and sociological knowledge domains. This could imply that in the Indian context, even as we are interested in recovering ‘a psychology’ that vibes with our felt experiences, we are open to critically examining these discourses in the very traditions we follow and respect. This would also make us realise that we need to embrace our own culture and social processes with critical appraisal and analytical mind. While there may be depth in our traditions and collective symbols, yet like all other societies of the world, we too have sanctioned much violence and oppression, be it through caste, class, religious or gender inequality.

It is our endeavour to initiate the undergraduate students of Psychology into a self conscious reading of the history of Psychology, and particularly of the myriad meanings, associations, life contexts and significations connoted by the term “Indian Psychology”. The task before the psychologist is not a simple one. It is not simply to critique the West and thus perpetuate the binary between eastern and western perspectives. Instead we must also emphasise the complementarity in human processes between different cultures-be they eastern or western but at the same time also keep space for their distinctiveness. The crucial work before us as psychologists is to re-examine the universal psychological dynamics in relation to cultural specifics.

One significant development in the study of psychology has been its reflexive and experiential turn. Shifting the focus from its positivist base, psychologists all over the world have been showing interest in a qualitative understanding of human processes apart from their quantification and statistical measurement. This has once again created space for the study of psychology to recover and strengthen its links with humanist, existential, spiritual, and psychodynamic and other human science models, signifying engaging research methods. The repertoire of the psychologist today is thus both broader in range and richer with deep

insights. The reflexive turn in psychology has carved in room for subjectivity to be studied in all of its nuanced aspects.

Another distinguishing feature of the emerging concerns in the field of psychological science is its openness to accommodate diverse viewpoints. The student is facilitated to develop an inward pointing self-reflective lens (which is also a prerequisite of science in the form self-criticality) as well as capacity for immersive, critical and empathetic engagement attuned to the lives he/she endeavours to study.

As a part of Quality Mandate of the UGC the initiative aspires to establish a close connection of education with individual and cultural lives in the Indian context and to foster the association between learning and employment. Rooted in the disciplinary developments the courses designed in this framework relate to the traditional Indian cultural ethos as well as contemporary realities including globalization.

It is realized that the approach to treat knowledge as mere reproduction by the teachers in the classroom setting seems to have lost its relevance. The active engagement of the learner with the course content, teaching methodology and evaluation is critical to ensure the attainment of learning outcomes. Despite institutional compulsions of treating all knowledge disciplines by adopting uniform processes of teaching, examination and evaluation, there is need to evolve the same by taking in view, the nature and texture of the discipline.

The assumption that these outcomes will take place inside the student only through teaching-learning process is fraught with infirmities. The student is not an empty vessel where all kinds of knowledge can be placed. They are active processors of information with their own schema of acquisition and retention. Therefore, a pedagogy which compels the learner to be active is desirable precondition for effective learning. Teachers' pedagogical skills need to be sharpened.

The taken for granted assumption that is commonly shared is that knowledge and its application constitutes a two-step process in a sequential manner. This may be relevant for some disciplines of knowledge. However, in psychological sciences, the knowledge and societal application share a symbiotic relationship. Application must happen in thinking first before it is made to happen in reality. The history of development of applied psychology is full of such developments. It warrants us to take up psychology teaching in a new

perspective. There is need to bring social concerns and real life challenges within the premises of institutions of higher learning. It is suggested that relevant societal concerns be brought into the active research domain and in teaching and learning process. Schools, industries, mental health institutions, communities, villages, people with special needs, families too are sites for learning, which deserves to be an agenda of higher education.

It should also be remembered that the society/ surrounding cannot be taken as passive consumers of knowledge created within universities and colleges. They should also be made active participants in shaping the social sciences. Teaching program therefore must include the agenda/ courses which are meaningful to the surrounding society. Educational institutions must reach out to the society. This will give us opportunity to get validation of skill training, knowledge acquisition, research and demonstration of relevance of graduate attributes. In turn, this kind of experience will also help shaping the learning out comes. The employability gap would also be addressed.

Preparing teachers to teach through pedagogies suitable to promote the values given in the LOCF document is an essential condition for the attainment of LOCF. It is perhaps the most daunting challenge in order to fulfil the mandate of LOCF. The diversity maintenance and appreciation, along with standardisation of teaching -learning across the nation requires accommodating local realities with an open mind.

1. Introduction

The LOCF for a B.A. / B.Sc. degree in psychology aims at offering a general framework within which psychology teaching may be organized. It serves twin goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline of psychology. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It should be viewed in the spirit of innovation in teaching-learning process and should not be treated as an imposition of uniform syllabi, teaching-learning practices and the modalities of student assessment. They are adopted according to local conditions, pertinent regulations, regional priorities and availability of the expertise.

It must be noted that the landscape of undergraduate education in psychology is changing. Psychology's academic significance is on the rise and so are its contributions to human welfare. In fact psychology is now being introduced as an allied course in many disciplines and its teaching is considered highly relevant to address mental health concerns (e.g. depression, anxiety, stress, learning difficulties, suicide), social issues (e.g. prejudice and discrimination, violence, child abuse, media effects, problems of youth and elderly people), life style related health problems (e.g. CHD, hypertension, cancer, drug abuse and other kinds of addictions) and facilitating psychological health, personal growth and well being. Therefore, psychology graduates need to be equipped to appreciate and deal with these challenges. Indeed the scope of psychology teaching has widened and societal expectations from psychology graduates have gone up.

As a discipline psychology is characterized by huge variety in its scholarly content and approach. While psychology happens to be a social or behavioural science with noticeable advances in neuroscience, cognitive science, consciousness studies and studies of indigenous concepts, theories and practices, it is also a humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both a human science and an art with a rich field of critical knowledge that endeavours to approximate the processes of lived life and social reality.

Looking at the diversity and complexity of India, there cannot be unitary learning outcomes for the entire nation. In view of this the planning of psychology curriculum needs to take into account the following considerations.

- 1) Entry level expectations of students coming from Central and State Boards and their socio-economic background.
- 2) General expectations from a three year undergraduate training.
- 3) The changing profile of undergraduate students. A majority of today's learners is digital native. Their ways of learning have undergone significant changes.

The proposed LOCF, therefore, has to be adapted to the regional and linguistic diversities and differentials as the Indian academic scenario is quite varied and the UG courses are offered under varying conditions. The delivery of courses is constrained by the nomenclature (e.g. B.A., B.Sc.) and structural organization (e.g. Honours with single subject, Honours with multiple subjects, Pass course, General, Specialized, Annual, Semester etc.) adopted by a particular University. Also, the extent of academic facilities (e.g. availability of faculty and their expertise, resources and opportunities for field training) critically determine the scope of curriculum design and transaction.

2. Learning Outcomes based approach to Curriculum Planning

2.1 Nature and extent of the B.A. /B.Sc. degree program in Psychology

The discipline of psychology has grown as a science of mental processes and behaviour. Nonetheless, strong attempts have been made to humanize the discipline and retrieve its connection to themes and issues that are closer to lived realities. It has deep links with culture, biology and development. The main stream psychology has its roots in Euro-American traditions of scholarship. In the course of its history it has adopted a variety of theoretical perspectives. Many of them have maintained distinct paradigmatic stances with distinguishing set of concepts and methods. In recent years attention has been paid to cultural and cross-cultural dimensions of human life and to Indian psychology with its indigenous perspectives on consciousness, self, meditation, motives and morality.

Contemporary psychology focuses on cognitive, affective and behavioural processes and their linkages. Its applications encompass intra individual, individual, interpersonal and

intergroup levels of functioning and aim at improving the quality of life. This has resulted into several streams of specialization (e.g. cognitive, personality, social, industrial-organizational, clinical, educational, abnormal, environmental, biological, health, community, counselling, positive, forensic).

In the course of their studies, psychologists adopt a wide range of quantitative and qualitative methods. Therefore psychology graduates are required to learn techniques to assess various psychological attributes such as attitudes, abilities, personality dispositions, values, interests and behaviours. However, it must be realized that it is not just the “other” or the “outside” that needs to be studied by a psychology student, but also the “self” or the “inside” needs to be explored. Thus self-observation is a necessary attribute as it also develops self-awareness-a valued quality in any psychology professional.

Honing in the skills of the students in a qualitative direction where they learn to explore and employ their growing acumen in real life fields is necessary. In this direction, the pursuit of psychology as a psycho-cultural process should be emphasized. The LOCF visualizes that graduate training needs to attend to the following considerations.

- Practical training, internship and field placement.
- Engaging in conversations, learning the art of qualitative interviewing (semi structured and unstructured interviews), collecting data on significant critical and cultural issues, learning to listen to the narratives of pain and social suffering, attending to shifts in inter-generational concerns related to self and psyche and so on and so forth.
- Exposure to ways of thinking and relating with self and others through practical exercises which delve into autobiographical awareness and creating a story of their life.
- Using projective measures for competence in clinical work.
- Yogic training and meditation to enhance students’ health and well being and building their professional skills.
- Learning planning and conducting small scale studies and analyzing data following scientifically.

- Learning to write the reports of studies which may be published in scientific journals and popular media.
- Mastery of the use of computers and internet in conducting experiments and surveys.
- Analyzing the obtained data manually as well as through SPSS and other software.
- Mastery of communication and counselling skills.

The overarching aim of undergraduate training in psychology is to create a self-reflexive and self-reflective stance in the students' growth through self-awareness, critical perspective building, enhancing societal sensibility and preparing for professional life through seeking knowledge in basic psychology and acquiring relevant skills. The specific aims are elaborated in the next section.

2.2 Aims of Bachelor's Degree Programme in Psychology

The undergraduate psychology programme aims at the following goals:

1. Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.
2. Imparting knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.
3. Help shaping cognitive, affective and behavioural abilities of students for building responsible psychology professionals and researchers.
4. Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).
5. Promoting self-understanding, reflexivity and personal growth. Helping students understand the complexities of self and human relationships and how the two make each other up.
6. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

7. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
8. Developing respect for social diversity and increasing social and cultural relevance of learning.

3. Graduate Attributes in Psychology

A graduate of psychology should be a psychologically literate student with a reasonable degree of understanding of core concepts of psychology, awareness of their applications and linkages with allied disciplines. 'Nothing is as practical as a good theory', Kurt Lewin had remarked! A good psychologist, therefore, is bound to be a good practitioner, psychology as a discipline cannot exist without its 'field'. Psychological literacy entails:

- *Comprehending core psychological concepts and theories:* Ability to understand major concepts, theories, principles, perspectives, historical roots and empirical findings. This makes students theoretically informed and insightful about one's own and others' behaviours and mental processes.
- *Fostering an applied perspective:* A fair degree of understanding of concepts and principles would prepare for applications to individual level behavioural problems, and problems of society at large. Individual assessment (differentiating individuals on the basis of personality traits, aptitudes, values, abilities etc.), counselling and building human strengths are the major skills that a psychologist initially needs to acquire.
- *Establishing interface with socio-cultural context:* A healthy interface between society, culture and academic pursuit in the discipline of psychology needs to evolve. To this end, a deeper sense of belongingness to community with engagement in socially driven projects, lab work and simulation are required.
- *Building scientific attitude and perspective:* An attitude of scientific inquiry and critical thinking, ability to plan, design and conduct research, analyse data and interpret them and behaviour is must for psychology graduates. To this end, procedural knowledge of psychological testing, basic data analytic methods, field observation, group activities, planning and conducting simple experiments, use of software for conducting computer based experiments and data analysis are required. Such an orientation would enhance students' job potential.

- *Social and multicultural sensibility*: Demonstrate an ability to incorporate socio-cultural factors in scientific inquiry, so as to conduct contextually sensitive research that may bridge the research and practice divide. This also requires cross-cultural understanding of psychological phenomena and an ability to view things from international/global perspective as well as awareness of indigenous Indian perspectives.
- *Self-awareness, relational well-being and personal growth*: Becoming aware of one's strengths and weaknesses, figuring out one's self and identity, relating with self and world of social relationships, capabilities and ways to organize everyday life and relationships in such a way that the level of subjective wellbeing increases. A person shall also have insight into the trajectories of life and plan so as to move further in the desired direction.
- *Ability to communicate and having empathy*: Acquiring the skill to present oneself effectively to others, effectively communicate the intentions and displaying them with the help of pertinent cues. Exploring the world of marginalized people with empathy, compassion and concern, also an understanding of social injustice and striving for justice, appreciation of others
- *Demonstrating moral and ethical awareness and reasoning* As a learner one has to resist the temptations to indulge in various malpractices and stand by the moral and ethical practices in academic life particularly during evaluation and assessment. In particular, awareness of intellectual property rights and issues of plagiarism are necessary.

4. Qualification Descriptors for a Bachelor's Degree Program in Psychology

Bachelor's Degree

The qualification descriptors for a Bachelor's degree program in psychology include the following:

- Demonstrate (i) comprehension of the field of academic inquiry in psychology , its major sub fields of study and applications and how the discipline is positioned in relation to key social and biological disciplines; (ii) understanding methodological

approaches to psychological understanding including experimentation, observation, interviewing, using self report (verbal) measures and various instruments; (iii) skills of communication, counselling and scientific writing.

- Use psychological knowledge, understanding and skills to identify problems, literature search, formulating and designing relevant studies incorporating psychological variables and processes and conducting small studies using suitable methods.
- Making attempt at self analysis, self-awareness and taking steps for self growth.
- Documenting the studies in terms of scientific reports as well as popular writing with evidence.

Honours level course

The following are additional qualification descriptors for honours level students.

- Building professional competence in terms of applying psychological logic, techniques and participation in group projects.
- Developing specialized skills suited to specific sub fields of psychology (e.g. clinical, industrial, rehabilitation). Thus conducting case studies, mental status examination, using projective tests and administering psychometric tests and interpreting them are required.
- Ability to consult, review and use scholarly literature for problem formulation in specific areas.
- Ability to use data analytic procedures using SPSS like computational software.
- Ability to understand the use of various statistical techniques for data analysis and then interpretation.
- Ability to use qualitative analysis in projects and reporting the same.
- Becoming familiar with the use of DSM and ICDS for diagnostic purposes.

5. Programme Learning Outcomes

The learners who complete three years of full time undergraduate programme in psychology would earn a Bachelor's degree. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

Academic Competence

- Disciplinary knowledge and methods including data analysis and computer literacy.
- Basic professional skills pertaining to psychological testing, assessment and counselling.
- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- Ability to relate and connect concepts with personal experiences and using critical thinking.
- Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.
- Ability to use various e-resources and social media and negotiating with technological challenges.
- Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.
- Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

Personal & Behavioural Competence

- Self-development, health and hygiene, self-regulation skills.
- Developing positive attributes such as empathy, compassion, social participation, and accountability.
- Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
- Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
- Appreciating and tolerating different perspectives.
- Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

Social Competence

- Collaboration, cooperation and realizing the power of groups and community.
- Analysing social problems and understanding social dynamics.
- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).
- Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

Index for program learning outcome tables:

Table No. 1a)	Foundational courses	: Academic competence
Table No. 1b)	Foundational Courses	: Personal and Behavioral Competence
Table No. 1c)	Foundational Courses	: Social Competence
Table No. 2a)	Skill Based Courses	: Academic competence
Table No. 2b)	Skill Based Courses	: Personal and Behavioral Competence
Table No. 2c)	Skill Based Courses	: Social Competence
Table No. 3a)	Elective courses	: Academic competence
Table No. 3b)	ElectiveCourses	: Personal and Behavioral Competence
Table No. 3c)	ElectiveCourses	: Social Competence
Table No. 4a)	Generic Elective Courses	: Academic competence
Table No. 4b)	Generic Elective Courses	: Personal and Behavioral Competence
Table No. 4c)	Generic Elective Courses	: Social Competence

Table 1 (a)

FOUNDATIONAL COURSES

Programme outcomes	FOUNDATIONAL COURSES																		
	Cog Psy	F Social Psy	F Devpt. Psy	F Org Psy	F Clinic Psy I	F Clinic Psy II	Funda of Coun	Intro to Bio	Intro to Indian Psycho Thought	Intro to Person-ality	Intro to Psy Inquiry-I/II	Intro to Psy	Psy-choAs s-ess	Psy&i ts Appli-cation	Quant Data Analy sis	Syste ms- I	Systems - II	Underst anding human psyche	
Academic Competence (1.1 to 1.8)																			
1.1 Disciplinary Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.2 Professional Skills					✓	✓	✓				✓		✓	✓	✓				
1.3 Application of Skills to chosen specialization	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓				
1.4 Experiential Learning & Critical Thinking	✓		✓	✓			✓	✓	✓		✓		✓	✓		✓	✓	✓	
1.5 Application to Psychology related Problems	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓				✓
1.6 Knowledge of e-resources & social media											✓		✓						
1.7 Skills in scientific writing & Effective presentation skills					✓						✓		✓		✓				
1.8 Critical evaluation of theoretical approaches	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓				✓	✓		

Programme outcomes	TABLE 1 (b) FOUNDATIONAL COURSES																		
	Cog Psy	F Social Psy	F Devpt. Psy	F Org Psy	F Clinic Psy I	F Clinic Psy II	Funda of Coun	Intro to Bio	Intro to Indian Psycho Thought	Intro to Persona- lity	Intro to Psy Inquiry I/II	Intro to Psy	Psy- choAs s-ess	Psy&i ts Applic ations	Quant Data Anays is	Syste ms- I	Systems – II	Underst anding human psyche	
2. Personal & Behavioural Competence (2.1 to 2. 6)																			
2.1 Self development &self regulation skills									✓										✓
2.2 Social skills (empathy) & accountability							✓		✓				✓						
2.3 Cultural and historical sensibility		✓	✓							✓			✓			✓	✓	✓	
2.4 Conversational Competence & Communication skills					✓														
2.5 Appreciating Diverse perspectives			✓				✓		✓	✓			✓			✓	✓		
2.6 Ability to work in groups & teams (negotiation)		✓		✓															

Programme outcomes	TABLE 1 (c) FOUNDATIONAL COURSES																	
	Cog Psy	F Social Psy	F Devpt. Psy	F Org Psy	F Clinic Psy I	F Clinic Psy II	Funda of Coun	Intro to Bio	Intro to Indian Psycho Thought	Intro to Persona- lity	Intro to Psy Inquiry I/II	Intro to Psy	Psy- choAs- s-ess	Psy& Appli- cation s	Quant Data Analy sis	Syste ms- I	Systems – II	Underst anding human psyche
3. Social Competence (3.1 to 3.6)																		
3.1 collaboration, Cooperation & Community feel				✓														
3.2 Understanding social dynamics & social problems		✓		✓										✓				
3.3 Gender Sensitivity & awareness of gender fluidity issues		✓												✓				
3.4 Ethical, Social & Ecological responsibility		✓	✓	✓	✓	✓	✓		✓	✓				✓				
3.5 Moral & Ethical Awareness & reasoning	✓		✓		✓					✓	✓		✓	✓	✓			
3.6 Multilevel Commitment to health & wellbeing					✓	✓	✓	✓	✓					✓				✓

TABLE 2 (a)										
Programme outcomes	SKILL BASED COURSES									
	Communication	Computational	Counseling	Experiencing Self as relational	Psycho of Relations	Self and others				
Academic Competence (1.1 to 1.8)										
1.1 Disciplinary Knowledge	✓	✓	✓		✓					
1.2 Professional Skills	✓	✓	✓			✓				
1.3 Application of Skills to chosen specialization	✓	✓	✓			✓				
1.4 Experiential Learning & Critical Thinking	✓		✓	✓	✓	✓				
1.5 Application to Psychology related Problems	✓		✓	✓	✓					
1.6 Knowledge of e-resources & social media		✓								
1.7 Skills in scientific writing & Effective presentation skills	✓	✓								
1.8 Critical evaluation of theoretical approaches										

TABLE 2 (b)

