Learning Outcomes based Curriculum Framework (LOCF)

for

B.Sc Honours in Psychology

(with effect from 2020-2021 academic session and onwards)

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PART I
INTRODUCTION

Learning Outcomes based Curriculum Framework (LOCF) for Psychology under CBCS

1. Introduction

The LOCF for a B.A. / B.Sc. degree in psychology aims at offering a generalframework within which psychology teaching may be organized. It serves twin goals ofresponding to the needs of students to grow as competent, self-reflective learners withrelevant academic and professional skills and to prepare them as contributors to the growingdiscipline of psychology. This framework is intended to help maintaining the standards ofteaching, its periodic review against graduate attributes, qualification descriptors, programlearning outcomes and course level learning outcomes. It should be viewed in the spirit ofinnovation in teaching-learning process and should not be treated as an imposition of uniformsyllabi, teaching-learning practices and the modalities of student assessment. They areadopted according to local conditions, pertinent regulations, regional priorities andavailability of the expertise.

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

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

Looking at the diversity and complexity of India, there cannot be unitary learningoutcomes for the entire nation. In view of this the planning of psychology curriculum needsto 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 isdigital native. Their ways of learning have undergone significant changes.

The proposed LOCF, therefore, has to be adapted to the regional and linguisticdiversities and differentials as the Indian academic scenario is quite varied and the UGcourses are offered under varying conditions. The delivery of courses is constrained by thenomenclature (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 offaculty and their expertise, resources and opportunities for field training) critically determinethe 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 EuroAmerican 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, industrialorganizational, 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 selfreflexive ad self-reflective stance in the students' growth through self-awareness, critical perspective building, enhancing societal sensibility and preparing for professional lifethrough seeking knowledge in basic psychology and acquiring relevant skills. The specificaims 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 psychologically literate student with 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 sociocultural 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, sociocultural context and diversity.
- Having conversational competence including communication and effectiveinteractionwith 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).

6. Course-Level Learning Outcomes Matrix

Learning Outcome	CC-1	CC-2	CC-3	CC-4	CC-5	CC-6	CC-7	CC-8	CC-9	CC-10	CC-11	CC-12	CC-13	CC-14	GEC-1	GEC-2	GEC-3	GEC-4	DSEC-1	DSEC-2
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	✔		✔		✔	✔	✔		✔	✔		✔	✔	✔	✔			✔		

Learning Outcome ⬇	CC-1	CC-2	CC-3	CC-4	CC-5	CC-6	CC-7	CC-8	CC-9	CC-10	CC-11	CC-12	CC-13	CC-14	GEC-1	GEC-2	GEC-3	GEC-4	SEC-1	SEC-2
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)						✔								✔					✔	✔
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		✔									✔	✔	✔		✔	✔	✔		✔	✔

PART II

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 latersemesters.

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:

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.

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 nonPsychology 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.

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.

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.

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 Theory and Practical: 4Th+4P/group	5+1 = 6 4+4/2=6	6*14 = 84
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.

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Abbreviated Degree Programme	Semester	Course Name	Course Type	Course Code	Course Details	L - T - P	Course Credit	Sem Credit
BSCHPSY	**I**	Introduction to Psychology	C	BSCHPSYC101	CC-1	4 - 0 - 4	6	22
		Introduction to Biopsychology		BSCHPSYC102	CC-2	5 - 1 - 0	6	
		Choose from the Pool of Generic Elective Courses offered in 1st Semester by Honours Disciplines other than the Discipline in which Honours course is taken	GE	See Pool	GEC-1	See Pool	6	
		Environment Studies	AE	AEE101	AECC-1	4 - 0 - 0	4	
	II	Introduction to Personality	C	BSCHPSYC201	CC-3	4 - 0 - 4	6	22
		Quantitative Data Analysis		BSCHPSYC202	CC-4	5 - 1 - 0	6	
		Choose from the Pool of Generic Elective Courses offered in 2nd Semester by Honours Disciplines other than the Discipline in which Honours course is taken	GE	See Pool	GEC-2	See Pool	6	
		English/MIL Communication	AE	See Pool	AECC-2	4 - 0 - 0	4	
	III	Cognitive Psychology	C	BSCHPSYC301	CC-5	4 - 0 - 4	6	28
		Foundation of Social Psychology		BSCHPSYC302	CC-6	5 - 1 - 0	6	
		Systems and Schools in Psychology-I		BSCHPSYC303	CC-7	5 - 1 - 0	6	
		Counselling Skills-I	SE	BSCHPSYSE301	SEC-1	2 - 0 - 4	4	