Programme outcomes	SKILL BASED COURSES									
	Communication	Computational	Counseling	Experiencing Self as relational	Psycho of Relations	Self and others				
2. Personal & Behavioural Competence (2.1 to 2. 6)										
2.1 Self development&self regulation skills	✓		✓	✓	✓	✓				
2.2 Social skills (empathy) & accountability			✓	✓	✓	✓				
2.3 Cultural and historical sensibility	✓		✓							
2.4 Conversational Competence & Communication skills	✓		✓			✓				
2.5 Appreciating Diverse perspectives			✓	✓	✓	✓				
2.6 Ability to work in groups & teams (negotiation)	✓		✓		✓	✓				

TABLE 2 (c)

Programme outcomes	Skill Based Courses									
	Communication	Computational	Counseling	Experiencing Self as relational	Psycho of Relations	Self and others				
3. Social Competence (3.1 to 3.6)										
3.1 collaboration, Cooperation & Community feel			✓		✓	✓				
3.2 Understanding social dynamics & social problems	✓					✓				
3.3 Gender Sensitivity & awareness of gender fluidity issues			✓	✓	✓	✓				
3.4 Ethical, Social & Ecological responsibility			✓		✓	✓				
3.5 Moral & Ethical Awareness & reasoning		✓	✓							
3.6 Multilevel Commitment to health & wellbeing			✓		✓	✓				

Table 3 (a)										
Programme outcomes	ELECTIVE COURSES									
	Applied Cog Psy	Applied Social Psy	Educational Psy	Environment Psy	Forensic Psy	HRM	Intro to Transpersonal	Positive Psy	Psy of Health & Yoga	Sports & Exercise Psy
Academic Competence (1.1 to 1.8)										
1.1 Disciplinary Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.2 Professional Skills			✓		✓	✓			✓	✓
1.3 Application of Skills to chosen specialization	✓	✓	✓	✓	✓	✓			✓	✓
1.4 Experiential Learning & Critical Thinking	✓	✓	✓		✓			✓	✓	
1.5 Application to Psychology related Problems	✓	✓	✓	✓	✓	✓		✓	✓	✓
1.6 Knowledge of e-resources & social media	✓				✓					
1.7 Skills in scientific writing & Effective presentation skills										
1.8 Critical evaluation of theoretical approaches		✓	✓				✓	✓		

Table 3 (b)

Programme outcomes	ELECTIVE COURSES									
	Applied Cog Psy	Applied Social Psy	Educational Psy	Environment Psy	Forensic Psy	HRM	Intro to Transpersonal	Positive Psy	Psy of Health & Yoga	Sports & Exercise Psy
2. Personal & Behavioural Competence (2.1 to 2. 6)										
2.1 Self development&self regulation skills								✓	✓	
2.2 Social skills (empathy) & accountability		✓	✓							
2.3 Cultural and historical sensibility		✓								
2.4 Conversational Competence & Communication skills										
2.5 Appreciating Diverse perspectives		✓					✓		✓	
2.6 Ability to work in groups & teams (negotiation)										✓

Table 3 (c)										
Programme outcomes	ELECTIVE COURSES									
	Applied Cog Psy	Applied Social Psy	Educational Psy	Environment Psy	Forensic Psy	HRM	Intro to Transpersonal	Positive Psy	Psy of Health & Yoga	Sports & Exercise Psy
3. Social Competence (3.1 to 3.6)										
3.1 collaboration, Cooperation & Community feel										✓
3.2 Understanding social dynamics & social problems		✓	✓		✓					
3.3 Gender Sensitivity & awareness of gender fluidity issues		✓								
3.4 Ethical, Social & Ecological responsibility	✓	✓		✓				✓	✓	✓
3.5 Moral & Ethical Awareness & reasoning		✓			✓		✓			✓
3.6 Multilevel Commitment to health & wellbeing			✓	✓				✓	✓	✓

Table 4 (a)										
Programme outcomes	GENERIC ELECTIVE COURSE (GE)									
	Community Psy	General Psy	Intergroup Relations	Psycho & Mental Health	Psycho of Health & Wellbeing	Psychology of work	Youth, Gender, Identity			
Academic Competence (1.1 to 1.8)										
1.1 Disciplinary Knowledge	✓	✓	✓	✓	✓	✓	✓			
1.2 Professional Skills	✓		✓	✓	✓					
1.3 Application of Skills to chosen specialization	✓		✓	✓	✓					
1.4 Experiential Learning & Critical Thinking	✓			✓			✓			
1.5 Application to Psychology related Problems	✓	✓	✓	✓	✓	✓	✓			
1.6 Knowledge of e-resources & social media										
1.7 Skills in scientific writing & Effective presentation skills										
1.8 Critical evaluation of theoretical approaches		✓				✓				

Table 4 (b)										
Programme outcomes	GENERIC ELECTIVE COURSE (GE)									
	Community Psy	General Psy	Intergroup Relations	Psycho & Mental Health	Psycho of Health & Wellbeing	Psychology of work	Youth, Gender, Identity			
2. Personal & Behavioural Competence (2.1 to 2. 6)										
2.1 Self development&self regulation skills		✓		✓	✓					
2.2 Social skills (empathy) &accountability	✓			✓						
2.3 Cultural and historical sensibility			✓				✓			
2.4 Conversational Competence & Communication skills				✓		✓				
2.5 Appreciating Diverse perspectives										
2.6 Ability to work in groups & teams (negotiation)	✓		✓							

Table 4 (c)										
Programme outcomes	GENERIC ELECTIVE COURSE (GE)									
	Community Psy	General Psy	Intergroup Relations	Psycho & Mental Health	Psycho of Health & Wellbeing	Psychology of work	Youth, Gender, Identity			
3. Social Competence (3.1 to 3.6)										
3.1 collaboration, Cooperation & Community feel	✓		✓	✓	✓					
3.2 Understanding social dynamics & social problems	✓		✓	✓			✓			
3.3 Gender Sensitivity & awareness of gender fluidity issues							✓			
3.4 Ethical, Social & Ecological responsibility	✓		✓	✓	✓		✓			
3.5 Moral & Ethical Awareness & reasoning										
3.6 Multilevel Commitment to health & wellbeing	✓	✓	✓	✓	✓		✓			

6. Structure of B.A/B.Sc. (Psychology)

(Details of courses to be taught)

In order to achieve the aims of undergraduate program in psychology Core (Foundational) Courses and Electives (Specialization) are envisaged. The Core courses are designed to promote common educational edifice for the discipline. They are essential as they provide foundational knowledge and enable the students to take up more specialized courses of their choice. The Elective courses are intended to cater to various specializations, subject combinations and CBCS program requirements.

The curriculum proposes to have a strong interface between regular and online learning modes, thereby, actively utilizing national knowledge network resources. The faculty would utilize virtual and actual class rooms through video lectures, small group discussions, tutorials and individual presentations. Community engagement may be incorporated through socially driven small scale research projects, workshops, field/laboratory training/experiential exercises and simulations utilizing currently available knowledge systems and technological facilities. Keeping the credit system in view a minimum of 40-50 hours of active engagement over one semester is required.

As the Indian institutions of higher learning vary considerably in terms of physical infra structure, faculty strength, academic resources and availability of expertise a basket of courses is offered so that institutions may exercise their choice. It is envisaged that learning opportunities may be ensured for diverse academic arrangements (e.g. Honours course with three subjects/two subjects/single subject; Pass Course) depending upon the scheme adopted by the University. Nonetheless, care is taken to bring in the elements of skill to enhance employment opportunities. It is to be remembered that a significant number of students are admitted to Graduation Program after having done Psychology in 12th grade but many come without such an exposure. So the transition has to be made smooth for both the groups.

The teaching departments may plan along the lines of offering certain generic or foundational courses along with courses focusing on skill with wider range of application during the first two years or first three semesters of the undergraduate program. Specialised courses to prepare students to build professional competence can be introduced in later

semesters. Broad specialisations that may be offered in the Indian setting include the following:

1. Clinical -Counselling
2. Industrial -Organisational
3. Applied Social Psychology
4. Cognitive - Educational Psychology
5. Health - Positive psychology
6. Self and Relationship
7. Indian Psychology
8. Forensic Psychology

It may be noted that the above specializations are tentative and can be formed by inclusion of relevant cluster of papers, depending on the availability of expertise and necessary facilities. It should also be noted that the specialization courses too have emphases which are foundational and are applied. The following table shows the listing of the courses:

6.1 Course Learning Outcomes

This document gives autonomy and freedom to the board of studies to design their structure and choose their own courses. Depending on their local circumstances such as infrastructure, laboratory set up, finances, expertise etc, they may decide to consider specific courses suitable to their needs. The present exercise is not to create a uniform course across the country, but to reinforce the idea that it should be of good quality, respect local concerns and be of global standards. Three kinds of courses have been suggested – 1) Foundational 2) Elective, and 3) Skill Based. It may be noted that there is a slight departure from the CBCS framework, as the categorization of courses is very blurred and complex for students and teachers.

Foundational Courses (FC): These courses have implications for several domains of psychology. Psychological literacy is incomplete without understanding these foundational courses. The CBCS program has been implemented in different universities with diverse emphases. Keeping that in view, some relatively essential courses have been included. It is desired that the foundational courses are studied by all the psychology students. Of course some flexibility may be given depending on the local circumstances as stated earlier. In the CBCS syllabus such courses are labelled “Core courses”, however no such flexibility has been allowed.

1. **Cognitive Psychology (FC)**
2. **Foundation of Social Psychology(FC)**
3. **Foundations of Developmental Psychology (FC)**
4. **Foundations of Organizational Psychology (FC)**
5. **Fundamentals of Clinical Psychology 1 (FC)**
6. **Fundamentals of Clinical Psychology II (FC)**
7. **Fundamentals of Counselling (FC)**
8. **Introduction to Bio-psychology (FC)**
9. **Introduction to Indian Psychological Thought (FC)**
10. **Introduction to Personality (FC)**
11. **Introduction to Psychological Inquiry I (FC)**
12. **Introduction to Psychological Inquiry II (FC)**
13. **Introduction to Psychology (FC)**
14. **Psychological Assessment (FC)**
15. **Psychology and its applications(FC)**
16. **Quantitative Data Analysis (FC)**
17. **Systems and Schools in Psychology I (FC)**
18. **Systems and Schools in Psychology II (to be done after Course 18) –(FC)**
19. **Understanding the Human Psyche (FC)**

Skill Based Courses (SBC): These courses focus on developing skills or proficiencies in the students, and are aimed at providing hands-on training. In the CBCS syllabus these courses are offered under the label of “Ability Enhancement Elective Courses (AEEC)”. The skill based courses can be offered to both Psychology as well as non-Psychology students. Since only a total of 4 credits (2 credits for theory and 2 credits for practical) have been provided to SBCs under the CBCS framework, it is advisable that each of the following papers be divided into two parts (with 2 units each). The two parts maybe taught in different semesters.

1. **Communication Skills (SBC)**
2. **Computational Skills (SBC)**
3. **Counselling Skills (SBC)**
4. **Experiencing the Self as a Relational Entity (SBC)**

- 5. Psychology of Relationships (SBC)**
- 6. Understanding the Self and Others (SBC)**

Elective Courses (EC): These courses offer choices and can be opted from a pool of courses. These are considered specialized or advanced to that particular course and provide extensive exposure in the area chosen. They are also considered more applied in nature. These courses are akin to “Discipline Specific Elective” under the CBCS framework.

- 1. Applied Cognitive Psychology (EC)**
- 2. Applied Social Psychology (EC)**
- 3. Educational Psychology (EC)**
- 4. Environmental Psychology (EC)**
- 5. Forensic Psychology (EC)**
- 6. Human Resource Management (EC)**
- 7. Introduction to Transpersonal Psychology (EC)**
- 8. Positive Psychology (EC)**
- 9. Psychology of Health and Yoga (EC)**
- 10. Sports and Exercise Psychology (EC)**

Generic Elective (GE) Courses: As the name suggests, the scope of GE courses is very wide owing to the diversity of disciplinary backgrounds from which students opt GE courses in Psychology. Hence, University and College departments may design courses suitable to the kind of non-Psychology courses offered at their respective department/institution. A list of some suggested papers is provided below:

- 1. Community Psychology (GE)**
- 2. General Psychology (GE)**
- 3. Intergroup Relations (GE)**
- 4. Psychology and mental health (GE)**
- 5. Psychology of health and wellbeing (GE)**
- 6. Psychology at Work (GE)**
- 7. Youth, Gender and Identity (GE)**

The proposed semester wise distribution of courses/papers is given in the following Table :

Semester	Foundational Paper (14)	Skill Based Paper (2)	Elective Paper (Discipline Specific) (4)	Generic Elective (non-Psychology students) (4)	TOTAL PAPERS
I	3			1	4
II	3			1	4
III	2	1		1	4
IV	2	1		1	4
V	2		2		4
VI	2		2		4

Course wise classes and credits are given in Table 2

Course	Number	Classes	Credits 1 credit = 1 Theory (Th) period of 1 hour 1 credit = 1 Tutorial (Tut) period of 1 hr. 1 credit = 2 practicum (P) periods of 1 hour each	Total Credits
Foundational	14	Theory only: 5Th+1Tut/Group	5+1 = 6	6*14 = 84
		Theory and Practical: 4Th+4P/group	4+4/2=6	
Skill	2	2Th+4P	2+4/2= 4	2*4 = 08
Discipline Specific Elective	4	4Th+4P/group	5+1 = 6 4+4/2= 6	4*6 = 24
Generic Elective	4	5 Th + 1 Tut	5+1 = 6	4*6 = 24
Total Credits				140
In addition to the above courses, two Ability Enhancement Compulsory Courses (such as English and Environmental Sciences) with 4 credits each (that is 4 classes each) may also be taught. So the total credit for AECC will be 08.				

Note: The readers may find certain degree of overlap that is unavoidable, since there are diverse ways to organize and selectively emphasise the contents in a particular course.

Credit Scheme

Universities have freedom to address the teaching requirements according to the local, and regional, conditions. The credits earned should depend on the scheme adopted by the

university or college for the various subjects. It is expected that one course should carry 4 credits if it is taught 4 hours throughout the week as per the UGC norms. The 6 credit formula will be used as follows:

- One theory period of 1 hour = 1 credit
- One Tutorial Period of 1 hour = 1 Credit
- 2 practicum period of 1 hour each = 1 Credit

Course Credit

- Theory Courses with tutorial: 5hour +1Tutorial for a group of 10 students (6 Credits)
- Theory courses with practical: (will no tutorial): 4theory +4 practicals for a group of 10 students (6 credits)

6.1 Course Learning Outcomes

All papers are listed below in alphabetical order:

- 1. Applied Cognitive Psychology (EC)**
- 2. Applied Social Psychology (EC)**
- 3. Cognitive Psychology (FC)**
- 4. Communication Skills (SBC)**
- 5. Computational Skills (SBC)**
- 6. Counselling Skills (SBC)**
- 7. Educational Psychology (EC)**
- 8. Environmental Psychology (EC)**
- 9. Experiencing the Self as a Relational Entity (SBC)**
- 10. Forensic Psychology(EC)**
- 11. Foundation of Social Psychology(FC)**
- 12. Foundations of Developmental Psychology (FC)**
- 13. Foundations of Organizational Psychology (FC)**
- 14. Fundamentals of Clinical Psychology 1 (FC)**
- 15. Fundamentals of Clinical Psychology II (FC)**
- 16. Fundamentals of Counselling (FC)**
- 17. Human Resource Management (EC)**
- 18. Introduction to Bio-psychology (FC)**
- 19. Introduction to Indian Psychological Thought (FC)**

- 20. Introduction to Personality (FC)**
- 21. Introduction to Psychological Inquiry I (FC)**
- 22. Introduction to Psychological Inquiry II (FC)**
- 23. Introduction to Psychology (FC)**
- 24. Introduction to Transpersonal Psychology (EC)**
- 25. Positive Psychology (EC)**
- 26. Psychological Assessment (FC)**
- 27. Psychology and its applications (FC)**
- 28. Psychology of Health and Yoga (EC)**
- 29. Psychology of Relationships (SBC)**
- 30. Quantitative Data Analysis (FC)**
- 31. Sports and Exercise Psychology (EC)**
- 32. Systems and Schools in Psychology I (FC)**
- 33. Systems and Schools in Psychology II (to be done after Course 18) – (FC)**
- 34. Understanding the Human Psyche (FC)**
- 35. Understanding the Self and Others (SBC)**

GENERAL ELECTIVE COURSES (offered to Non-Psychology students)

- 36. Community Psychology (GE)**
- 37. General Psychology (GE)**
- 38. Intergroup Relations (GE)**
- 39. Psychology and mental health (GE)**
- 40. Psychology of health and wellbeing (GE)**
- 41. Psychology at Work (GE)**
- 42. Youth, Gender and Identity (GE)**

The psychology courses were recently developed by the UGC Expert Committee in 2016. This set of courses encompasses most of the developments in contemporary psychology and have updated the details. Therefore these courses were adopted and also modified appropriately. In addition, six new courses were identified and developed. All the courses along with their learning outcomes, course content, references and suggested practical work (illustrations only) have been detailed below.

1. Applied Cognitive Psychology (EC)

Learning Outcomes:

1. Developing an appreciation of how cognitive psychology principles can be applied to real life settings and to understand the nature and scope of Applied Cognitive Psychology
2. Understanding the applications of research based on perception and memory to real life settings
3. Knowing how to apply principles of cognitive psychology to issues related to face identification
4. Developing an understanding of cognitive psychology applications in the area of technology.

Course Contents:

1. Introduction to Applied Cognitive Psychology: Nature, Scope, and History.
2. Perception and attention: Applications to Driving and Aviation (especially in avoiding accidents).
3. Face identification: Face-processing models, factors affecting accuracy of eyewitness identification, facial composite systems.
4. Psychology and Technology: Human-Computer Interaction, Psychological applications of virtual reality, Psychology of Artificial Intelligence.

References:

Connolly, I., Palmer, M., Barton, H. & Kirwan, G. (eds.), (2016). *Introduction to Cyberpsychology*. London: Routledge.

Groome, D. & Eysenck, M. W. (2016). *An Introduction to Applied Cognitive Psychology*. London; Routledge, Taylor & Francis.

Martin, P. R., Cheung, F. M., Knowles, M. C., Kyrios, M., Littlefield, L., Overmier, J. B., Prieto, J. M. (Eds). (2011). *IAAP Handbook of Applied Psychology*. UK: Wiley Blackwell.

Suggested Practical Work (Illustrations only):

1. Conducting face recognition experiments
2. Analysing real life driving and aviation accidents reported in newspapers or depicted in movies
3. Team based projects to develop simple apps by collaborating with students from computer background
4. Using software (such as FACES) to construct facial composites
5. Interviewing forensic artists about facial composites

2. Applied Social Psychology (EC)

Learning Outcomes:

1. Understanding the key issues and theoretical concepts related to psychology of women and gender especially with respect to Indian context.
2. Developing insights into one's own behaviours as a man (or as a woman) through self reflexivity.
3. Understanding of basic terms, theories and emerging themes used to describe family systems.
4. Learning to apply family systems theories and assumptions to one's own family so that it can lead to an increased awareness of one's own family processes and consequently improved family well-being.
5. Developing insights into issues related to poverty and deprivation in rural India, interventions for reducing poverty, and motivational concerns related to agriculture and farmers, education and rural development.
6. Knowing certain participatory approaches in rural development especially within the Indian context such as participatory rural appraisal.

Course Contents:

1. Women and gender
 - 1.1 Major theoretical concepts and emerging themes: Sex and gender; Sexism and feminism; 'Feminine evil', male as normative, gender differences and

similarities, Critiquing the gender binary, Intersectionality of gender, Alternate sexuality, gender identity, and its related issues in the Indian context

1.2 Social construction of gender. Major theoretical perspectives on gender: Psychoanalytic theory, Social learning theory, Cognitive developmental theory, Gender schema theory, Sociobiology and evolutionary theory, Social role theory, Feminist theory

2. Marriage and Family

2.1 Defining marriage and family; Current trends in family and marriage in India and across the world; Basic Indian family values, family strengths and sociocultural characteristics. Impact of the social environment on relationships

2.2 Conceptual Frameworks: Family systems theory, Family development framework, Symbolic Interaction, Social Construction Theory, Feminist Framework; Key relationship Concepts: cohesion, flexibility, and communication; Olson's 'couple and family map'.

3. Media and its effects

3.1 Social effects of media: media violence and aggression in youth, prosocial effects of media exposure, Para social and online social relationships

3.2 Health effects of media: Media use and childhood obesity, adolescent and media messages about tobacco, alcohol and drugs

3.3 Media, social representation and the construction of reality

4. Rural Psychology

4.1 Poverty and deprivation in rural India, interventions for reducing poverty, motivational concerns related to farmers, education and rural development.

Issues of lack of transportation, lack of education, substance abuse, lack of health and mental health care in rural India

4.2 Participatory approaches in rural development: Participatory rural appraisal, integrating technology with interventions

4.3 Rural cultures and folk wisdom: Some case studies of Indian villages

References:

- Calvert, S. L., & Wilson, B. J. (Eds.). (2008). *The Handbook of Children, Media, and Development. Handbooks in Communication and Media*. Boston: Wiley Blackwell
- Chambers, R. (1992). *Rural appraisal: Rapid, relaxed, and participatory*. IDS Discussion Paper 311. Brighton: Institute of Development Studies.
- Chandra B. P. Singh (2001). Rural psychology in India: Issues and approaches. *Indian Journal of Industrial Relations*, 37(3), 404-419.
- Dalal, A.K. & Misra, G. (2002). Social psychology in India: Evolution and emerging trends. In A. K. Dalal & G. Misra (Eds.) *New Directions in Indian Psychology* (vol. 1: Social Psychology). New Delhi: Sage
- Hyde, J. S. & Else-Quest, N. (2018). *Half the Human Experience: The Psychology of Women*. California: Sage publications.
- Misra, G. (Ed.) *Psychology in India. (2009): Social and Organizational Processes (Volume 2)*. New Delhi: Pearson education.
- Mohanty, K. & Misra, G. (Eds.) (2000). *Psychology of Poverty and Disadvantage*, New Delhi: Concept Publishing House.
- Olson, D. H., DeFrain, J., & Skogrand, L. (2018). *Marriages and Families: Intimacy, Diversity and Strengths*. McGraw Hill: New York.
- Sinha, D. Misra, G., & Dalal, A. K. (2015). *Psychology for India*, New Delhi: Sage Publications.

Suggested Practical Work (Illustrations only):

1. Reflective exercises to understand personal strengths and weaknesses in relation to family life.
2. To conduct interviews with a member of a family (such as parent or a grandparent) to understand their family processes.
3. To analyse a 'family' depicted in the media (such as television and movies) through the lens of major theoretical perspectives.
4. Analyze the various 'symbols' being used in a family and understand the deeper meaning behind them
5. Analyze a book/movie to understand the issues in the psychology of women

6. To analyse a textbook in order to understand the gender bias within the Indian context
7. Interviewing a person from the LGBTQI+ to understand their issues and challenges
8. To conduct participatory rural appraisal (PRA).
9. To analyse case studies of villages and their transformations.

3. Cognitive Psychology (FC)

Learning Outcomes:

1. Understanding the ways in which humans engage in information processing and developing knowledge of the key assumptions as well as distinguishing features of cognitive psychology.
2. Learning the different methods ranging from carefully controlled experimental conditions of the lab to the more subjective method of introspection, to understand human mental processes.
3. Acquiring basic knowledge of core concepts in human cognition (e.g. attention, memory, reasoning and decision making).
4. Developing critical awareness about the classic and current experimental research relating to various cognitive processes.
5. Demonstrating appropriate skills essential in designing and conducting experiments in cognitive psychology.
6. Applying the knowledge of cognitive processes to one's own personal life and to real life issues. (e.g. improving memory, and multitasking).
7. Appreciating the role of individual differences, and sociocultural factors in cognitive functioning.

Course Contents:

1 Introduction to Cognitive Psychology

1.1 Nature, History, and Methods in Cognitive Psychology

1.3 Approaches-Experimental Cognitive Psychology, Cognitive Neuroscience and Cognitive neuropsychology

1.4 Paradigms of Cognitive Psychology: Information-Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach

2 Attention and Consciousness

- 2.1 Types: Selective Attention, Divided Attention and Sustained Attention.
- 2.2 Theories: Early and Late Selection, Capacity and Mental Effort Models.
- 2.3 Consciousness: Nature, Types and Functions.

3 Memory Processes

- 3.1 Encoding, Storage and retrieval.
- 3.2 Metaphors of Memory: Sensory, Short-term and Long-term.
- 3.3 Working Memory, and Mnemonics
- 3.4 Everyday Memory: Autobiographical Memory, Eyewitness Memory and Prospective Memory

4 Reasoning and Decision Making

- 4.1 Types of Reasoning: Inductive and Deductive.
- 4.2 Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models.
- 4.3 Heuristics and Biases in Decision Making ('Cognitive Illusions'): Availability, Representativeness, Framing Effect and Hindsight Bias.

References:

- Galotti, K. M. (2008). *Cognitive psychology: In and out of the laboratory* (2nd Ed.). Bangalore: Wadsworth, Cengage Learning.
- Goldstein, E.B. (2011/2014). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Belmont, CA: Wadsworth Cengage.
- Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology* (7th Ed.). New Delhi: Tata McGraw-Hill.
- Riegler, B. R., & Riegler, G. R. (2008). *Cognitive psychology: Applying the science of the mind* (2nd Ed.). New Delhi: Dorling Kindersley.

Suggested Practical Work (Illustrations only)

1) Software based or computer mediated experiments: For example an experiment on effects of types of music (favourability of music as independent variable) on working memory (performance on a game that tested for spatial working memory span as the dependent variable) can be designed. The participants are required to choose from a list of 5 audio files (with no lyrics, and of happy mood) and pick out three: one that they liked the most, one that they felt was neutral, and one that they did not like. Other experiments could be on online

gaming and attention span. This shall also build *e-resourcefulness* in students: Ability to use various e resources. For example using memory task can be chosen from mind games application or other such applications

2) Observing how people remember: The student observes how a person recollects a critical incident of his life when he is alone. Then the same individual is observed in a family setting and observations are made as to how he remembers in such a collective setting. How the memories are different or similar in the two settings, how the memories are being shaped by others, what cues being given by others for remembering, how different people may have different memories of the same event and how memories are being are being continuously constructed and reconstructed.

3) Activities for improving memory: This activity would involve presenting participants with a list of words. One set of participants is instructed to recall the list in any manner. Other participants are first trained in mnemonics and then told to recall the list using mnemonics. For e.g. one set is instructed to first make a story by relating the words in the list, a second is told to picture an image associated with the word in their mind, and another group is trained in the loci method (focusing on different 'locations' in their homes/schools) and then given the list of words. They are then asked to recall the respective lists. See the effect on memory.

4) Activity for demonstrating Eyewitness Suggestibility: Participants are instructed to see a small video of an accident or read about an accident in the newspaper. They are then asked different kinds of leading questions: for e.g. they may be asked to estimate the speed of the car "when they made **contact** with each other", or "when they **smashed** with each other". Effect on eyewitness memory is measured.

5) Analyzing newspaper reports/Self Reports/Interviews: Newspaper reports of aviation disasters, road accidents etc. may be analysed by the students with respect to attentional distractions, multitasking, and other cognitive mechanisms that may have led to the accident. Self-reports and interviews from drivers who have met with an accident may also be explored with respect to attentional distractions, fluctuations of attention, shifts of attention etc. Similarly, causation mechanisms related to attentional mechanisms based on video recordings of accidents may be analysed with respect to attention and other cognitive processes.

4. Communication Skills (SBC)

Learning Outcomes:

1. Understanding the basic processes of communication, both verbal as well as non-verbal.
2. Identifying one's own psychological barriers to effective communication (for example overcoming performance anxiety, lack of assertiveness, defensiveness etc.) and demonstrating listening skills.
3. Demonstrating cultural sensitivity in communication and appreciation of cultural variations in verbal and non-verbal communication.
4. Understanding the nuances of communication gap in interpersonal relationships and other social contexts.
5. Developing an awareness of the role of mass media in shaping public psyche, beliefs and perceptions about social realities and building an informed and critical perspective.
6. Becoming a better communicator by understanding body language and other non-verbal aspects of communication; having an awareness of barriers to effective communication thereby enhancing communication competence.

Course Content

1 Basic Concepts in Communication

1.1 Nature and process of communication, principles of communication

1.2 Towards communication competence, communication skills – articulating the message, active listening skills, giving and receiving feedback, perception checking

1.3 Choosing appropriate channel and medium of communication, benefits and challenges of technology mediated communication

1.4 Personal Attitudes and Communication.

2 Communication Styles: Verbal and Non-verbal

2.1 Bodily communication in human society.

2.2 The implication of appropriate communication.

2.3 Nonverbal communication: Proxemics, Posture, Facial expression, Eye Contact, Paralanguage, Movement, Silence etc.

3 Communication Barriers and Breakdowns

- 3.1 Psychological barriers in communication, self talk and self concept . drives affecting communication, communication apprehension
- 3.2 Identifying personal barriers and overcoming barriers for effective communication.
- 3.3 Learning how to make communication effective and meaningful.
- 3.4 Cultural differences in communication in a multicultural context.

4 Communication in Relational Contexts

- 4.1 Understanding dynamics of interpersonal communication, Self disclosure and trust, emotions and power, assertiveness
- 4.2 Conflict resolution and harmony: Art of non-violent communication.
- 4.3 Communication and diversity.
- 4.4 Public and Mass communication: Influence on collective psyche.

References:

- Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in*. (14th ed.). USA: Wadsworth Cengage Learning
- Adler, R.B & Proctor, R.F (2009).*Communication Goals and Approaches*. Wadsworth Cengage Learning, India
- Argyle, M. (1975). *Bodily communication*. London: Methuen & Co. Ltd.
- Civinkly, J. M. (Ed.) (1974). *Messages: A reader in human connection*. New York: Random House.
- Gudykunst, W. B. (Ed.) (2003). *Cross-cultural and intercultural communication*. Thousand Oaks, CA: Sage Publications.
- Rosenberg, M. B. (2012). *Living nonviolent communication: Practical tools to connect and communicate skillfully in every situation*. Boulder, CO: Sounds True.

Suggested Practical Work (Illustrations only)

- 1) Use of “I” messages to communicate negative feelings constructively, without making the listener defensive.
- 2) Role of perception in causing interpersonal communication gap (Person A lists what he thinks person B thinks of him/her and vice versa, Person B lists what he/she actually thinks of Person A and vice versa, and then these are matched to see the differences).
- 3) Making video recordings of students while making presentations and analysing their body language and non verbal communication to make their communication more effective.

Course 5. Computational Skills (SBC)

Learning Outcomes:

1. Knowing basic computational skills like working with MS Excel, creating spread sheets and computing data. They would know how to prepare the data for subsequent statistical treatment or analysis and use various types of graphical representation of data and interpreting them.
2. Becoming aware about software available for quantitative and qualitative data analyses (both commercial as well as open source alternatives), as well as know how to use some of them.

Course Content:

1. Use of computers and familiarity with soft-ware for behavioural research:
 - 1.1 Open source psychological experiment generating softwares such as PsychoPY, Open Sesame, PEBL or use of E-prime and Super Lab (for conducting experiments)
2. Introduction to MS Excel and SPSS/PSPP:
 - 2.1 Creating spreadsheets, organizing and computing data, use of graphs
 - 2.2 Using SPSS/PSPP for Statistical analysis of data in research.

3. Introduction to software used for qualitative analysis (creating interest in the students about the softwares):
 - 3.1 Atlas-Ti,
 - 3.2 NVivo
4. Reporting results in APA style

Note: The students are expected to have completed the course on Psychological Inquiry – II before opting for this course.

References:

- Asthana, H.S. & Bhushan, Braj (2007). *Statistics for social sciences* (with SPSS applications). New Delhi: Prentice Hall of India.
- Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi: Sage.
- King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons.
- Mohanty, B. & Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: Sage Publications.

6. Counselling Skills (SBC)

Learning Outcomes:

1. Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.
2. Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
3. Demonstrating skills of helping clients. Students may choose relaxation, reducing negative/maladaptive self-talk, and also learn skills of terminating the counselling relationship.
4. Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
5. Developing proficiencies to assist professional counsellors during intake interviews.
6. Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

Course Contents:

1. Introduction

- 1.1. Defining counselling, goals of counselling, professional counsellors, basic counselling skills
- 1.2. Understanding counselling process: Development of helping relationship, counselor –counselee relationship, Counseling goal setting process
- 1.3 Ethical considerations in counselling

2. Basic Approaches to Counseling: basic theoretical concepts and techniques only

- 2.1 Person centered approach
- 2.2. Psychodynamic approach
- 2.3. Behavioural counselling
- 2.4 Cognitive behavioural approach : CBT

3. Specific Counseling Skills

- 3.1. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving
- 3.2 Inside and outside skills of counselling, Self-monitoring skills as a counsellor
- 3.3. Training clients in relaxation
- 3.4. Improving client's self-talk and self-perceptions, terminating helping

4. Models of Counselling Skills

- 4.1. Nature and importance of counselling skills and working alliance
- 4.2. Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training
- 4.3. Indian models of counseling: the role of detachment and self-surrender

References:

- Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice.*(7th Ed.) New Delhi: Cengage Learning.
- Feltham, C., & Horton, I. E. (2006). *The Sage handbook of counseling and psychotherapy.* London: Sage Publications.
- Jones, R. N. (2008). *Basic counselling Skills: A helper's manual* (2nd Ed.). New Delhi: Sage Publications.

Suggested Practical Work (Illustrations only):

- 1) Analysis of movie entitled “Good Will Hunting” for various themes of counselling, focusing on the process of counselling and the client-counsellor relationship. Watching the structure of the sessions, from initiation to termination, looking into both the client's and the counsellor's life, and the dyadic relationship the two share, and use of several counselling techniques like confrontation, paraphrasing, self-disclosure, unconditional positive regard.
- 2) Experiential activities for counselling skills (to be conducted in group settings):
 - Exchange your shoes: In this activity dyads exchange their shoes and walk in other person's shoe literally.
 - Blindfold activity for trust and support: One person in the dyad becomes the guide and the blindfolded person is helped traverse a path full of impediments.
 - River of Life activity: It allows participants to reflect on personal experiences and influences that have motivated them in their life. Participants are invited to use the symbol of a river to reflect on key stages in their lives, positive experiences and influences and difficult challenges. After depicting their life in the form of a river, participants share their stories with the other members of their group. Listening to each other helps them empathise and acceptance of the other, as well as sharing their river of life helps them gain more self-insight and greater self-awareness.

7. Educational Psychology (EC)

Learning Outcomes:

1. Understanding the meaning and processes of education at individual and social plains in the Indian context.
2. Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
3. Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self processes.
4. Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

Course Content:

1. Introduction

- 1.1. Aims of education in relation to relationship of self, society and education.
- 1.2. Education and self-knowledge: Becoming a reflective practitioner.
- 1.3. Brief introduction to problems of schooling in contemporary India.
- 1.4. Transformative education for individual and social change.

2. Cognition and Learning

- 2.1. An overview of the key theoretical approaches: Behaviorism, Individual-Constructivism, Social-constructivism, Social learning theory.
- 2.2. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence.
- 2.3. Mindfulness in learning.

3. Learning and Motivation

- 3.1. Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India.
- 3.2. Motivation and developmental dynamics.
- 3.3. Creativity and Imagination, Learning Styles, Cooperative Learning.
- 3.4. Creating an emotionally secure classroom that encourages democracy, self-expression, and self-determination.

4. Education in the Indian Context

4.1. Understanding the hidden curriculum of education; learner diversity and hidden discrimination.

4.2. Understanding educational stress and anxiety, bullying, parental and peer pressure.

4.3. Education, consumerism and the market.

4.4. Enhancing mental health and well-being of learners and teachers.

4.5. Education and technology in contemporary India.

References:

Badheka, G. (1997). *Divaswapan*. New Delhi, India: NBT.

Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.

Cornelissen, M., Misra G., & Varma, S. (2010). *Foundations of Indian psychology* (Vol. 2). New Delhi, India: Pearson.

Huppes, N. (2001). *Psychic education: A workbook*. Pondicherry, India: Sri Aurobindo Ashram. Kapur, M. (2007). *Learning from children what to teach them*. New Delhi, India: Sage Publications.

Krishnamurti, J. (1974). *On education*. Ojai, California: Krishnamurti Foundation Trust.

National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In *National Curriculum Framework 2005*. New Delhi, India: NCERT.

Rogers, C. (1983). *Freedom to learn in the 80s*. USA: Charles R. Merrill Pub. Co.

Thapan, M. (Ed.) (2014). *Ethnographies of schooling in contemporary India*. New Delhi, India: Sage Pub.

Woolfolk, A., Misra, G., & Jha, A. (2012). *Fundamentals of educational psychology*. New Delhi, India: Pearson Pub.

Suggested Practical Work (Illustrations only):

1) A focus group discussion on how to create an emotionally secure classroom environment with openness to share ideas.

2) Case studies on bullying, examination stress, parental pressure, coaching centres like Kota in Indian context.

3) Interviewing one's grandparents and parents and drawing a comparative analysis of change in education system with reference to one's own schooling.

8. Environmental Psychology (EC)

Learning Outcomes:

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

Course Content:

1. Emergence of environmental psychology and its growth
 - 1.1 Definition and scope. Human-environment relationship: different worldviews to understand human-environment relationship.
 - 1.2 Salient features of environmental psychology.
 - 1.3 Recent trends and future directions in environmental psychology.
 - 1.4 Indian views on human-environment relationship.
- 2 Human-environment transaction
 - 2.1 Personal space, territoriality, crowding.
 - 2.2 Indian research on crowding and personal space.
 - 2.3 Theoretical models: stimulus overload, behavioural constraint, ecological and adaptation.
- 3 Environmental stress:
 - 3.1 Concept and type of stress.
 - 3.2 Sources of stressors: Cataclysmic, ambient stressors, daily hassles.
 - 3.3 Pollutions: noise, air, water, chemical and their consequences.
- 4 Pro-environmental behaviour
 - 4.1 Changing the environmental destructive mindset.
 - 4.2 Environmental education, environmental prompts and cues.
 - 4.3 Reinforcement strategies, Environmental movements.

References:

Fisher, J.D., Bell, P.A., and Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart and Winston.

Jain, U. (1987). *The psychological consequences on crowding*. New Delhi, India: Sage.

Jain, U., & Palsane, M. N. (2004). Environment and behaviour. In J. Pandey (Ed.), *Psychology in India revisited: Developments in the discipline (Vol. 3: Applied social and organizational psychology)*, pp. 261-308). New Delhi, India: Sage.

Nagar, D. (2006). *Environmental psychology*. New Delhi, India: Concept.

Suggested Practical Work (Illustrations only):

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

9. Experiencing the Self as a Relational Entity (SBC)

Learning Outcomes:

1. The students shall feel enabled to develop a self-reflexive relationship with themselves and to get initiated into the future challenges of their chosen field of work with greater commitment, vibrancy and a sense of inner freedom.
2. Enriched by insights from psychoanalysis, developmental psychology, existentialism, socio-political perspectives and engaged spirituality, this course shall help participants traverse through an inner journey of Self-reflection and mindful awareness.
3. The course will help students appreciate the Self as emerging from deeply internalized relational presences and the emotional, often unconscious, meanings associated with these inner presences or significant others (one’s parents, grandparents, siblings and

others who have played a critical role in one's growth) from the beginning of life, even as human growth unfolds over the long years of childhood and adolescence.

4. Students will be guided through a reflexive sojourn in which, as they would focus on how they feel and experience certain dimensions of their personal being, they would also be encouraged to become aware of the interdependent nature of their Self- the living representations and images of significant others in their inner world.