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		Choose from the Pool of Generic Elective Courses offered in 3rd Semester by Honours Disciplines other than the Discipline in which Honours course is taken	GE	See Pool	GEC-3	See Pool	6	
	IV	Psychological Assessment	C	BSCHPSYC401	CC-8	4 - 0 - 4	6	28
		Foundations of Developmental Psychology		BSCHPSYC402	CC-9	5 - 1 - 0	6	
		Systems and Schools in Psychology II		BSCHPSYC403	CC-10	4 - 0 - 4	6	
		Counselling Skills-II	SE	BSCHPSYSE401	SEC-2	2 - 0 - 4	4	
		Choose from the Pool of Generic Elective Courses offered in 4th Semester by Honours Disciplines other than the Discipline in which Honours course is taken	GE	See Pool	GEC-4	See Pool	6	
	V	Fundamentals of Clinical Psychology-I	C	BSCHPSYC501	CC-11	4 - 0 - 4	6	24
		Introduction to Indian Psychological Thought		BSCHPSYC502	CC-12	4 - 0 - 4	6	
		Educational Psychology	DSE	BSCHPSYDSE501	DSEC-1&	4 - 0 - 4	6	
		Psychology of Health and Yoga	(Any two)	BSCHPSYDSE502	DSEC-2	4 - 0 - 4	6	
		Applied Cognitive Psychology		BSCHPSYDSE503		4 - 0 - 4	6	
	VI	Fundamentals of Clinical	C	BSCHPSYC601	CC-13	4 - 0 - 4	6	24

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		Psychology-II						
		Foundations of Organizational Psychology		BSCHPSYC602	CC-14	4 - 0 - 4	6	
		Human Resource Management	DSE(Any two)	BSCHPSYDSE601	DSEC-3 &	4 - 0 - 4	6	
		Positive Psychology		BSCHPSYDSE602	DSEC-4	4 - 0 - 4	6	
		Applied Social Psychology		BSCHPSYDSE603		4 - 0 - 4	6	
Total Credits								148

Semesterwise Pool of Generic Elective Courses offered by this Discipline								
Semester	**Course Name**		**Course Type**	**Course Code**	**Course Details**	**L - T – P**	**Course Credit**	**Sem Credit**
I	General Psychology		GE	BSCHPSYGE101	GEC-1	5 - 1–0	6	NA
II	Psychology of health and wellbeing			BSCHPSYGE201	GEC-2	5 - 1 – 0	6	
III	Psychology and mental health			BSCHPSYGE301	GEC-3	5 - 1 – 0	6	
IV	Psychology at Work			BSCHPSYGE401	GEC-4	5 - 1 – 0	6	

Pool of Communication Courses offered as Ability Enhancement Compulsary Courses								
Semester	**Course Name**		**Course Type**	**Course Code**	**Course Details**	**L - T – P**	**Course Credit**	**Sem Credit**
II	English Communication	(Any One)	AE	AECCE201	AECC-2	4 - 0 – 0	4	NA

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	Bengali Communication			AECCB201		4 - 0 – 0		
	Hindi Communication			AECCH201		4 - 0 – 0		
	Urdu Communication			AECCU201		4 - 0 – 0		

Semester- I

Course Name: Introduction to Psychology
CourseCode:BSCHPSYC101

CourseType: **Core(Theory + Practical)**	CourseDetails:**CC-1**		L-T-P:**4-0-4**	
Credit:**6**	FullMarks: **100**	CAMarks		ESEMarks	
		Practical	Theoretical	Practical	Theoretical
		30	**10**	**20**	**40**

CourseLearningOutcomes:

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.

CourseContent:

1. Introduction:

1.1 Nature of Psychology: Definition, Fields of psychology, Schools of modern psychology (Evolutionary, biological, cross cultural and computational)

1.2 Psychology in India: History and current status

1.3 Methods of psychology (with special emphasis on Experimentation)

2. Learning, Memory and perception

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

2.2 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

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

5. Holt, N., Bremner, A., Sutherland, E., Vliek, 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. Practical Based on Forgetting (Retro & Proactive).