Course Contents:

1. The Experiencing Self

Addressing the question-“who am I”? “What is my personal search”? “What is my relationship with the world in which I exist?” What are the ideals that I wish to pursue in my life? Who are/were those who symbolize(d) these ideals for me across my years of growth?

Self in Moments of living: Vicissitudes of the “unformed” & “unstructured self” – the significance of “playing”, “exploring” “un-integrating” and “hiding”.

2. The Reflective Self

The ongoing process of “becoming”. Search for authenticity, meaning & choice. My imagination and fantasies of life ahead? What has it meant to me to engage with loss and how can I learn to survive the despair and angst which such work can bring me face to face with.

3: Self & World

Re-examining myself: The socially and culturally conditioned being.

What do I stand for and how did I come to internalize the values that I hold?

- What are my familial, social and cultural internalizations?
- How would I “look” & “feel” & who would I be beyond my “hegemonic” internalizations?
- Examining my choices regarding work and the direction I choose to embark in life.
- How can I reach a fuller participation vis-à-vis the world in which I exist?

4. “Going To Pieces without Falling Apart” and Moving on By Looking Behind

Empathically relating to one's conflicts, vulnerabilities, fears and insecurities.

Focusing on emotional strengths, gratitude, resilience and capacities.

Acknowledging the limitation of one's individual being & opening up to one's compassion

NOTE: The course would proceed with the help of experiential workshops, readings of selected texts & theoretical writings, review & analysis of films & literary stories and participative group work.

Every student will be encouraged to maintain a diary of personal experiences and reflections. An analytic immersion into the diary/autobiographical observations and exercises will be facilitated by the teacher in individual and/or group contexts.

Across the duration of the course, students will be required to submit reflective writings about their participation in the course.

Reading list: A selection

Epstein, M. (2001). *Going On Being*. New York: Harper Collins Publishers.

Epstein, M. (1999). *Going to Pieces without Falling Apart: A Buddhist Perspective on Wholeness*. London: Thornsons.

Erikson, E. (1999). *Collected Writings*. New York: Norton & Norton.

Frankl E. Victor. (1984). *Man's Search for Meaning*. New York: Beacon Press.

Nandy, A. (2005). *An Ambiguous Journey to the City*. New Delhi: Oxford University Press, 2005.

Nandy, A. (2008). *Time Treks: The Uncertain Future of Old and New Despotisms*. New York: SeaGulls.

Tenzin, G. the 14th Dalai Lama. (1997). *The Heart of Compassion*. New Delhi: Full Circle.

Thich, H.N. (1999). *Interbeing. Fourteen Guidelines for Engaged Buddhism*. New Delhi: Full Circle, 1999.

Thich, H.N. (2001) *Our Appointment with Life* New Delhi: Full Circle.

Winnicott, D. W. (1958). *Collected Papers: Through Pediatrics to Psycho-analysis*. New York: Basic Books.

Movie: Mehboob Khan, Mother India.

Suggested Practical Work (Illustrations only):

Experiential workshops, readings of selected texts & theoretical writings, review & analysis of films & literary stories and participative group work.

Every student will be encouraged to maintain a diary of personal experiences and reflections.

10. Forensic Psychology (EC)

Learning Outcomes:

1. Being able to conceptualise forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.
2. Developing an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.
3. Understanding the roles of forensic psychologists and psychologists in court, and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
4. Developing a working knowledge and understanding of the basic theory and methods of investigation used in forensic psychology with an emphasis on crime scene analysis and forensic psychological tools.
5. Learning about the forensic interviewing with the help of advanced tools used in crime investigation.
6. Demonstrating ability to developing offender or criminal profiling
7. Demonstrating working knowledge of forensic report writing and providing psychological consultancy in forensic setting.

Course Content:

1 Introduction

1.1 Defining forensic psychology

1.2 History of forensic psychology

1.3 The roles of the Forensic Psychologist: Clinical and Experimental

2 The Psychologist in Court

- 2.1 Expert evidence, Forensic reports
- 2.2 Pre-trial preparation, Forensic portfolio
- 2.3 Examination in chief, Cross Examination

3 Eyewitness Testimony and False Confession

- 3.1 The accuracy of witness evidence
- 3.2 Eyewitness evidence in court
- 3.3 Consequences and types of false confession

4 Profile Analysis

- 4.1 Nature of profiling work
- 4.2 FBI Profiling –
 - 4.2.1 Stage 1: Data assimilation stage;
 - 4.2.2 Stage 2: Crime scene classification;
 - 4.2.3 Stage 3: Crime scene reconstruction;
 - 4.2.4 Stage 4: Profile generation
- 4.3 Statistical/Actuarial profiling

References:

- Batchman, R., & Schutt, R. K. (2008). *Fundamentals of research in criminology and criminal justice*. London: Sage.
- Haward, L. (1981). *Forensic psychology*. London: Batsford Academic and Educational Ltd.
- Howitt, D. (2002). *Forensic and criminal psychology*. New Delhi, India: Prentice Hall.
- Loftus, E. F. (1996). *Eyewitness testimony: With a new preface*. Cambridge, MA: Harvard University Press.
- Ross, F. D., Read, D. J., & Toglia, M. P. (1994). *Adult eyewitness testimony*. New York: Cambridge University Press.
- Webb, D. (2013). *Criminal profiling: An introductory Guide*. UK: Independent Publishing Platform.
- Wrightsmann, L. S. & Fulero, S. M. (2008). *Forensic psychology* (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.

Suggested Practical Work (Illustrations only):

- 1) Conducting experiments in the area of eyewitness memory and eyewitness identification.
- 2) Carrying out handwriting analysis so that the student can investigate characteristics of handwriting for gaining clues about the perpetrator.
- 3) To visit a forensic biology lab to learn the basic techniques and tools being used in the field.
- 4) Conducting a polygraph test.
- 5) Conducting forensic and cognitive interviews to elicit detailed information about a possible event.
- 6) Conducting forensic mental health assessments based on appropriate psychological principles in the forensic context.

11. Foundation of Social Psychology (FC)

Learning Outcomes:

1. Understanding the basic social psychological concepts and familiarize with relevant methods.
2. Understanding the applications of social psychology to social issues like gender, environment, health, intergroup conflicts, etc.
3. Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.
4. Familiarizing with the concepts of social affect and affective processes including people's harming and helping behaviours.
5. Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.

Course Content:

1 Introduction

- 1.1 Definition and nature of social psychology
- 1.2 Brief history of social Psychology
- 1.3 Methods of social psychology: Quantitative and qualitative methods
- 1.4 Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media

2 Social cognition and attitudes

2.1 Social cognition and information processing: Schemas, stereotypes and cognitive strategies

2.2 Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management

2.3 Attitudes: Nature and measurement, attitude change,

2.4 Attribution: nature and applications

3 Affective processes in social context:

3.1 Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion),

3.2 Pro-social behaviour

3.3 Aggression and social violence

3.4 Inter personal attraction

4. Group Processes and Collective behaviour:

4.1 Group: Nature and group formation

4.2 Group and performance: Social facilitation, Social loafing and social conformity

4.3 Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader

4.4 Collective Behaviour: Crowd

References:

Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th Ed.). New Delhi, India: Pearson.

Hogg, M. A., & Vaughan, G. M. (2005). *Social psychology*. Harlow: Pearson Prentice Hall.

Husain, A. (2012). *Social psychology*. New Delhi, India: Pearson.

Myers, D. G. (2008). *Social psychology*. New Delhi, India: Tata McGraw-Hill.

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th Ed.). New Delhi, India: Pearson.

Suggested Practical Work (Illustrations only):

1) Assessment of implicit and explicit attitudes towards homosexuality using Implicit association test (Conducting Harvard University's IAT for attitude towards homosexuality)

Other issues that can be taken up for study/discussion are ageism/ casteism/ sexism etc, enabling awareness of subtle and unconscious level at which prejudices exist and discrepancies between explicit and implicit attitudes amongst the students.

2) To study bystander effect: Using actor and confederates to see how children standing outside the canteen/ garden of college respond to the actor fainting. Behavioural response as well as the time taken by children in responding to the "fainting" actor is recorded and analysed.

3) Role of gender in impression formation: Subjects are given the same verbal description for male/female targets, but gender is manipulated by changing the name (like using Ram/Rama or Ankit/Ankita). Subjects are asked to rate the given person "Ram/Rama" on the basis of the description provided on different dimensions. Variations can be done on the basis of rural/urban; English speaking / non English speaking etc. Quantitative analysis can be done to see the differences in perception of male or female target.

4) Analysis of news in National daily's (Newspapers in Hindi, English and other languages), identifying news of unethical/immoral incidents, making a list of incidents for a month, then classifying it according to types of incidents and also analysing underlying values and bases of moral behaviour, and the kind of social problem associated with it.

12. Foundations of Developmental Psychology (FC)

Learning Outcomes:

1. Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
2. Developing an ability to identify the milestones in diverse domains of human development across life stages.
3. Understanding the contributions of socio-cultural context toward shaping human development.
4. Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

Course Contents:

1. Introduction

- 1.1. Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development.
- 1.2. Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social cognitive learning theory).
- 1.3. Cognitive (Piaget, information processing approaches).
- 1.4. Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner).
- 1.5. Research methods: Longitudinal, cross sectional and sequential; ethics in research.

2. Domains of Development across life span - I

- 2.1. Physical development (from infancy to late adulthood)
- 2.2. Cognitive development and language development, Role of language in cognitive development,

3. Domains of Development across life span – II

- 3.1 Socio-emotional development and Moral development

4. Developmental issues in Indian context

- 4.1. Issues of social relevance (gender, disability and poverty)
- 4.2. Developmental issues in children and adolescents
- 4.3. Challenges of adulthood; Aging

References:

- Berk, L. E. (2010). *Child development* (9th Ed.). New Delhi, India: Prentice Hall.
- Feldman, R. S., & Babu, N. (2011). *Discovering the life-span*. New Delhi, India: Pearson.
- Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, Ç., & Poortinga, Y. H. (Eds.) (2006). *Families across cultures: A 30-nation psychological study*. New York: Cambridge University Press.
- Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi, India: Oxford University Press.
- Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. New York: Psychology Press.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th Ed). New Delhi, India: Tata McGraw-Hill.

- Santrock, J. W. (2012). *A topical approach to life-span development*. New Delhi, India: Tata McGraw-Hill.
- Saraswathi, T. S. (2003). *Cross-Cultural perspectives in human development: Theory, research and applications*. New Delhi, India: Sage Publications.
- Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood and adolescence*. Indian reprint: Thomson Wadsworth.
- Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.), *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson.
- Srivastava, A. K. (Ed) (1997). *Child development: An Indian perspective*. New Delhi: NCERT

Suggested Practical Work (Illustrations only):

- 1) Interview of elderly participants (staying with family and in old age homes). This helps build conversational skills, interviews skills, qualitative/Content analysis, professional ethics, sensitivity to the problems of aged, responsibility, awareness of policies etc in the students.
- 2) Life review of an old person or a middle aged person. They also learn how to transcribe data from audio-recording.
- 3) Learning Social development through play: Observation of children playing in the park: participant or non-participant observation. Using Patton's typology to understand different types of plays and children's socio-emotional development.
- 4) Discussion on moral dilemmas like from the movie "Rang de Basanti", asking students voice their opinions and whether the protagonists behaved ethically.
- 5) The clinical interview method, particularly the moral judgment interview if combined with self-constructed dilemmas offers a more in-depth valence into how moral intentions and behaviours are shaped. The vignettes on personally relevant topics of personal relationships; life death situations etc when constructed by students themselves teach not just the intricacies of how a situation can be construed differently from different perspectives but also how responses differ according to individuals' stances.

Such activities help to build the critical thinking skill while dilemma construction leads to enhance in-depth knowledge of the stages and sub levels of Kohlberg's Theory and also allows for critical appreciation of Gilligan's critique. It also helps in perspective taking while

creating a scoring scheme which allows for nuances in responses to be picked up and classified in the stage model.

- 6) Observation based study on the interaction between individuals and contexts (family, school, peers, culture)
- 7) Evaluating quality of service in old-age homes or orphanages
- 8) Identifying the moral challenges by noting the incidents reported over certain time duration in newspapers and classifying them according to the age of offender.
- 9) Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

13. Foundations of Organizational Psychology (FC)

Learning Outcomes:

1. Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
2. Understanding leadership processes from different theoretical perspectives.
3. Understanding group dynamics, working through conflicts and working in teams.

Course Content:

1 Introduction

- 2.1 Nature and facets of organizational psychology, Contribution of other social science subjects to organizational psychology.
- 2.2 Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach.
- 2.3 European contribution and contemporary scenario: Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations, concept of organizational change.
- 2.4 Organizational Psychology in the Indian context: Replication, disenchantment and integration.

2 Employee motivation and Job Attitudes

- 2.1 Nature of Work motivation, Five key concepts (Behaviour, performance, ability, situation and motivation), Role of self esteem, intrinsic motivation and need for achievement in the development of motivation.
- 2.2 Theories of Work motivation: Content theory (Maslow, Herzberg), Process theories:
Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self Regulation theory. Integration of theories.
- 2.3 Job Attitude: Positive Organizational Behaviour, Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, Employee' engagement.
- 2.4 Motivational perspective in cultural context: Giving Theory of motivation, Work Values, brief introduction to the concept of organizational culture.

3 Leadership and the Influence process

- 3.1 Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness.
- 3.2 Theoretical Approaches: Trait approach, Behavioral approach, Power and influence approach, Leader-Member Exchange theory.
- 3.3 The Situational Approach: Fiedler Hersen, Blencharh Situational Leadership and Path Goal theory. Transformational and Charismatic leadership. The Implicit leadership theory.
- 3.4 Indigenous Theories: Performance-Maintenance theory, Nurturant Task-participative (NT-P) Model of Leadership, Consultative Style of Management, Pioneering-Innovative Theory of Leadership.

4 Group Behaviour, Teams and conflicts

- 4.1 Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norms formation and group cohesiveness.
- 4.2 Factors affecting group performance: Homogeneity of group, stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition.
- 4.3 Co-operation and competition, Conflicts and its management, Negotiation process.

4.3 Team Work: Genesis, teams and groups, cultural influences on team work: Teams in the Indian context and Building teams in Indian organizations.

References:

- Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengage Learning.
- Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), *Indigeneity and universality in social sciences: A south asian response*. New Delhi: Sage Publications.
- Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.
- Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.
- Sinha, J. B. P. (2008). *Culture and organizational behavior*. New Delhi, India: Sage Publications.

Suggested Practical Work (Illustrations only):

- 1) A study of women leaders in organizations through the use of secondary data (website, online interviews, newspaper articles etc.) Women leaders of organizations such as Biba, Cremica etc. may be done. Themes like traits of women leaders, work-life balance etc are quite interesting to be discussed in class.
- 2) Experiential activities/ workshops for skill building.
Team building: Walking as a team with balloons in between without touching the balloon, ensuring that the balloon doesn't fall off. The group is lead to do some physical tasks without letting the balloon fall.
Leadership emergence: With a group of participants standing on the bed-sheet, asking them to flip the bedsheet upside down, without anyone's foot touching the floor.
- 3) Case study of an organization
A group wise visit to an organization multiple times, interviewing employees (related to one or the other aspects of organizational functioning), collating the data, analysing it. Data from observation as well as records of the organization may be studied.
- 4) Self-reflection exercises on the relevance of motivation and emotion referring to one's personal goals

14. Fundamentals of Clinical Psychology 1 (FC)

Learning Outcomes:

1. Developing a foundational knowledge of Clinical Psychology, its historical development (especially w.r.t India) and professional ethics.
2. Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.
3. Developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation and interviewing.
4. Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section)
5. Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
6. Developing sensitivity towards individual and cultural diversity and understanding its implication in clinical work especially within the Indian context.
7. Understanding the essence of a reflective practitioner by engaging in reflective processes that make him or her aware of his or her strengths and vulnerabilities.

Course Content

1. Introduction

1.1. Definition of Clinical Psychology, Historical development of Clinical Psychology in (with special reference to India), Ethics of the profession.

1.2 Concept of Abnormal behaviour

2. Clinical Assessment and Classification

2.1 Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination – MSE and Case History Interview), Observation, Psychological testing, neuropsychological testing

2.2. Classification and Diagnosis: Classification models: DSM V (latest) and ICD (latest)

3. Anxiety and Obsessive Compulsive Disorders: Clinical Picture and Etiology

3.1. Generalized Anxiety Disorder

3.2. Specific Phobia and Social Anxiety Disorder (Social Phobia)

3.3. Panic Disorder

3.4. Obsessive-Compulsive disorder

4. Trauma & Stressor-related, Dissociative and Personality Disorders: Clinical Picture and Etiology

4.1. Adjustment Disorder

4.2. Post-Traumatic Stress Disorder

4.3. Dissociative Identity Disorder

4.4. Personality Disorders (Clusters A, B and C): Only Clinical Picture

References:

Beg, M. A., & Beg, S. (1996). Logotherapy and the Vedantic view of life and mental well-being. *Journal des Viktor-Frankl-Instituts, 1*, 97-112.

Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology*. Delhi: Pearson Education.

Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*. New Delhi: Research India Press.

Llewelyn, S., Murphy, D. (Eds.) (2014). *What is clinical psychology?* Oxford UK: Oxford University Press.

Plante, T. G. (2011). *Contemporary clinical psychology*. (3rd edition). New York: John Wiley & Sons.

Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage Publications.

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). *Clinical Interviewing*. New Jersey: Wiley

Suggested Practical Work (Illustrations only)/ Class Activity

- 1) Watching the video recording of the counselling sessions of Carl Rogers, Fritz Perls and Albert Ellis with the client Gloria and doing a comparative analysis.
- 2) Formulating a case using diagnostic techniques on a subject: behavioural assessment, psychological assessment, cognitive and personality assessment
- 3) Mental health in the youth and creating an awareness campaign: A two phase project with the students can be designed.

---One phase involving Focus group discussion with youth in different colleges/institutes and collecting data on the nature of psychological issues, concerns and problems faced by them, barriers in seeking help, their response to someone who is having mental health problems, their support system etc

--- Based on the needs analysis conducted in phase 1, an awareness campaign can be created (video on awareness or any other form of campaign)

Helps in building societal competence: *Analysing social problems and understanding social dynamics*

15. Fundamentals of Clinical Psychology II (FC)

Learning Outcomes:

1. Having working knowledge and understanding of the major psychological disorders and critically review their signs and symptoms (Bipolar, Depressive Disorders, Schizophrenia and Neurodevelopmental Disorders).
2. Developing a basic knowledge of the various treatments for abnormal behaviour.

Course Content:

1. Bipolar, and Depressive Disorders: Clinical Picture and Etiology
 - 1.1. Bipolar-I and Bipolar-II Disorders
 - 1.2. Major Depressive Disorder
2. Schizophrenia: Clinical Picture and Etiology

\

3. Neurodevelopmental Disorders: Clinical Picture and Etiology

3.1 Intellectual Disability

3.2 Autism Spectrum Disorder

3.3 Attention Deficit/Hyperactivity Disorder

4. Treatment of Abnormal Behaviour:

4.1 Biological Approaches

4.2. Psychological Approaches: Behavioral, Cognitive, Humanistic, Psychoanalytic,

4.3 Indian Approaches: Guru-Chela relationship and Logotherapy: Vedantic Approach

References:

Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Comer, R. J. (2015). *Abnormal psychology*. New York: Worth publishers.

Diagnostic and Statistical Manual of Mental Disorders. (2013). Washington, D.C.

Nevid, J., Rathus, S., & Greene, B. (2014). *Abnormal psychology in a changing world*. Upper Saddle River, NJ: Pearson Prentice Hall.

The ICD-10 Classification of Mental and Behavioural Disorders. (1992). Geneva.

Suggested Practical Work (Illustrations only):

1. Making use of you-tube videos to help understand various disorders and their symptoms.
2. Clinical case analysis with use of secondary data including movies (signs, symptoms, etiology)
3. Interview of cases from the above list of disorders (mental status examination and case history)
4. Clinical assessment using 16PF, MMPI, Beck Cognitive Inventory etc.
5. Students develop a mental health awareness program for a common disorder prevalent in that community for e.g depression and anxiety. For instance, the agenda of one such campaign could be to spread awareness, bust myths and instil sensitivity in the community on mental health, mental illness, suicide, and suicide prevention. The awareness program may be a week long and may consist of movie screening, interactive sessions, mental health awareness walk - street plays, group discussions,

workshops and other simple fun activities such as “Pop the stress & Create Joy” where participants may write the major stressors of their lives on a balloon and burst the balloon, as a symbol of destroying that stress.

16. Fundamentals of Counseling (FC)

Learning Outcomes:

1. Developing a basic understanding of counselling as a profession
2. Gaining an overview of basic approaches, theories and techniques in counselling
3. Developing awareness about the contemporary issues and challenges in counselling
4. Learning about the newer forms of therapy like solution focused therapy, narrative therapy etc.

Course Contents:

1. Introduction to counselling as a profession
 - 1.1 Nature and Goals
 - 1.2 Professional ethics (Latest version of American Counselling Association – ACA)
 - 1.3 Status of counselling psychology in India
 - 1.4 Contemporary issues and challenges; challenge of online counselling and tele-counselling
- 2 Approaches to Counselling I
 - 2.1 Person centered approach
 - 2.2 Psychodynamic approach
 - 2.3 Behavioural approach
 - 2.4 Cognitive behavioural approach: CBT, REBT
- 3 Approaches to Counselling II
 - 3.1 Narrative therapy
 - 3.2 Solution Focused therapy
 - 3.3 Creative and Expressive arts therapy
 - 3.4 Music therapy
 - 3.5 Yoga and Meditation

4 Counselling Applications

4.1 Child Counselling

4.2 Family Counselling

4.3 Career Counselling

4.4 Crisis Intervention: suicide, grief, and sexual abuse

References:

- Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.) Philadelphia: Mosby.
- Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*.(7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press
- Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases*. 5th Edition. Belmont: Brooks/Cole (Cengage Learning).

17. Human Resource Management (EC)

Learning Outcomes:

1. Developing the ability to assist HR departments in resolving human resource problems, particularly related to recruitment, selection, performance appraisal, training and career development.
2. Demonstrating skills to conduct training needs analysis using appropriate quantitative/qualitative methods.
3. Developing skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.
4. Acquiring relevant abilities to map competencies of employees of an organization.
5. Demonstrating multi-cultural knowledge of HRM and sensitivity towards diversity.

Course Content:

1 Human Resource Management

- 1.1 Strategic and traditional HRM, HR manager proficiencies
- 1.2 Changing role and changing environment of HRM
- 1.3 Labour legislation in India

2 Person-organization Fit

- 2.1 Job Analysis
- 2.2 Recruitment and selection
- 2.3 Performance management systems

3 Human Resource Development

- 3.1 Training need analysis (competency mapping), methods of training
- 3.2 Learning and development
- 3.3 Career development

4 International HRM

- 4.1 Understanding cultural and contextual differences
- 4.2 Context of globalization
- 4.3 Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational)

References:

- Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). New Delhi, India: Oxford University Press.
- DeCenzo, D. A., & Robbins, S. P. (2006). *Fundamentals of human resource management* (8th Ed.). NY: Wiley.
- Dessler, G., & Varkkey, B. (2011). *Human resource management* (12th Ed.). New Delhi, India: Pearson Education.
- Tayeb, M. H. (2005). *International human resource management: A multinational company perspective*. NY: Oxford University Press.

Suggested Practical Work (Illustrations only):

- 1) Providing students with a performance appraisal system and asking them to critically review it.

- 2) Asking students to do a job analysis of “assistant professors” and “associate professors” making use of critical incidents technique.
- 3) Assigning students the task of competency mapping by providing them a set of competencies like leadership, team player, effective communicator etc.

18. Introduction to Bio-psychology (FC)

Learning Outcomes:

1. Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.
2. Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
3. Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.
4. Understanding biological mechanisms involved in psychological processes such as learning, memory, emotion, motivation, sleep and arousal.
5. Inculcating an applied perspective on psychopathology including disorders such as Amnesias, Korsakoff’s Psychosis, Alzheimer disease, and Anorexia.
6. Realizing the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.

Course Content:

- 1.1 Concept of biopsychology; reductionism; ethical issues.
- 1.2 Neurons, Synapses, Neurotransmitters.
- 1.3 The nervous system: Basic subdivisions- Peripheral and Central.
- 1.4 Hemisphere function: Sperry and the split –brain; Left handedness; Emotion and the right hemispheres.
- 2 Learning and Memory
 - 2.1 Anterograde and retrograde Amnesia.
 - 2.2 Korsakoff’s Psychosis.
 - 2.3 Alzheimer disease.
 - 2.4 Biochemistry of memory.
- 3 Sleep, Arousal and Biological Rhythms
 - 3.1 Concept of arousal; Physiological measures of arousal
 - 3.2 Reticular Formation and Central arousal.

3.3 Biological rhythms.

3.4 Functions of sleep.

4 Emotion and Motivation

4.1 Anxiety; stress and arousal.

4.2 Emotion – Central and Peripheral mechanisms.

4.3 Physiology of Hunger and Thirst.

4.4 Homeostasis; Obesity and Anorexia.

References:

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

Carlson, N. R. (2012). *Foundations of physiological psychology*. (Sixth Edition). Delhi: Pearson Education.

Green, S. (1995). *Principles of biopsychology*. UK: Lawrence Erlbaum Associates Ltd.

Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. Pearson Education, New Delhi.

Suggested Practical Work (Illustrations only)

- 1) Use of bio-feedback to understand brainwaves and other physiological functioning.
- 2) To demonstrate the assessment, scoring and assessment of some neuro-cognitive batteries
- 3) Visit to brain research centres for familiarity with techniques of brain mapping
- 4) Developing intervention techniques for behaviors such as eating and sleeping based on knowledge of the underlying social and biological mechanisms.

19: Introduction to Indian Psychological Thought (FC)

Learning Outcomes:

1. Developing an appreciation of the need to have alternative perspectives in psychology and to contextualise the relevance and potentials of Indian psychological thought.

2. Initiation of the journey of self understanding by adopting the stance of a witness and exploring self and personality from a developmental perspective.
3. Understanding the notion of knowledge and ability to discriminate the various forms of knowledge in the tradition of experiential learning.
4. Recognizing the various kinds of errors made during knowledge acquisition and steps to get rid of them.
5. Developing insights into the sense of self and personality and their various facets including course of development, and related issues of health, suffering and healing.
6. Mapping selfhood in the context of relationships, motivation, action and agency.
7. Formulating strategies to address issues in therapeutic, educational and organisational settings from the indigenous Indian perspective.

Course Contents:

1. Introduction: Foundations of Indian Psychological Thought

1.1. Introduction to Indian psychological thought – what is psychology and what could it be: alternative perspectives; what the Indian tradition can contribute: a psychology friendly philosophy; rigorous methods of enquiry in the subjective domain; effective methods for therapy and the harmonious development of the individual and the society; Consciousness as the foundation of reality; a short historical overview of Indian thought focusing on the common thread; how different concepts of consciousness affect the relation between self, others and world and lead to different perspectives on the aim of life.

1.2. A first look at Self-enquiry and Self-development – from introspection to a witness-based self-observation (*sakshi*) ; a first look at the self and the structure of the personality; a first look at the stages and basic processes of change.

1.3. Types of knowledge and how to improve our understanding – knowledge for different purposes; *vidya* and *avidya*; Sri Aurobindo's 4 types of knowledge; stages in experiential learning; self-knowledge for its own sake, for healing, and for developing one's potential; sources of error and how to eliminate them: higher and inner knowledge -- basic methods to arrive at them; a first look at the methods of rigorous subjective enquiry.

2. Self and personality

2.1 Who am I? – different Indian traditions on the self and the structure of personality; the character and location of the border between self and world; personality types; emotion and

attitudes; states of consciousness and their effect on perception and quality of life; possibilities for increasing our perceptiveness; emotions as colours of perception; *rasa* and *bhava*; detachment and commitment.

2.2 Individual development – various determinants of who and how we are; prenatal influences; past impressions and formations during childhood, adolescence and adulthood; ashramas then and now; immediate and ultimate aims of development; processes involved in willed, self-chosen development.

2.3 Health and healing – perspectives on suffering, growth and healing; positive and negative motivations for change; yoga-based coping techniques ranging from surface-adjustment to deep inner transformation.

3. Self in action

3.1 Self in the social context – relationships with family, friends and partners, social groups, work and the world; relationship with oneself and one's Self; group membership by birth and by choice; roles and hierarchies; shifting identities; positive and negative group-derived values and judgments.

3.2 Motivation, action and agency – identifying the various dynamisms behind action; perspectives on karma, fate and free will. Can there be motiveless, egoless action?

4. Applications of Indian psychology: A first look

4.1 Counselling and therapy – vipassana and mindfulness; Hathayoga-based therapies; The Gita as guide.

4.2 Education – Gandhi's Nai Talim; Tagore's system of education; Sri Aurobindo's integral education.

4.3 Organisational behaviour & community work – Gita-based approaches to OB.

References:

Abhedananda, Swami (1992). *True psychology*. Calcutta: Ramakrishna Vedanta Math.

Aurobindo, Sri (2007). *A few representative short texts by Sri Aurobindo*. Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: <http://www.saccs.org.in/texts/integralyoga-sa.php>.]

Aurobindo, Sri. (2008). *The integral yoga*. Pondicherry: Sri Aurobindo Ashram Trust.

Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi: Pearson.

Cortright, B. (2007). *Integral psychology*. Albany: State University of New York.

Dalal, A. S. (Ed.) (2001). *Living within*. Pondicherry: Sri Aurobindo Ashram Trust.

Hiriyanna, M. (2000). *The essentials of Indian philosophy*. New Delhi: Motilal Banarsidas Publishers.

Rao, K, R. & Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.

Rao, K, R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press, India.

Taimni, I. K. (2007). *The science of yoga*. Chennai: The Theosophical Publishing House.

Additional References:

Brunton, P. (2009). *The Maharshi and his message*. Tiruvannamalai: Sri Ramanasramam.

Gupta, M. (2013). *The gospel of Sri Ramakrishna*. Chennai: Sri Ramakrishna Math.

Maharaja (M. Frydman, Trans.). Mumbai: Chetana Publishing.

Mascaro, J. (1994). *The Bhagavad Gita*. New Delhi: Penguin Books India.

Mascaro, J. (1994). *The Upanisads*. New Delhi: Penguin Books India.

Nisargadatta, Maharaj (2008). *I am that: Talks with Sri Nisargadatta*

Yogananda (1946/1975). *Autobiography of a yogi*. Bombay: Jaico.

Suggested Practical work:

The aim of this set of practicals is to facilitate student's self-development. It would help in developing the skill of self-observation through the practice of journal writing as well as relating one's personal experiences with the concepts from Indian Psychology to help students understand their own self.

The practicum is based on initiating the process of self-development in students through individualised projects that are undertaken during the course of the entire semester.

Course Transaction:

To create a safe shared space for learning and inner development while respecting the students' freedom to approach their studies in their own unique manner, the teacher becomes a participant as well as a facilitator in a process that depends on the integrity of all involved. Genuine, open-ended questions to be discussed in small groups initiate participants onto a journey of self-reflection and self-inquiry. Simple exercises help them with the integration and assimilation of new ideas and insights. Small and large group discussions and oral presentations on self-chosen topics and texts in the area of Indian psychology stimulate self-expression and create a space to discover one's unique role in society.

Journal Writing and Individual Projects:

As Indian psychology is rooted in self-observation, students may be encouraged to do regular journal writing, not with an eye on appraisal by others, but as a strictly private exercise in self-observation that aids in the development process. Combining careful analysis of entries in their private journal with a literature-based individual research project, they can create a multi-purpose space in which they can deconstruct psychological concepts as well as their own experiences. Observing themselves, they can see the concepts and processes of Indian psychology come to life, and they can critically engage with what in the classes and in their individual projects is presented as theory. In the first classes the first tentative attempts at disciplined self-observation can be initiated. Subsequently an individual project can be taken up that centres around any basic concept or process of Indian psychology. At the end of the course, students will be required to complete this work in a more systematic and detailed manner, illustrating and comparing their literature findings with their personal experiences to the extent they feel comfortable sharing.

Course 20. Introduction to Personality (FC)

Learning Outcomes:

1. Appreciating conceptualizations of personality in the Western as well as Eastern traditions.
2. Understanding self and personality through Eastern perspectives such as Mimamsa, Vedanta, Samkhya, Yoga, Buddhist and Sufi traditions.
3. Developing a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive and humanistic.
4. Understanding biological and environmental influences on personality development.
5. Fostering an applied perspective by engaging students in a discussion about the everyday applications of various personality theories.

Course Contents:

1. Introduction to personality:
 - 1.1 Concept and Definition of personality
 - 1.2 Role of Factors in the Development of Personality (heredity and environment)
 - 1.3 Assessment of personality

2. Western approaches to personality - I

2.1 Trait and Type Approaches (including Eastern Perspective such as “Tri-guna” theory)

2.2 Socio-cognitive Approach to Personality

3. Western approaches to personality – II

3.1 Psychoanalytical Approach to Personality

3.2 Humanistic Approach to Personality

4. Understanding self through Eastern Perspectives

4.1 Understanding self through Mimamsa, Vedanta, Samkhya and Yoga

4.2 Understanding self through Sufi and Buddhist tradition

4.3 Understanding Self through Sri Aurobindo’s Integral Yoga

References:

Carducci, B. J. (2009). *The psychology of personality: Viewpoints, research & application*. Hong Kong: Wiley-Blackwell.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. New Delhi, India: Pearson Education.

Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.

Feist, J., Feist, G.J. & Herman, T.A.R.W. (2018). *Theories of Personality*. Tata Mc Graw Hill

Friedman, H. S., & Schustack, M. W. (2006). *Personality: Classic theories and modern research*. New Delhi, India: Pearson.

Kuppuswamy, B. (2001). *Elements of ancient Indian psychology*. New Delhi, India: Konark Publishers Pvt. Ltd.

Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.

Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of east and west*. New York: Plenum Press.

Patnaik, D. (2015). *My Gita*. New Delhi: Rupa.

Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.

21. Introduction to Psychological Inquiry I (FC)

Learning Outcomes:

1. Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
2. Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction.
3. Developing familiarity with different kinds of measures and techniques for assessing individual differences.
4. Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.
5. Understanding the important components of different types of research report and observing the precautions to maintain ethical and moral integrity of the researcher.

Course Content:

Unit 1. Introduction: Meaning of research and it's purposes; The process and steps of scientific research; Identifying a research problem; Main types of research: Descriptive, Experimental, Correlational, Theoretical; The notion of variable and it's types: Independent, dependent and control; The concepts of predictor and criterion; Distinguishing positivist and non positivist traditions of research.

Unit 2. Experimentation: Basic ideas: Research design, hypothesis, theory, observation and data; Manipulation, selection and measurement. Roles and responsibilities of experimenter; Conducting experiments: Procedural requirements; Basic experimental design: Control and experimental groups; Factorial design; Threats to internal and external validity. Decisions about data analysis.

Unit 3. Assessing individual differences: Needs to assess individual differences: Recruitment, training, clinical work; Concepts of attitude, aptitude, ability/intelligence, personality, interest; Concepts and types of Reliability, Validity and Norms; Types of measures: Rating scales, Psychological tests, Interview schedule, Questionnaire, Projective measures.

Unit 4. Qualitative methods and report writing: Qualitative methods: Observation, Ethnography, Interview, thematic analysis. Writing of reports for different kinds of reports:

reviews, experimental reports, correlational studies, qualitative studies; Ethical and moral considerations during research , analysis and reporting.

References:

- American Psychological Association (2013). *Publication manual*. Washington: APA.
- Anastasi, A. & Urbina , S.(2004). *Psychological testing*. New Delhi: Pearson Education.
- Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research*. New York: Harcourt College Publishers
- Newman W,L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education. .
- Priya, R.(2015). *Qualitative research on illness, wellbeing and self-growth: Contemporary Indian perspective*. New Delhi: Routledge.
- Smith, Jonathan, A. (2008). *Qualitative psychology: A practical guide to research methods*. London: Sage Publications.

Suggested Practical Work (Illustrations only):

- 1) Reviewing research papers for ethical and moral considerations during research.
- 2) Conducting a prototype of ethnographic research by using techniques such as observation, interviews and archives.
- 3) Reading reports of published studies and writing summaries.
- 4) Using various variables develop plans of experimental studies
- 5) Identifying and describing the research methodology of earlier published research and suggesting alternate methods and/or methods to add further or enhance the quality of the paper (in this a mix of high quality and low quality publication may be given and methodological improvement for the latter may be the target of the practical work).
- 6) Analyzing and reporting the earlier published data (or hypothetical data given by the teacher/tutor) is also an important exercise for training. The student should be provided with the rationale, objectives of the research and may be required to complete the rest part of the manuscript e.g., writing introduction that include review of literature and justifies the rationale and objectives, generating hypothesis, analysis and results writing and discussion of the results.

22. Introduction to Psychological Inquiry II (FC)

Learning Outcomes:

1. Developing an understanding of the nature of qualitative and quantitative inquiry
2. Understanding the various research paradigms such as positivist, interpretivist/Constructivist, Critical and Feminist
3. Knowing how to carry out qualitative research including data collection, qualitative data analysis and a basic knowledge of the various approaches to qualitative inquiry
4. Developing a basic knowledge of how to carry out quantitative research with an emphasis on survey research, correlational and experimental
5. Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.

Course Contents

1. Approaches to Psychological Inquiry
 - 1.1.1 Doing Psychological Research: Meaning and purpose
 - 1.1.2 Research Paradigms: Positivist, Interpretivist/constructivist, Critical, Feminist
 - 1.1.3 Main types of research: Qualitative/Quantitative/Mixed (based on philosophical assumption), fundamental/applied (based on purpose), Descriptive, Experimental, Correlational, Theoretical (based on research problem)
 - 1.1.4 Sampling; Probability: simple random, stratified & cluster; Non- probability: accidental, quota, purposive, notion of theoretical sampling in qualitative research; sampling size and sampling error
2. Nature of Qualitative Inquiry
 - 2.1 Characteristics of qualitative inquiry
 - 2.2 Phases of a Qualitative Inquiry (including designing and sampling) and self-reflexivity
 - 2.3 Approaches to qualitative Inquiry: A brief Introduction to Phenomenology, Ethnography, Narrative inquiry and Grounded Theory
 - 2.4 Qualitative data analysis: Coding, thematic analysis, Computer programs for qualitative data analysis (brief introduction to computer programs such as NVivo)

3. Nature of quantitative Inquiry

3.1 Characteristics of quantitative inquiry

3.2 Steps in quantitative research process (with emphasis on the notion of variable and its types, hypothesis, research design – correlational, experimental, quasi-experimental and ex-post facto)

4. Method of data collection

4.1 Survey and Experimental method

4.2 Interview and observation

4.3 Case Study and archival method

4.4 Ethical and moral considerations during research, analysis and reporting.

References:

Creswell, J.W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. New Delhi: Sage

Kerlinger, F. N. (1983). *Foundations of behavioural research*. New Delhi: Surjeet Publications.

Neuman, L.(2009). *Social Research Methods: Qualitative and Quantitative Approaches*, New Delhi: Pearson.

Willig, C. (2013). *Introducing qualitative research in psychology: Adventures in theory and method* (3rd ed.). Maidenhead: McGraw-Hill Education, Open University Press.

American Psychological Association (2013). *Publication manual*. Washington: APA.

Smith, Jonathan, A. (2008). *Qualitative psychology: A practical guide to research methods*. London: Sage Publications.