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.

Course Name: Introduction to Bio-psychology
CourseCode:BSCHPSYC102

CourseType: **Core(Theoretical)**	CourseDetails:**CC-2**		L-T-P:**5-1-0**	
Credit:**6**	FullMarks: **50**	CAMarks		ESEMarks	
		Practical	Theoretical	Practical	Theoretical
		-------	**10**	---------	**40**

CourseLearningOutcomes:

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:

1. 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.,

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

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

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

Course Name: General Psychology

Course Code: BSCHPSYGE101

CourseType: **Generic(Theoretical)**	CourseDetails:**GEC-1**		L-T-P:**5-1-0**	
Credit:**6**	FullMarks: **50**	CAMarks		ESEMarks	
		Practical	Theoretical	Practical	Theoretical
		-------	**10**	---------	**40**

CourseLearningOutcomes:

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:

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

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

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

4. Applications of Psychology: Work; Health

References:

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

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

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

Semester- II

Course Name: Introduction to Personality
Course Code: BSCHPSYC201

CourseType: **Core(Theory + Practical)**	CourseDetails:**CC-3**		L-T-P:**4-0-4**	
Credit:**6**	FullMarks: **100**	CAMarks		ESEMarks	
		Practical	Theoretical	Practical	Theoretical
		30	**10**	**20**	**40**

CourseLearningOutcomes:

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 Content:

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 (Cattell and Eysenck; including Eastern Perspective such as "Tri-guna" theory)

2.2 Bandura's Socio-cognitive Approach to Personality

3. Western approaches to personality – II

3.1 Psychoanalytical Approach to Personality (assumptions, Freud's contribution)

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:

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

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

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

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

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

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

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

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

9. 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.

Suggested practical:

1. Assessing personality using EPQR.
2. Describe personality of a movie characters in the light of Freud & Eysenck's perspective of personality.
3. Assess the personality of a subject using draw a person test.
4. Assignment on – comparison between eastern and western perspectives of personality.

Course Name: Quantitative Data Analysis

Course Code: BSCHPSYC202

CourseType: **Core(Theoretical)**	CourseDetails:**CC-4**		L-T-P:**5-1-0**	
Credit:**6**	FullMarks: **50**	CAMarks		ESEMarks	
		Practical	Theoretical	Practical	Theoretical
		-------	**10**	---------	**40**

CourseLearningOutcomes:
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 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

    1.3 Measures of variability or dispersion: Characteristics and computation of range, semi-interquartile range, standard deviation, variance

    1.4 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

    3.1 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.

    3.2 Hypothesis testing for more than two means: Logic of ANOVA, Sources of variance, assumptions

4. Non-parametric tests

    4.1 Nature and assumptions

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

References:

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

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

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

Course Name: Psychology of Health and Wellbeing

Course Code: BSCHPSYGE201

CourseType: **Generic(Theoretical)**	CourseDetails:**GEC-2**		L-T-P:**5-1-0**	
Credit:**6**	FullMarks: **50**	CAMarks		ESEMarks	
		Practical	Theoretical	Practical	Theoretical
		-------	**10**	---------	**40**

CourseLearningOutcomes:

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:

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

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.

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.

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:

1. Carr, A. (2004). Positive Psychology: *The science of happiness and human strength*.UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson.
3. Forshaw, M. (2003).*Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
4. Hick, J.W. (2005).*Fifty signs of Mental Health.A Guide to understanding mental health*.Yale University Press.
5. Snyder, C.R., &Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

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

Semester- III

Course Name: Cognitive Psychology
Course Code: BSCHPSYC301

Course Type: Core (Theory + Practical)	Course Details :**CC-5**		L-T-P :**4-0-4**	
Credit :**6**	Full marks– **100**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	**10**	**20**	**40**

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 Content:

1. **Introduction to Cognitive Psychology**

1.1 Nature, History, and Methods in Cognitive Psychology

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

1.3 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.

Practical Work-

1) Software based or computer mediated experiments: For example an experiment on effects of types of music (favorability 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 onlinegaming and attention span. This shall also build e-resourcefulness sin 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) Analysing 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.