Suggested Practical Work (Illustrations only)

1) Writing a qualitative research proposal, taking proper ethical considerations in proposal writing stage.

2) Conducting semi-structured interviews in class on topic of choice (with student volunteers)
The students would learn to demonstrate curiosity and will be able to formulate psychology related problems and identifying and using appropriate concepts and methods to solve various problems

- 3) Reviewing research papers for ethical and moral considerations during research.
- 4) Conducting a prototype of ethnographic research by using techniques such as observation, interviews and archives.
- 5) Reading reports of published studies and writing summaries.
- 6) Using various variables develop plans of experimental studies
- 7) Identifying and describing the research methodology of earlier published research and suggesting alternate methods and/or methods to add further or enhance the quality of the paper (in this a mix of high quality and low quality publication may be given and methodological improvement for the latter may be the target of the practical work).
- 8) Analyzing and reporting the earlier published data (or hypothetical data given by the teacher/tutor) is also an important exercise for training. The student should be provided with the rationale, objectives of the research and may be required to complete the rest part of the manuscript e.g., writing introduction that include review of literature and justifies the rationale and objectives, generating hypothesis, analysis and results writing and discussion of the results.

23. Introduction to Psychology (FC)

Learning Outcomes:

1. Understanding what psychology is all about.
2. Appreciation of the scope and the field of psychology.
3. Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, thinking, emotion, motivation and human biological system including brain
4. Developing familiarity with individual level phenomenon such as intelligence, and personality.

Course Contents:

1. Introduction:
 - 1.1 Nature of Psychology: Definition, Fields of psychology, Schools of modern psychology
 - 1.2 Psychology in India: History and current status
 - 1.3 Methods of psychology (with special emphasis. on Experimentation)
 - 1.4 Biological basis of human behaviour (with emphasis on brain)

2. Learning, Memory and perception

2.1 Learning: Classical conditioning, instrumental learning, observational learning (socio-cognitive learning);

2.4 Memory: Models of memory: Information processing model (Sensory register, STM, LTM and concept of working memory), Levels of processing, Parallel Distributed Processing model, Reconstructive nature of memory; Forgetting, Improving memory

2.3. Perception: Top down and Bottom Up processes, Size Constancy, Depth Perception

3. Motivation & Emotion -

3.1 Approaches to understanding motivation and Types of Motives

3.2 Elements of Emotions (components), Emotional Intelligence and Gender, Culture & emotions

4. Individual differences: Personality and Intelligence

4.1 Personality: Nature and Theories

4.2 Intelligence: Nature and Theories

References:

Banyard, P., Davies, M.N.O., Norman, C. & Winder, B. (Eds.) (2010). *Essential psychology*. New Delhi: SAGE Publications.

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

Ciccarelli, S.K. & White, J.N. & Misra, G. (2018). *Psychology*. New Delhi : Pearson Education.

Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017) *Introduction to Psychology* (7th Ed). McGraw Hills.

Holt, N., Bremner, A., Sutherland, E., Vlieg, M. and Passer, M., & Smith, R.(2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill

Suggested Practical Work (Illustrations only):

1. Students may build a three-dimensional model of a neuron and label its various parts. They may be encouraged to be as creative and accurate as possible.
2. The rumor chain game is a very simple illustration of the reconstructive nature of long-term memory and the role of schemas (e.g. gender role expectations and prejudices) in this process. a story that is short enough to allow retelling several times in class, but detailed enough that students are unlikely to remember all aspects of it. Send a few participants out of the room. The student reads aloud a short story to the one participant in the room. She is required to repeat the story to the new participant who is brought about. This newcomer will repeat it to the next participant who is invited to the room and so on. This continues until the last student who hears the story repeats it to the class. The student observes how the story has undergone a change and the reconstructive nature of memory.
3. Students may analyse famous paintings in terms of the use of various depth cues to create certain effects on the audience.
4. Making one's emotional pie chart or list of daily emotions, along with the context in which the emotions occur for a week or ten days.
5. Activity on reframing stressful situations: The students can be asked to list situations where they feel anger or frustration or stress. After detailing the situations they can be asked to reframe their interpretation of the situation, like looking at the positive side or shifting locus of responsibility/blame or detachment from the emotional entanglement.

24. Introduction to Transpersonal Psychology (EC)

Learning Outcomes:

1. Appreciating the unbound potential inherent in human beings, and the growth one is capable of.
2. Appreciating the confluence of science and spirituality in psychology in the field of transpersonal psychology.
3. Understanding the theory, research and practice of transpersonal psychology can help demystify many assumptions in the young minds about religion, spirituality, soul, spirit etc.

Course Content:

1 Introduction

- 1.1 Definitions of transpersonal psychology; The varieties of transpersonal experience and behaviour
- 1.2 The parapsychology of spirituality: The creative nature of transpersonal experiences and behaviours
- 1.3 A new approach to religious issues; Criticisms of transpersonal psychology; The transpersonal vision

2 Origin of transpersonal psychology

- 2.1 Brief history of transpersonal psychology, The personalistic approach to the history of transpersonal psychology
- 2.2 The naturalistic approach to the history of transpersonal psychology
- 2.3 Transpersonal psychology around the world

3 Contemporary perspectives in transpersonal psychology

- 3.1 Biological and environmental
- 3.2 Cognitive and psychodynamic
- 3.3 Phenomenological and integral

4 Transpersonal research methods

- 4.1 Overview of quantitative, qualitative, and mixed method research approaches
- 4.2 Transpersonal research methods as the art of transformation
- 4.3 Examples of transpersonal research using quantitative, qualitative and mixed method approaches.

References:

- Anderson, R., & Braud, W. (2011). *Transforming self and others through research: Transpersonal research methods and skills for the human sciences and humanities*. Albany, NY: State University of New York Press.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed.). Thousand Oaks, CA: Sage Publications.
- Cunningham, P. F. (2011). *Bridging psychological science and transpersonal spirit: A primer of transpersonal psychology*. Nashua, NH: Department of Psychology, Rivier College.

Suggested Practical Work (Illustrations only):

1. Students are engaged in a meditative exercise called 'body scanning' developed by Kabat-Zinn (1990) The participant is relaxed, calm and breathes deeply while at the same time tries to experience all of the sensations in the body. The participant goes very slowly from one part of the body to another beginning from the bottom of the feet and gradually moving upwards while all the time breathing deeply. S/he experiences all the tension in that part of the body and then relaxes it. A spiritual element may be added by instructing the participant to repeat a small calming sentence.
2. Imagery exercises may be used to calm the participant and make her experience altruism and positive attitude towards others. First the client is taught relaxation and meditation. S/he is taught positive affirmations such as "Love yourself", "May others love me" etc. Then the focus turns on positive affiliations towards others such as "May I forgive you", "May I be kind towards you" etc. The participants are instructed to practice it for at least a month. A before and after paradigm may be used to see the effectiveness of the technique. Journal writing may also help to understand the transformative experiences of the participant.
3. Analyze case histories/life stories of individuals to understand their transformative and spiritual experiences

25. Positive Psychology (EC)

Learning Outcomes:

1. Appreciating and understanding the meaning and conceptual approaches to happiness and well-being.
2. Being able to locate the diversity in the experiences of happiness with individual's life span and across different domains.
3. Learning the various pathways through which positive emotions and positive traits contribute to happiness and well-being.
4. Being able to identify the key virtues and character strengths which facilitate happiness and well-being.

Course Content:

1. Introduction

- 1.1. Positive psychology: Meaning, definition, assumptions and goals; Relationship with other fields
- 1.2. Meaning and measures of happiness and well-being: Hedonic and eudaimonic traditions
- 1.3. Indian perspectives and positive psychology

2. Happiness and well-being

- 2.1. Happiness: Concept and definitions
- 2.2. Happiness and the facets of life: Gender, love, marriage, close relationships and others
- 2.3. Happiness across the life span: Happiness and well-being across culture and nationalities
- 2.4 Psychology of flow

3. Emotions, personality traits and well-being

- 3.1. Positive emotions (hope, optimism, gratitude) and well-being
- 3.2. Cultivating positive emotions
- 3.3. Positive traits: Personality, emotions, and biology
- 3.4. Positive beliefs and illusions

4. Virtues, character strengths, and well-being

- 4.1. Classification of human virtues (Seligman's approach)
- 4.2. Wisdom as a foundational strength and virtue; Character strengths and health.
- 4.3. Religion, spirituality and transcendence
- 4.4. Religion and virtues: Buddhism, Confucianism, Islam, and Hinduism

References:

- Baumgardner, S. R., Crothers, M. K. (2009). *Positive psychology*. New Delhi, India: Pearson.
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness*. Oxford: Oxford University Press.

Husain, A., & Saeeduzzafar. (2011). *Islamic virtues and human development*. New Delhi, India: Global Vision Publishing House.

Joseph, S. (Ed.) (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*. Hoboken, NJ: John Wiley & Sons.

Kumar, U., Archana, & Prakash, V. (2015). *Positive psychology – Applications in work, health and well-being*. Delhi & Chennai, India: Pearson.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

Snyder, C. R., & Lopez, S. J. (2002). *Handbook of positive psychology*. New York: Oxford University.

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

Suggested Practical Work (Illustrations only):

1) Positive Psychology through Movies:

Selecting any relevant movie/movies and designing tasks based on that, like: Making a chart of positive and negative emotions displayed, Emotion-behaviour link, Analysis of character strengths and virtues.

2) Activities like Random acts of kindness or counting one's blessings, making one's happiness curve in life.

26. Psychological Assessment (FC)

Learning Outcomes:

1. Developing an understanding of the basic principles of psychological assessment and its various phases.
2. Developing knowledge about the steps in test construction and test standardization
3. Demonstrating understanding of the impact of cultural contexts on assessment
4. Developing knowledge of the ethical and legal issues involved in the assessment process

5. Acquiring knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.
6. Developing knowledge about the application of tests in a variety of settings.

Course Contents:

1. Introduction to Psychological Assessment

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

2. Psychological Testing

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

3. Test and Scale Construction

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

4 Tests of Cognitive Ability and Personality

- 4.1 Tests of cognitive ability: General mental ability tests (The Wechsler scales of intelligence, Stanford–Binet Intelligence Scales: 5th Edition, Culture Fair Intelligence Test, Raven’s Progressive Matrices etc.), Aptitude tests/batteries (eg, Differential Aptitude tests), Information-processing tests (Das-Naglieri Cognitive Assessment System (CAS))

- 4.2 Tests of personality: Inventories such as NEO-FFI, 16 PF, FIRO B, MMPI etc.,
Projective tests like Rorschach and Thematic Apperception Test (a brief introduction to both), semi-projective tests like Rotter's Incomplete Sentence Blank, Rosenzweig's Picture Frustration test
- 4.3 Future directions in psychological assessment: Computer assisted assessment,
Virtual reality and psychological assessment

References:

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

Suggested Practical Work (Illustrations only):

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

27. Psychology and its applications (FC)

Learning Outcomes:

1. Demonstrating the ability to apply psychological knowledge to prevent and solve human problems existing at individual, group and societal levels and develop related skills that promote human welfare, and optimal human functioning
2. Knowing the career opportunities that exist within the discipline and profession of psychology and through self-reflection develop insights into appropriate career choices
3. Having knowledge about the ethics and proficiencies required for practitioner psychologists
4. Acquiring knowledge about Indian psychological concepts and their applications
5. To understand the close relation of applied psychology with research
6. To be able to communicate effectively to persuade and educate others about solutions to their problems.

Course Contents:

1. Nature of applied psychology

- 1.1. Psychology in everyday life: Health, law, religion, child development and money (behavioural finance/economics)
- 1.2. Introduction to professional ethics

2. Applications at individual and level

- 2.1. Psychometrics and assessment of cognition, intelligence, personality and their application
- 2.2. Emotional Intelligence, positive psychology and stress management
- 2.3. Issues related to gender, marriage, divorce, addiction (drug, cell phones) and parenting
- 2.4. Application of Yogic and Buddhist psychology

3. Application at individual/ group/ organizational level

- 3.1 Introduction to sport psychology
- 3.2 Educational psychology
- 3.3 Organizational behaviour
- 3.4 Consumer behaviour

- 4. Psychology and its application at societal level
 - 4.1 Role of psychology in societal development
 - 4.2 Disaster management; traffic psychology
 - 4.3 Community psychology
 - 4.4 Environmental psychology & ergonomics

References:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India: Pearson Education.
- Donaldson, S. I., & Berger, D. E. (2006). *The rise and promise of applied psychology in the 21st Century*. In S. I. Donaldson, D. E. Berger, & K. <http://www.psychologydiscussion.net/branch/branches-of-psychology-different-branches-of-psychology/544>
- Misra, G., & Mohanty, A. K. (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept.
- Misra, G., & Pandey, J. (2011). *Psychology and societal development*. In P. R. Martin, F. M. Cheung, M. C. Knowles, M. Kyrios, J. B. Overmier and J. M. Prieto (Eds.), *IAAP handbook of applied psychology*. Oxford: Wiley-Blackwell.
- Pezdek (Eds.), *Applied psychology: New frontiers and rewarding careers*. Mahwah, NJ: Erlbaum. Retrieved from <http://www.apa.org/> Branches of Psychology.
- Weathington, B. L., Christopher, J. L., Cunningham, B. J., O'Leary, & Biderman, M. D. (Eds.). (2011). *Applied psychology in everyday life*. Newcastle upon Tyne: Cambridge Scholar Publishing.

Suggested Practical Work (Illustrations only):

1. Psychology applied to self: making a report on how studying psychology has benefitted the student (as a person, child, student, responsible citizen, health, emotional intelligence, self awareness, family issues, inter-personal issues etc).
2. Analyzing social problems from psychological perspectives

3. Preparing proposals for applied psychological issues related to persuasion and changing attitudes.
4. Students are assigned the task of selecting a career path that they feel drawn to. They are then told to write a paper on it including educational and related requirements for pursuing that career path, descriptions of the universities that offer education related to it, the job prospects in the field, average salary in the field, growth potential and interviews with people who are in the field. (Ref: <https://www.apa.org/ed/precollege/topss/lessons/career.pdf>)
5. The students may develop a short video/ blog post/poster/ commercial ad/street play on an important societal problem (e.g. environmental pollution, bullying, crowding) and how psychological research has addressed the issue.

28. Psychology of Health and Yoga (EC)

Learning Outcomes:

1. Demonstrating knowledge of health psychology.
2. Demonstrating adequate knowledge about issues related to stress, stress management and coping.
3. Developing adequate knowledge about the promotion of healthy behaviour
4. Appreciating the value of practicing Yoga in daily life through research evidence and in-depth understanding of the promotion of health benefits of Yoga.

Course Content:

1. Introduction to Health Psychology
 - 1.1 Emergence and development of the field
 - 1.2 Concept of 'health' and Cross cultural definitions of health (including Indian)
 - 1.3 Biomedical and Biopsychosocial models
 - 1.4 Cultural approaches to medicines (especially with respect to Traditional Indian medicine: Ayurveda)
2. Stress and Coping
 - 2.1 Theories of Stress (Cannon's fight-or-flight theory, Taylor et al.'s Tend-and-Befriend Theory, Selye's General Adaptation Syndrome, Lazarus' Cognitive Appraisal Model)

- 2.2 Physiology of stress
- 2.3 Types of psychological stressors
- 2.4 Coping with stress and stress management (including biofeedback)

3. Promoting Healthy Behaviours

- 3.1 Determinants of health behaviours
- 3.2 Theories of health behaviours: Health Belief Model, Theory of Planned Behavior, Self-Determination Theory, Cognitive-Behavioral Approaches, Transtheoretical Model of Behavior Change, and other Current Trends
- 3.3 Using the mass media for health promotion

4. Health promotion through Yoga

- 4.1 Yoga intervention for lifestyle disorders
- 4.2 Research evidence on the impact of yoga intervention on lifestyle disorders

References:

Taylor, S.E., (2009). *Health Psychology* (9th Ed). New Delhi, Tata McGraw-Hill

Ogden, J. (2012). *Health Psychology*. New York, McGraw-Hill.

Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson Education Limited, New York.

Gurung, R. A. R. (2014). *Health Psychology: A Cultural Approach*, USA, Wadsworth: Cengage learning

Dalal, A. K., & Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi: Sage Publications.

Agarwala, S., Das, I., Kumar, K., and Kumar, S. (2009). *Health Psychology*. New Delhi, Allied publishers. (Chapter 23)

Babu, R. K. (2011). *Asana sutras*. Vizianagaram, India: Home of Yoga Publications.

Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Krishnamacharya Yoga Mandiaram.

Suggested Practical Work (Illustrations only):

1. Mindful eating exercise: students can be demonstrated how our eating is not very mindful, by keeping a bowl of chips/nuts in front of them. Without their conscious awareness they start to eat. Then their attention can be directed towards eating mindfully. Mindful eating and weight gain has been associated in research.
2. Students can be asked to collect activities that people use to cope with their stress (like writing, watching movies exercise, listening to music, praying, talking to friend, sleeping etc) and then categorize them as either emotion focused or problem focused.
3. Assessing Body Mass Index and its relationship with stress, exercise, internet usage etc
4. Practicing Yoga under instructions
5. Understanding Yogic texts.

29. Psychology of Relationships (SBC)

Learning Outcomes:

1. Understanding of the philosophical and psychological basis of relational interconnectedness that exists between and among members.
2. Acquainting with the basics of relationship *science* so as to foster an appreciation of the dynamics of establishing, maintaining, and dissolving relationships
3. Appreciating the developmental and social origins of human relationships
4. Developing insights about the psychological consequences of loss and grief (death, divorce, break-up) as well as the healing process; through both theory grounded in empirical research as well as through their own self reflexivity grounded in introspection and sharing with peers and friends.
5. Appreciating the importance of positive relational attitudes like self-acceptance, gratitude, forgiveness in establishing and maintaining healthy relationships and also practice them in their own lives

Course Content:

1. Relational Interconnectedness:

- 1.1. Understanding our 'connected self'
- 1.2. Importance of nurturing the self and practicing self-extension to nurture others
- 1.3. Exploring relationship with animals, plants and nature and cosmos.

2. Social Psychology of Relationships:

- 2.1. Developmental perspective on relating with children, adolescents, adults and the elderly
- 2.2. Understanding the relational dynamics of social exclusion, violence and marginalisation (e.g., disabled, LGBT, caste and tribal status etc.).

3. Loss, Grief and Healing:

- 3.1. Understanding the effect of loss of relationships (death, divorce, break-up) on people;
- 3.2. Healing through deeper listening, mindfulness and compassion.

4. The Making and Breaking of Relationships:

- 4.1. Understanding the dynamics of broken and flourishing relationships.
- 4.2. Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness
- 4.3. Emotional calm and somatic awareness etc.
- 4.4. Creating future flourishing communities.

References:

- Axiline, V. M. (1964). *Dibs: In Search of Self*. London: Penguin Books.
- Diener, E., & Oishi, S. (2005). The nonobvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81-84
- Durkin, K. (1995). *Developmental Social Psychology: From Infancy to Old Age*. MA: Blackwell Publishing.
- Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*, 58(4), 406-418.
- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.
- Kumar, S. (2002). *You are therefore I am: A declaration of dependence*. New Delhi, India: Viveka Foundation.
- Saint-Exupery, Antoine de. (1977). *The Little Prince*. London: Piccolo Books.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi, India: Sage Pub. Chapter 12: Attachment, love and Flourishing relationships.

Valmiki, O. P. (2008). *Joothan: An untouchable's life*. New Delhi, India: Timeless Books.

Suggested Practical Work (Illustrations only):

1. Understanding conflicts, forgiveness, love, acceptance, loss, grief etc. in inter-personal relations through analyses of short films: A discussion in the class can be done using short films to help students understand the nuances of these.
2. Sharing, analysis and dialogue on stories, movies and narratives could be used to deepen the cultural structuring and flow of human relationships.

30. Quantitative Data Analysis (FC)

Learning Outcomes:

1. Understanding the nature of measurement and its various levels.
2. Developing skills to use quantitative techniques such as measures of central tendency, variability, and correlation.
3. Knowing how to use the normal probability curve as a model in scientific theory
4. Grasping concepts related to hypothesis testing and developing related computational skills
5. Learning basic techniques of descriptive and inferential statistics (parametric as well as non-parametric).

Course Contents:

1. Nature of Quantitative Data and Descriptive Statistics in Psychology
 - 1.1 Levels of measurement
 - 1.2 Measures of central tendency: Characteristics and computation of mean, median and mode
 - 1.4 Measures of variability or dispersion: Characteristics and computation of range, semi-interquartile range, standard deviation, variance
 - 1.5 Derived scores: Standard scores (z-scores, T-scores-(meaning and calculations),

percentiles scores and percentile ranks (meaning and calculations), normalized standard scores (Stens and Stanines, normalized T scores - meaning)

2 Normal distribution and Correlation:

2.1 Normal distribution Curve (NPC): Nature, Properties and application of NPC; deviation from NPC: Skewness and kurtosis; finding areas when the score is known, finding the scores when the area is known

2.2 Correlation: Calculation of Pearson's and Spearman coefficient, Correlation and its significance; factors affecting correlation

3. Inferential Statistics (parametric) in Psychology

3.2 Hypothesis testing: Logic of hypothesis testing, Z and Student's t test- Assumptions and computation of single & double means (dependent & independent); Type I & II errors, power of a test.

(a) Hypothesis testing for more than two means: Logic of ANOVA, Sources of variance, assumptions and computation of one way ANOVA

4. Non-parametric tests

4.1 Nature and assumptions

4.2 Chi-square: Assumptions and computation of Chi-square

References:

Broota, K. D. (1992). *Experimental design in behavioural research*. New Delhi: Wiley Eastern.

Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in psychology and education*. New York: John Wiley.

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

Suggested Practical Work (Illustrations only)/ Class Activity

1) Activity on Scientific Writing:

- How to write research paper based on quantitative studies.
- APA style of writing and referencing
- Plagiarism checks and other ethical considerations

- 2) Critically reviewing a research paper (qualitative or quantitative)

This shall help building professional technical knowledge of students

31. Sports and Exercise Psychology (EC)

Learning Outcomes:

1. Familiarizing with the evolving field of sports and exercise psychology as a profession and having knowledge about its specialities particularly clinical-sport psychology and educational psychology
2. Comprehending the links between theory and practice in sports and exercise psychology; understanding the current shifts from traditional paradigms and appreciating the role of practical theory to guide professional practice so that real life issues may be addressed
3. Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.
4. Being able to develop a psychological profile for a sportsperson/team to help assess the psychological skills that can improve self-awareness, goal setting and communication with the coach.
5. Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.
6. Knowing the key aspects of designing and implementing a psychological skills training program and the important psychological skills in training (eg. focusing attention, arousal regulation, enhancing confidence, and improving motivation.)
7. Developing effective communication skills to be able to develop a trusting relationship with the sportspersons.

Course Contents:

1 Introduction

- 1.1 History of sport and exercise psychology; What is sport and exercise psychology?
- 1.2 Sport psychology specialties: Clinical-sport psychology, Educational psychology
- 1.3 Role of exercise and sport psychologists – teaching, research and consultation
- 1.4 Bridging science and practice gap

2 Personality and sport

- 2.1 Why study personality in sport?
- 2.2 Approaches to personality

2.3 Assessment of personality

2.4 Personality research in sport and exercise

3 Motivation

3.1 Motivation: Definition and views

3.2 Guidelines for building motivation: Role of coaching and mentoring

3.3 Achievement motivation and competitiveness

3.4 Developing achievement motivation and competitiveness in sportspersons

4 Enhancing performance and self-confidence

4.1 Psychological skills training (PST): why PST is important? PST knowledge base and its effectiveness

4.2 Phases of PST programmes: Education, acquisition and practice

4.3 Designing and implementing a PST program: Common problems in implementing PST programmes

4.4 Defining self-confidence, assessing and building self-confidence

References:

- Horn, T. S. (Ed.) (2002). *Advances in sport psychology*. USA: Human Kinetics Publishers.
- Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology*. USA: Human Kinetics Publishers, Inc.

Suggested Practical Work (Illustrations only):

- 1) Analysing the personality of team captains of various sports like hockey, cricket, kabaddi etc. and studying its relationship with team motivation and performance. Eg. An analysis of personality and leadership styles of different captains of Indian Cricket team (eg., MS Dhoni, Sachin Tendulkar, Virat Kohli or Kapil Dev). This can be done by observing their on ground behaviour, listening to/reading their interviews, their communication styles etc.
- 3) Students can visit the physical education department of their own institution and interact with the faculty as well as the students/players to understand their motivation and self confidence.

32. Systems and Schools in Psychology I (FC)

Learning Outcomes:

1. Building an understanding of pre-history and history of psychology, including philosophical and general-scientific milestone events that have influenced the development of the discipline.
2. Identifying and appreciating the diversity of contributions to the contemporary fields of psychology.
3. Developing critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology
4. Describe the key figures in the history of psychology and their major contributions and perspectives.
5. Understanding the evolution of psychology as a modern scientific discipline in western thought.

Course Contents:

1 Development of Psychology as a discipline

1.1 Historical roots: Structuralism, Functionalism and Associationism

- An overview of structuralism - Wilhelm Wundt: Psychology of consciousness, its method of study, goals of psychology, the elements of experience, and feelings; Titchener's contribution to the development of psychology
- American functionalism: William James: His contribution to principles of psychology, consciousness, and emotions

2. Psychology in India and the world

- 2.1 Psychology in India: Brief history; Present status, some classical works of psychology in India, Contributions of Indian psychologists
- 2.2 Fields of psychology: Clinical, social, organizational, developmental, health, criminal, forensic, military, sport, neuropsychology, transpersonal, environmental, positive, spiritual and integral
- 2.3 Current status of the discipline/ Emergence of modern psychology

3. Positivist Orientation in Psychology

- 2.1 Developments in Behaviourism (Watson)
- 2.2 Neo-behaviouristic traditions (Skinner)
- 2.3 Cognitive revolution- A Paradigm Shift

4. Depth Psychology

- 4.1 Freudian Psychoanalysis
- 4.2 Neo Freudians and the shift towards social and cultural
 - Sigmund Freud and the notion of the unconscious mental processes and defence mechanisms
 - Carl Jung's concept of archetypes and collective unconscious; Adler's concept of social interest, Contribution of neo-Freudians
- 4.3 A brief introduction to object relations approach

References:

- Brennan, J. F. (2005). *History and systems of psychology*. Delhi, India: Pearson Education.
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.
- Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.
- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.
- Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill
- Pickren, W, E. & Rutherford, A. (2010). *A History of Modern Psychology in Context*. New Jersey: John Wiley
- Schultz, D. P. (1969). *A history of modern psychology*. New York: N.Y. Academic press.
- Wade, C., & Tavris, C. (2006). *Psychology*. Upper Saddle River, NJ: Pearson Education Inc.

Suggested Practical Work (Illustrations only):

- 1) Organizing debates in class with different students representing different schools of thought.
- 2) Activity related to Psychoanalytic school: “Empty your Bag Activity” or Revisiting Childhood memory through a Photograph/ Family album” can be undertaken. In an activity on self-exploration, called “empty your bag” students take turns emptying their bags/backpacks to show their group what they were carrying with them. The person and the group then discuss whether the things said anything about the person's personality or lifestyle, or if the objects are a reflection of them. Usually, students find depth in the reasons why they carried what they did in their bags, when probed and when the objects were symbolically analysed. Students learn to look at things and analyse them, instead of simply looking at the surface.
2. Role plays of psychologists in different fields: Clinical, social, organizational, developmental, health, criminal, forensic, military, sport, neuropsychology, transpersonal, environmental, positive and integral. The students can research and play roles of different kinds of psychologists. This shall help them understand the scope of the discipline.

33. Systems and Schools in Psychology II (to be done after Course 18) (FC)

Learning Outcomes:

1. Developing a sensibility towards diversity in theoretical orientations in psychological discourse.
2. Becoming more informed about ways in which concepts in science and psychology can be understood based on indigenous knowledge systems.
3. Developing an understanding of indigenous Indian thought and being able to characterize the Indian psyche.
4. Demonstrating an understanding of different perspectives on the conception of person and self and consciousness.
5. Building critical perspectives, issues and debates pertaining to different schools.

Course Contents

1. Rise of Gestalt

1.1 Gestalt psychology: Contributions of Wertheimer, Koffka and Kohler; Gestalt principles of learning, principles of organization, principle of isomorphism and productive thinking

1.2 Field Dynamic Approach of Kurt Lewin

1.3 Psychology in Post school era: Trends towards the study of culture and biological processes.

2 Rise of Third forces in Psychology and some contemporary developments:

2.1 Development of Third Force: Humanistic and Existential perspectives

2.2 Maslow's and Rogers' contribution

3.1 Critical perspective, Feminism, Social constructionism

3 Indigenous Indian thought and tradition - I

3.1 Origins of psychological thought in ancient India: Muni-Yati and rsi traditions; Sruti and Smriti; Vedic, post-vedic, neo-vedic philosophies

Characteristics of Indian psyche

3.2 Nature of consciousness, mind and mental functions as understood in Samkhya:

Yoga, Vedanta, Nyaya-Vaisheshika and Purva Mimasa and Uttara Mimasa (Vedanta)

3.3 Contrasting it with Western Perspective /issues of content and methodology with reference to classical schools.

4 Indigenous Indian thought and tradition - I

4.1 Buddhist psychology: Foundations of early Buddhist psychology: Thought, mind, consciousness; Basic constructs of Buddhist psychology: Buddhist theory of unconscious mind; The Indian Buddhist conception of persons, Contemporary application in mindfulness based therapies

4.2 Spiritual and transpersonal perspectives in Psychology: Sri Aurobindo's Integral Yoga Perspective

References:

- Brennan, J. F. (2005). *History and systems of psychology*. Delhi, India: Pearson Education.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.
- Dalal, A.S. (Ed.) (2001). *Towards Greater Psychology: An introduction to the psychological thought of Sri Aurobindo*. Pondicherry: Sri Aurobindo Ashram Publication Dept.
- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.
- Pickren, W, E. & Rutherford, A. (2010). *A History of Modern Psychology in Context*. New Jersey: John Wiley
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.). (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.
- Schultz, D. P. (1969). *A history of modern psychology*. New York: N.Y. Academic press.

Suggested Practical Work/ Class activities (Illustrations only):

- 1) Role plays of psychologists from different schools and perspectives and having a discussion on a psychological issue or topic.
- 2) Watching film on Sri Aurobindo's vision, "Evolution Fast Forward" (3 parts) and his description of the make-up of man, available on YouTube.
<https://youtu.be/XLxfP9pG8yI>

34. Understanding the Human Psyche (FC)

Learning Outcomes:

1. By participating in this course, the student will be initiated into an exploration of human psyche and unconscious processes.
2. By undertaking and studying this course, the student will not only get familiarized with knowledge that locates the unconscious as a seat of creativity, surprise, infinite wisdom but also as a reservoir of fears, anxieties and resistances and difficult emotional patterns that continue to make their appearance throughout a person's life history.
3. Relate to one's dreams and others articulations of the unconscious mind.
4. Develop a reflective capacity to playfully engage with fantasies, spatial and temporal metaphors spanning the psychic space of human life.
5. Understand the bond between affect and cognition, culture and unconscious mind.

Course Contents:

1. The Human Psyche as a seat of fantasies, creative possibilities and projections
2. Human Mind, Consciousness and Psyche: Rethinking the relationship between psychological perspectives concentrating on the above. Exploring the bridge between consciousness and unconscious processes.
3. Major defenses employed by human beings: Repression, Projection, Splitting, Denial and Dissociation.
4. An introduction to the Unconscious: affect and associative linkages.
5. Time, Experience and Memory as preserved in the Unconscious.
6. Culture, Society and the formation of the Psyche: Foundations of a critical and culturally sensitive psychology.

Reading List:

Craib, I. *Psychoanalysis : A Critical Introduction*. London: Routledge

Kakar, S. (1978) *The Inner World*. New Delhi: Viking.

Kakar, S. (2006). *The Indians*. New Delhi: Penguin.

Lear, J. (1990). *Freud*. London: Routledge.

Winnicott, D.W. (1965) *Maturational Processes and the Facilitating Environment*. New York: International Universities Press.

Winnicott, D.W. (1971). *Playing and Reality*. London: Tavistock Publication.

Suggested Practical Work (Illustrations only):

1. Dream Analysis and exploring other unconscious symbolism: Students may conduct a 'dream analysis' by sharing their dreams with each other in the class, what they could possibly mean for them and try and relate it to Psychoanalytic theory. The students may also maintain a dream journal wherein they can keep a regular diary of their dreams and later on analyse to see some patterns and become aware of unconscious elements.
2. Movies and advertisements may also be explored with respect to unconscious symbolism as well as the defence mechanisms.

3. Revisiting childhood photographs and family albums and write emotional reflections related to the same.
4. Case studies of individuals experiencing grief, pain, loss and loneliness.

35. Understanding the Self and Others (SBC)

Learning Outcomes:

1. Developing insights about how to build authentic relationship with self and others and embark on a journey of personal growth.
2. Developing the skills of reflexivity and self-reflection.
3. Acquiring skills to practice mindfulness, meditation and contemplation to live a deeper and more engaged life.
4. Experiencing responsibility for self and others.

Course Content

Format of the Practicum

The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world. The facilitator of this practicum can create space where students individually and as a group can experience themselves as responsible and self-determined persons who can define the agenda of self-development. Such a task may require immersion into an experience, therefore a series of ten to twelve 4 hr. long weekly workshops spread over the semester. Other formats like short retreats followed by workshops may also be explored wherever possible. The specific workshop themes may be decided in dialogue with the students as the needs of students may differ across individuals and groups. The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

Suggested Workshop Themes:

1. Exploring the Self: The students undertake an experiential journey that leads to an initial answer to the question 'Who am I? They give a creative expression to the fundamental and core ideas/questions that define their being and their purpose of living. They engage with their aspirations for the present and future and analyze of their personal strengths and weaknesses. The aim is to become more 'aware' of themselves – with a non-judgmental

attitude. They engage with exercises that can help them to become more self-determined individuals and give a conscious direction to their own lives.

2. **A Journey through Childhood:** The students engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They learn to listen to each other's childhood experiences and empathize with them. The aim is to connect with the world of a child- the 'remembrance' of what is important to a child -as distinct from the world of an adult. They explore the deeply personal journey from childhood to adulthood, its different phases, experiences and possible unfinished agendas. The student reflect on the aspects of their past that they would like to 'recover' and those that they would like to 'let go' in order to gain a new poise and balance.
3. **Taking Responsibility for One's Decisions:** The aim of the workshop is to become aware of the forces that control one's life and decisions. The students engage with situations where a critical decisions needed to be taken and their own response pattern in such situations. The students engage experientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them to make.
4. **Engaging with the Emotional Self:** The students explore their emotional selves through different experiential exercises. They explore the nature of their passions, desires, expectations, lack of emotional control and emotional resistances or blocks. They explore ways of expressing emotions that are deeply satisfying to their own being. They learn ways to nurture their own other people's being through a non-judgmental and compassionate caring.
5. **Gender and Sexuality:** The students explore the issues related with gender and sexuality in an environment of openness and trust. The students become comfortable with their own bodies and learn to talk about the physical being and sexuality. Students also dialogue on issues like menstruation, child abuse, marital rape etc. and find ways to protect, care and nourish their own and others' physical and emotional selves.
6. **Creativity and Flow:** The aim of the workshop is to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency and flexibility.

To explore unique ways of creative self-expression which deepens insight and refines action through –humour, art, music, dance and wisdom in simple everyday contexts. The students learn to experience a state of ‘flow’ which evokes curiosity, deepens insight, can engage with complexity and sustains intrinsic interests.

7. **Understanding Group Dynamics:** The group dynamics are explored from the perspective of finding creative ways of understanding and resolving conflict. The students undertake an exploration to engage with diversity of views and values, the art of listening and find ways in which they can facilitate group goals through prizing of diversity of individual self-expression. A nuanced understanding of leadership is explored which moves away from domination of ‘others’ towards listening and empathy as a way creating avenues for leading one’s own self.
8. **Challenging Stereotypes and Prejudice:** The students undertake an experiential journey to confront conditioned habits, negativity, stereotypes and prejudice in one’s outlook. The facilitator creates ‘real time’ opportunities through which student-teachers can encounter realities that can challenge their current understanding and pre-conceived notions. The facilitators can organize a visit to marginalized communities, use films, documentaries to initiate dialogue and encourage self-reflection.
9. **Communication:** Observing the role of active listening, attention and empathy in communication; analyzing verbal and non-verbal communication patterns. Exploring personal and social relationships, analyzing role of social media in structuring communication; communication in friendship, in the family and in the community. Conflict and the art of non-violent communication.
10. **Engaging with Diversity:** The students can engage with the concept of diversity and its varied dimensions. The students learn to appreciate diverse values, emotional needs, socio-cultural experiences and learn the art of deeper listening. They undertake an experiential journey to use diversity as a way to enrich learning by creating a shared understanding and appreciation of difference and uniqueness with an attitude of respect -without appropriation of the others’ views.
11. **Practicing Mindfulness:** The students learn to practice mindful ways of ‘being’ and action. They learn to live in the ‘present’ moment and bring it to full awareness. Mindfulness is

used to combat stress, relax and become aware of one's action and reaction patterns. Mindfulness can be practiced in daily life to gain inner poise, become more aware of one's own behavior patterns and decisions and initiate more conscious action.

12. Dealing with Stress: In this workshop the students examine the concept of the 'hurried psyche' and ways of slowing down that can help release stress and relax. The students examine their personal source of stress, its deeper origin in personality and pattern of social interaction. They examine ways in which they can bring life into balance and harmony by letting go of expectations, desires and emotions that are throwing it out of gear.
13. Artificial Desires - The Psychology of Consumer Culture: This workshop helps the students to examine the way in which the 'market' has entered our personal domains. It examines the way in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires. The students examine the way in which media and advertising influence us subliminally and become conscious of our own consumption patterns in a world that is becoming ecologically fragile every day.
14. Connecting with Nature: To understand the value of 'slowing down' and being living in the 'present' through connection with nature. Learning to trust one's own senses and appreciating the beauty, rhythms and simplicity of nature. Challenging the consumer culture that 'uses' resources of the earth without giving back to it. Finding alternate ways of ecological living that can nourish the earth and bring back our lives back into balance.
15. Music and the Self: The students explore music as a way of self-knowledge. Music taps those parts of ourselves that are beyond the cognitive-rational parts of our personality. The students are encouraged to identify pieces of music that uplift them or transfer them to another realm of experience and knowing. They reflect on the musical themes that appeal to them intuitively. They explore new forms of music and their power in opening their being new ways of experiencing and feeling.
16. Empathy, Wisdom and Compassion: The students learn to listen to each other with greater compassion and empathy. They collaboratively find way of extending compassion to oneself and others. They learn to appreciate wisdom that emerges from 'everyday living' including the wisdom of children through stories and narratives. They can learn to appreciate the

deeper meaning of life and wisdom through an engagement with the life of a local cultural icon who has made deep impact on societal consciousness.

Faculty

The regular faculty must be trained in the area of personal growth/ counseling and possess requisite skills for dynamically and authentically facilitating the growth of students. Guest faculty can be invited in order to give specialized input into courses wherever required.