References:

1. Galotti, K. M. (2008). Cognitive psychology: In and out of the laboratory (2nd Ed.).

2. Bangalore: Wadsworth, Cengage Learning.

3. Goldstein, E.B. (2011/2014). Cognitive Psychology: Connecting Mind, Research, and

4. Everyday Experience. Belmont, CA: Wadsworth Cengage.

5. Hunt, R. R., & Ellis, H. C. (2004). Fundamentals of cognitive psychology (7th Ed.). New

6. Delhi: Tata McGraw-Hill.

7. Riegler, B. R., &Riegler, G. R. (2008). Cognitive psychology: Applying the science of the

8. mind (2nd Ed.). New Delhi: Dorling Kindersley.

Course Name: Foundations of social psychology
Course Code: BSCHPSYC302

Course Type: Core (Theoretical)	Course Details :**CC-6**		L-T-P :**5-1-0**	
Credit :**6**	Full marks– **50**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		……	**10**	**…….**	**40**

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 behavior:**

   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:

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th Ed.). New Delhi,
   India: Pearson.
2. Hogg, M. A., & Vaughan, G. M. (2005). *Social psychology*. Harlow: Pearson Prentice Hall.
   Husain, A. (2012). *Social psychology*. New Delhi, India: Pearson.
3. Myers, D. G. (2008). *Social psychology.* New Delhi, India: Tata McGraw-Hill.
4. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th Ed.). New Delhi, India: Pearson.

Course Name: Systems and Schools in Psychology-I
Course Code: BSCHPSYC303

Course Type: Core (Theoretical)	Course Details :**CC-7**		L-T-P :**5-1-0**	
Credit :**6**	Full marks– **50**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		……	**10**	…….	**40**

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, environmental, positive, spiritual

2.3 Current status of the discipline/ Emergence of modern psychology

3. Positivist Orientation in Psychology

3.1 Developments in Behaviourism (Watson)

3.2 Neo-behavouristic traditions (Skinner)

3.3 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

References:

1. Brennan, J. F. (2005). *History and systems of psychology*. Delhi, India: Pearson Education.

2. Ciccarelli ,S. K., Meyer, G. E. &Misra, G. (2013). *Psychology*: South Asian Edition. New Delhi: Pearson Education.

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

4. Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.

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

6. Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour.* New Delhi: Tata McGraw-Hill

7. Pickren, W, E. & Rutherford, A. (2010). *A History of Modern Psychology in Context.* New Jersey:

8. John Wiley Schultz, D. P. (1969). *A history of modern psychology.* New York: N.Y. Academic press.

9. Wade, C., &Tavris, C. (2006). *Psychology.* Upper Saddle River, NJ: Pearson Education Inc.

Course Name: Counselling Skills-I
Course Code: BSCHPSYSE301

Course Type: SE (Theory + Practical)	Course Details :**SEC-1**		L-T-P :**2-0-4**	
Credit :**4**	Full marks– **100**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	**10**	**20**	**40**

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 counseling, goals of counseling, professional counselors, basic counseling skills

1.2. Understanding counseling process: Development of helping relationship, counselor –counselee relationship, Counseling goal setting process

1.3 Ethical considerations in counseling

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

2.1 Person centered approach

2.2. Psychodynamic approach

2.3. Behavioral counseling

2.4 Cognitive behavioral approach: CBT

PRACTICAL WORK:

Analysis of movie entitled "Good Will Hunting" for various themes of counseling, focusing on the process of counseling and the client-counselor relationship. Watching the structure of the sessions, from initiation to termination, looking into both the client's and the counselor's life, and the dyadic relationship the two share, and use of several counseling techniques like confrontation, paraphrasing, self-disclosure, unconditional positive regard.

References:

1. 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.

2. Pearson. Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.

3. 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.

Semester- IV

Course Name: Psychological Assessment
Course Code: BSCHPSYC401

Course Type: Core (Theory + Practical)	Course Details :**CC-8**		L-T-P :**4-0-4**	
Credit :**6**	Full marks– **100**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	**10**	**20**	**40**

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

PRACTICAL WORK:

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: Test for Cognitive Ability [Raven's Progressive Matrices (SPM), Differential Aptitude Tests (Indian)] and Personality (NEO-FFI, 16 PF, EPQ, Rosenzweig's Picture Frustration test).