Assessment of the Practicum

The assessment of the practicum can be done creatively with an aim to facilitate development and insight. Regular self-reflective writing, insight- notes, autobiographical diaries, creative visualizations and drawings, mind-maps, theatre etc may be used to facilitate learning and assessment. The criteria for assessment of the practicum can be co-evolved with students can be used for evaluation by faculty and self-evaluation by student-teachers. The sample criteria can be conscious personal growth, open-mindedness, listening, empathy, positivity, willingness to change, non-judgmental attitude, sincerity, social sensitivity etc. The practicum is 50% internally and 50% externally assessed. A symposium can be conducted at the end of the semester where the students share their critical insights of the self-development journey in presence of external evaluator. It is suggested that the tenor and focus of this symposium should be to create a dynamic community of learners through sharing in an atmosphere of trust rather than stressful evaluation.

References:

- Csikszentmihalyi, M. (1990). *Flow*. New York: Harper and Row.
- Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.
- Fromm, E. (2006). *The art of loving*. New York: The Harper Perennial Modern Classics.
- Kumar, S. (2006). *You are therefore I am: A declaration of dependence*. New Delhi: Viveka Foundation.
- Rosenberg, M. (2012). *Living nonviolent communication*. Boulder: Sounds True Pub.
- The Mother*. (2002). *The science of living*, In 'On education' (pp. 3-8). Complete works of The Mother (2nd Ed., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.
- Thich N. H. *The miracle of mindfulness: Introduction to the practice of meditation*. Boston: Beacon Press.
- Virmani, S. *Had anhad: Journey with Ram and Kabir*. An Audio-Video Resource.

36 Community Psychology

Learning Outcomes:

1. Understanding the role of Psychology in community development.
2. Developing an appreciation of the core values that guide community psychology and facilitate community functions.
3. Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies

Course Content

1 Introduction to community Psychology

Definition of community psychology; types of communities – locality based and relational; models: ecological level analysis of community, conceptual level model.

2 Core values in community psychology:

- 2.1 Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths
- 2.2 Community functions – learning, socialization, and supportive functions.

3 Communities as setting for health promotion

- 3.1 Need and process of community organization and building for health promotion programming
- 3.2 Community programme for child and maternal health, for physical challenged and old age in the Indian context.

4 Interventions for Community Development and Empowerment

- 4.1 Concept and practices for community development and empowerment
- 4.2 Case studies of community intervention programs by the governmental and nongovernmental organizations in Indian context such as, rural panchayat programs, children's education, citizen right, self- help group, social accounting.

References:

- Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967
- Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
- McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
- Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education
- Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi

37 General Psychology

Learning Outcomes

1. Developing knowledge of the basic concepts in psychology.
2. Developing skills for applying psychological knowledge to real life situations so as to improve interpersonal interactions and adjustment in life.

Course Content

Unit 1: Orientation to Psychology: Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

Unit 2: Psychology of Individual Differences: Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

Unit 3: Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson

Unit 4: Applications of Psychology: Work; Health

References:

Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman.S.R. (2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata McGraw Hill.

Michael ,W., Passer, Smith,R.E. (2007). Psychology The science of mind and Behavior. New Delhi:Tata McGraw-Hill.

38. Intergroup Relations

Learning Outcomes:

1. Understanding the role groups play in our life
2. Understanding the nature of relationship between groups in terms of cooperation, competition, conflicts and the like
3. Realizing the relevance and consequence of social categorization
4. Understanding how group memberships shapes one's social identity and colors our perception of others.
5. Knowing ways to resolve and manage inter-group conflicts

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

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

UNIT III: Cultural aspects of intergroup relations: Social identity, Stereotypes: National & ethnic stereotypes cases for Indian context.

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

References:

Baron, R.A., Branscombe, N.R, Byrne,D. & Bhardwaj, G. (2009) Social psychology. New Delhi : Pearson.

Austin, W.G. & Worchel.S. (1986). Psychology of Intergroup Relations. Nelson-Hall Publishers.

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

39 Psychology and Mental Health

Learning Outcomes:

1. Understanding the status of mental health problem in India and the world.
2. Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.
3. Being able to identify people suffering from common mental health problems like anxiety and depression.
4. Learning to provide psychological first aid to people
5. Understanding and enhancing positive mental health and wellbeing

Course Content:

1 Mental health

- 1.1 Concept of mental health
- 1.2 Issues of mental health in India and the globe: Some common conditions and their epidemiology
- 1.3 Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness
- 1.4 Mental Health issues in adolescence and young adults: Bullying, academic grades, body image, relational issues with parents and friends/romantic partners, sexual orientation

2 The invisible monsters: Anxiety, Depression and Suicide

- 2.1 Anxiety: Signs and Symptoms
- 2.2 Depression: Signs and Symptoms, Causes
- 2.3 Suicide: Preventative treatment measures, becoming gatekeepers of suicide

3 Reaching out and providing initial help

- 3.1 Recognizing the signs that someone may need support
- 3.2 Knowing what to do and what not to do when a person reaches out for help
- 3.3 Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help

- 4 Mental Health Practice and Care
 - 4.1 Counseling, therapy, guidance, mentoring
 - 4.2 Peer mentoring: concept and skills

References:

Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). *Pocketbook of Mental Health* (3rd Edition). Elsevier

Snider, Leslie and WHO (2011). *Psychological First Aid: Guide for Field Workers*. Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf

WHO (2003). *Investing in Mental Health*. Retrieved from https://www.who.int/mental_health/media/investing_mnh.pdf

40 Psychology of Health and Wellbeing

Learning Outcomes:

1. Understanding the spectrum of health and illness for better health management.
2. Identifying stressors in one's life and how to manage them.
3. Understanding a variety of health enhancing, health protective, and health compromising behaviours and to be able to know their application in illness management.
4. Developing an understanding of human strengths and virtues, and gain insights into positive aspects of work.

Course Content

Unit 1: Illness, Health and Well being: Continuum and Models of health and illness: Medical, Biopsychosocial, holistic health; health and well being.

Unit 2: Stress and Coping: Nature and sources of stress; Personal and social mediators of stress; Effects of stress on physical and mental health; Coping and stress management

Unit 3: Health Management: Health-enhancing behaviors: Exercise, Nutrition, meditation, Yoga; Health compromising behaviours (alcoholism, smoking, internet addiction and the like); Health Protective behaviours, Illness Management

Unit 4: Promoting Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

References:

Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.

DiMatteo, M.R. & Martin, L.R. (2002). Health psychology. New Delhi: Pearson. Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton.

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

Hick, J.W. (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press.

Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

41 Psychology At Work (GE)

Learning Outcomes:

- Understanding the meaning and theoretical foundations of I/O Psychology
- Knowing how to apply knowledge of I/O Psychology to the real work settings

Course Content

Unit 1: Introduction to I/O Psychology: Definition, Brief History, Contemporary Trends and challenges

Unit 2: Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity

Unit 3: Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication

Unit 4: Leadership: Early approaches to leadership, contemporary approaches to leadership. Transformational & Transactional Leadership

References:

Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley

Robbins, S. P. & Judge, T.A. (2008). Essentials of Organizational Behavior. 9th Edition. New Delhi: Prentice Hall of India

42 Youth, Gender and Identity

Learning Outcomes

- Understanding the transitory phase of youth, the issues surrounding it and thereby developing sensitivity to the youth of today.
- Developing an appreciation of the multiple influences that mould the identity of today's youth.

Course Content

Unit 1: Introduction

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

Unit 2: Youth and Identity

- a) Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b) Peer group identity: Friendships and Romantic relationships
- c) Workplace identity and relationships
- d) Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity

- a) Issues of Sexuality in Youth
- b) Gender discrimination
- c) Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity

- a) Youth, Gender and violence
- b) Enhancing work-life balance
- c) Changing roles and women empowerment
- d) Encouraging non-gender stereotyped attitudes in youth

References:

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

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.

7. Teaching-Learning Process

Some Pedagogical Imperatives

A programme of study leading to undergraduate degree in psychology aims at acquisition of basic knowledge in the field as well as developing a set of professional skills. To this end reorientation of teacher training is a must. The teachers need to be introduced to the use of a multipronged strategy involving lectures, tutorials, seminars, workshops, practicum, laboratory work, project-based learning, games, experiential learning, internship and case analysis. The ritualistic dichotomy of theory and practical teaching needs to be dropped and a proper blending of various teaching-learning strategies needs to be encouraged. For example, case study can be used for building case analysis and nurturing critical thinking etc. Similarly, experiential learning may be profitably used to build many social skills and developing various concepts realistically so as to embrace a learner centric perspective.

There should be a clear focus on the following components:

- Creating an awareness of appropriate use of qualitative and quantitative methods.
- Training in designing and conducting experiments, preparing questionnaires and interview schedules and using them.
- Use of computers and familiarity with software such as E-prime, SuperLab, SPSS, Atlas-Ti etc. for conducting studies and data analysis.

- Use of internship for having first-hand experience in real life circumstances needs to be encouraged. Learning by doing offers opportunities to apply knowledge and refine the skills.
- Conducting field visits, field observations and field immersion (identifying problems, finding solutions, action research) need to be incorporated in various courses.
- Provision for exercises in writing scientific reports of various kinds should be given.
- The teachers need to be encouraged to have greater use of participative and activity driven class room teaching.
- Encouraging individual as well as group presentations by the students in the class may help encouraging collaborative learning and installing self-confidence among students.
- Developing mentoring relationships with students would lead to a deeper understanding and appreciation of their life circumstances by the teachers. This will help teachers in contextualizing their teaching efforts and result in diverse positive outcomes.
- Developing peer learning classrooms where senior and bright students can be engaged in collaboration rather than in competition. Peer learning classrooms can also be instrumental in providing students' services for weaker students particularly those struggling on language and cultural diversity fronts. These students may be helped with provisions of additional services by their peers to help overcome these difficulties.
- Classroom teaching needs to encourage learning to raise questions and work toward their solutions. This may be given some space in teaching and assessment.
- Discussion needs to be promoted in class rooms by addressing controversies in discourses on various themes. It will help nurturing critical thinking.
- Promoting self-awareness and introduction to the use of first person methods may contribute to personal growth.
- Students delving into autobiographical awareness and creating a story of life through pictures/ familial photographs, reflective selections from moments of life and other self-exploration and relational concerns.
- Social awareness should also form part of academic deliberations.
- Efforts should be made to ensure that diversity issues are carefully considered and infused throughout the curriculum.

- Nurturing cross fertilization of ideas through interdisciplinary appreciation and openness would improve the quality of teaching.
- Dialogue and exchange of ideas between psychology's sub-disciplines and with allied disciplines like neuro-science, sociology, management, economics, sociology, anthropology, literature and humanities need to be encouraged.
- Encourage students to learn courses through MOOCs offered by SWAYAM platform.

Practical Training in Psychology: Some Suggestions for Methodological Innovations

Being a human science psychology teaching involves training students in a variety of skills that are expected to prepare learners in the dual role of a scientist as well as a professional. The academic learning of the theories and principles has to be grounded in the process of connecting them with social reality. Thus designing, planning, conducting, analysing, interpreting and documenting / reporting psychological studies assumes an integral place in training which is usually treated as 'practical work' to be carried out in laboratory and or field setting. In broad terms such assignments focus on a variety of activities that employ diverse methods and tools and are used individually or jointly under the direct or indirect supervision of the faculty.

The expansion of the field of psychology has made practical training a multipronged and specialized endeavour. The traditional practical training has been confined to the testing and or illustrating psychological theories / concepts/principles. This mode of training could provide only limited scope for creativity, problem solving and appreciating social and psychological reality resulting in poor transfer of knowledge from theory to practice and vice versa. The strategy of prescribing a fixed set of practical exercises has served only limited purpose. In order to meet the emerging challenges effectively a reorientation of practical training is warranted. For this following considerations may be taken into account:

1. The introduction of ICT has paved the way for more precise measurement, data generation, data storage, data analysis and documentation. This can be attained in the following ways:
 - Orienting towards the use of ICT in designing and conducting psychological experiments (training in the use of open source psychological experiment generating

software such as PsychoPY, OpenSesame, PEBL etc. or its commercial counterparts (such as SuperLab, EventIDE, Inquisit E-prime, DirectRT, MediaLab etc.).

- Using the computer based resources in psychological testing (developing computer administered version of existing psychological tests along with its scoring and interpretative report).
 - Learning to use online free resources to conduct online survey or survey through e-mail with computerized scoring (use of free online resources for developing online survey)
 - Introducing the use of free online resources for accessing psychological literature (books, journal articles, etc.) and utilizing them in writing a report on given construct/theory (e.g., PubMed, Pubmed Central, Google Scholar, Google Books etc.) or for developing knowledge and insight into the psychological concepts (Psychwiki, StatWiki and other online free psychological resources).
 - Use of ICT resources in scientific writing (e.g., use of open source/free resources for reference management e.g., Zotero, Mendeley; its commercial equivalent may also be introduced if available e.g. Endnote).
 - Introducing use of Excel in data organization and analyses (including use of inbuilt statistical functions and statistical analysis addin).
 - Introduction of software for statistical analyses (such as SPSS, PSPP – a software very similar to SPSS but free).
 - Using the said software for doing analysis of earlier published data, data available online or hypothetical data given by the tutor.
2. The expansion of methodological repertoire to incorporate quantitative as well as qualitative methods of research is a must.
 3. The possibility of collaborative, joint and sharable projects in which a group of learners may join the study/exercise/assignment needs to be created.
 - Comprehension and writing of detailed summary of earlier published research of high quality (high impact journals) with critical examination of methodology (supervised training is required) may be introduced as an assignment. The research papers may be provided without abstract and the student may be asked to write the abstract of that paper.
 - Involving students to write report of a given scientific session of the departmental conference may help them to sharpen their writing skills.

- Introducing “journal Club” where the students may be assigned to present a brief theoretical paper or a concept paper in the presence of all faculty members. This may be organized weekly or fortnightly depending on the intake so that every student gets chance to present a paper. The responsibility of its organization may also be assigned to students but the discussant should be among the faculty members or senior students and research scholars.
 - Reading texts like stories in a group and learning the technique of identifying themes and honing skills of qualitative research.
 - Writing joint research project proposal that involves interaction with at least one other related discipline may be introduced. (The tutor may evaluate and give feedback to further improve and then ask to revise).
 - Field work/Dissertation (that may or may not involve collaboration of others) has to be systematically introduced as a part of teaching program.
 - Writing a brief review of a specified area/topic; presenting integrative summary of a few interrelated papers addressing different aspects of the same phenomenon, process, and/or concept would be very useful to augment knowledge.
 - Preparing APA style results Tables based on the statistical output of popular software such as SPSS (this may include those statistical analyses that are in accordance with defined learning outcome) and writing the results in APA style and basic interpretation of the findings may be introduced as an exercise.
4. Provision of internship/apprenticeship/ supervised training with experts in field as a genuine component of academic learning.
- Placement of students in specialized labs across the country for training would be useful. This may also be implemented through student exchange programme and the interest of the student may also be taken into account while making the placement.
 - Winter and summer training programme in which students may be attached to different organizations for on the job training (the selection of organization be based on the learning outcomes for instance the students may be placed to clinical psychology institute/mental hospitals/hospitals for general health counselling if the learning outcome is to develop skill related to clinical and counselling psychology. Similarly, the students may be placed to different units of industries (e.g, HR division) for training aligned with the outcome to develop organizational psychology skills.

Students may be placed in different schools for learning the real life assessment, diagnosis and providing guidance and counselling to school children in need.

- Internship in reputed or specialized institute of higher education under direct supervision of teaching faculty would certainly bring quality in training.
5. Creating space for innovation and creativity in designing and planning studies /projects can provide opportunity to the learners to attend to worthwhile local social and cultural problems and issues.
 - During the internship the scope for creativity in designing and planning research may be created. The concerned supervisor may encourage the students to come up with some novel ideas or thoughts (under his/her direct supervision).
 - Social outreach programmes may be formulated in which the student may take active part in addressing local social/cultural problems and issues by identifying problems on margins and vulnerabilities.
 6. Practical training in psychology needs to focus on social concerns that are closer to students' lived reality as well as aims at honing in the skills of students in a qualitative direction where they learn to explore and employ their growing acumen in real life fields. Narrative based small exercises to help students concentrate on thematic related to - experiences of caste, class, poverty, sexualities, body, gender, the deprivation in economic affluence, etc. Reading short stories and works of literature as well as seeing films and cinema (historical and contemporary ones) and considering them as rich and varied sources, repertoire of human emotions and expressions.
 7. Provision for specialized training for bright students on a selective basis and scope for giving due credit to the same in the curriculum may be considered.
 8. Creating more space to build strong connections between research and teaching is necessary.

8. Assessment Methods

Assessing learner achievement has to undergo a shift in its approach by suitably aligning it with the kind of learning process and outcome (e.g. knowledge, skills, practices, creative work). The current practice of awarding marks or grades provides only distal estimate of the extent of learning. In its true sense the goal of assessment should be to provide feedback that may help acknowledge the quality and extent of learning evidenced by the learner. Also it should be formative as well as summative rather than having a single time assessment providing summary statement of relative position in a group of learners.

The learning outcomes may be assessed more effectively through a variety of methods including written examination, viva voce, practical work, problem solving, seminar presentation, interviews, contribution to projects, writing of research reports and reviews etc. Learner's assessment needs to be based not just on the student's ability to provide answers, but also to raise the right questions. A profile depicting the level of performance or achievement in various areas of learning may provide a better estimate of student's learning.

9. Need for Teachers' Training

The implementation of the proposed LOCF requires pedagogical reorientation of teachers with respect to the process of class room transaction. It acknowledges the fact that being a human science the traditional practice of mere elaboration of theoretical contents without relating to personal experience and social reality is insufficient and does not serve the purpose of higher education. Therefore this LOCF aspires to replace the prevailing approach of 'completing a course' or 'covering topics' by a mastery oriented experiential learning and competency building approach. It would have greater role for activity, reflection and competency development. It would strive to enhance student engagement to achieve the goal of building academic competence as well as skill building. In addition the agenda of personal growth and well being of learner would also be attended. The process of teaching-learning, therefore, needs to give more space for creativity, innovation and problem solving in organizing learning. In so doing reflective competence and relational competence would also receive greater attention. Finally, the gap between life challenges and class room learning shall be bridged by creating opportunities to blend theory and practice in the context of real world context. In nut shell learning would be made personally more meaningful and socially relevant.

Unfortunately there is no provision for systematic training of the faculty entering to the stream of higher education. The imperatives of introducing the LOCF require the following:

1. Immediate strengthening faculty strength as most of the centres of higher learning are under staffed and running the programmes with ad hoc arrangements. Similarly providing lab facility, library and e-resources would be necessary.
2. Right now there is paucity of good teaching material. Therefore some good university departments may be entrusted with the responsibility to work as resource centres in various areas of specialization and disseminate the articles/resources across the country.
3. Currently good learning material is often available in English only. There is considerable gap between material in English and material available in Indian. The resources, therefore, should also be prepared and disseminated in Indian languages also as the under graduate teaching is often done through these languages.
4. Being a good teacher requires lot of effort and commitment. The present LOCF demands that faculty should act in more imaginative ways so that they are able to utilize the opportunities furnished by ICT revolution to augment teaching-learning. Teaching therefore needs to be encouraged incentivized at par with research.
5. The faculty needs periodic training to align with the LOCF. The LOCF as outlined above requires a variety of activities including workshop, experiential exercise, observation, experiment, internship, psychological testing, group work, writing workshop and presentations depending upon the nature of course. Also, psychology is a fast growing discipline and the faculty need to keep themselves abreast with the theoretical and methodological developments.

10. Keywords

Biopsychology	Indian	Reflexivity
Clinical	Indigenous	Relations
Cognitive	Innovative	Research
Communication	Internship	Science
Community	Learner centric	Scientific Writing
Competence	Learner's assessment	Self
Consciousness	Learning outcome	Skill
Counseling	Mental disorder	Social problems
Credit Scheme	Mental health	Societal application
Critical thinking	Method	Spiritual
Culture	Multicultural sensibility	Sport
Ecological responsibility	Organization	Statistics
Environment	Pedagogy	Teacher training
Experiential learning	Perspectives	Testing
Forensic	Positive psychology	Transpersonal
Gender	Practical training	Yoga