References:

1. Aiken, L. R., &Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.). New Delhi: Pearson Education.

2. Anastasi, A., & Urbina, S. (2003). Psychological testing (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.

3. Barve, B. N., &Narake, H. J. (2008). Manomapan. Nagpur, India: Vidya Prakashana.

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

5. Desai, B., &Abhyankar, S. (2007). Manasashatriyamapan. Pune, India: Narendra Prakashana.

6. Gregory, R. J. (2014). Psychological testing: History, principals and applications. (6th Ed.). Boston: Pearson Education.

7. Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.

8. Kaplan, R. M., &Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th Ed.). New Delhi, India: Cengage.

Course Name: Foundations of Developmental Psychology
Course Code: BSCHPSYC402

Course Type: Core (Theoretical)	Course Details :**CC-9**		L-T-P :**5-1-0**	
Credit :**6**	Full marks– **50**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		……	**10**	**…….**	**40**

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. 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:

1. 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.

2. 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: CambridgeUniversity Press.

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

4. Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. New York: Psychology Press.

5. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). Human development (9th Ed). New

   Delhi, India: Tata McGraw-Hill.

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8. Shaffer, D. R., & Kipp, K. (2007). Developmental psychology: Childhood and adolescence. Indian reprint: Thomson Wadsworth.

9. 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.

10. Srivastava, A. K. (Ed) (1997). Child development: An Indian perspective. New Delhi: NCERT

Course Name: Systems and Schools in Psychology II
Course Code: BSCHPSYC403

Course Type: Core (Theoretical)	Course Details :**CC-10**		L-T-P :**4-0-4**
Credit :**6**	Full marks–	CA Marks	ESE Marks

	100	Practical	Theoretical	Practical	Theoretical
		30	**10**	**20**	**40**

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

1.1Gestalt psychology: Contributions of Wertheimer, Koffka and Kohler; Gestalt principles
of 1.2learning, principles of organization, principle of isomorphism and productive thinking
1.3Field Dynamic Approach of Kurt Lewin
1.4Psychology 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
2.3 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
Smrti; 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 PurvaMimasa 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 - II**

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

Practical work:

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

References:

1. Brennan, J. F. (2005). *History and systems of psychology*. Delhi, India: Pearson Education.

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

3. Dalal, A.S. (Ed.) (2001). Towards Greater Psychology: An introduction to the psychological thought of Sri Aurobindo. Pondicherry: Sri Aurobindo Ashram Publication Dept.

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

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

7. Schultz, D. P. (1969). *A history of modern psychology*. New York: N.Y. Academic press.

Course Name: Counselling Skills-II
Course Code: BSCHPSYSE401

Course Type: SE (Theory + Practical)	Course Details :**SEC-2**		L-T-P :**2-0-4**	
Credit :**4**	Full marks– **100**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	**10**	**20**	**40**

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. Specific Counseling Skills

1.1. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving

1.2 Inside and outside skills of counseling, Self-monitoring skills as a counselor

1.3. Training clients in relaxation

1.4. Improving client's self-talk and self-perceptions, terminating helping

2. Models of Counselling Skills:

2.1. Nature and importance of counseling skills and working alliance

2.2. Rogers model of counseling skills, Car huff model of counseling skills, and IPR model of counseling training

2.3. Indian models of counseling, Detachment

Practical work:

1) Experiential activities for counseling 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 empathies and acceptance of the other, as well as sharing their river of life helps them gain more self-insight and greater self-awareness.

References:

1. 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.

2. Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.

3. Feltham, C., & Horton, I. E. (2006). The Sage handbook of counseling and psychotherapy. London: Sage Publications.

4. Jones, R. N. (2008). Basic counselling Skills: A helper's manual (2nd Ed.). New Delhi: Sage Publications.

Course Name: Psychology at Work
Course Code: BSCHPSYGE401

Course Type: Core (Theoretical)	Course Details :**GEC-4**		L-T-P :**See Pool**	
Credit :**6**	Full marks– **50**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		……	**10**	**…….**	**40**

Learning Outcomes:

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

Couse Content:

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

    2. **Work Motivation**: Theories and applications: Maslow, Herzberg, Goal Setting,

Expectancy, Equity

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

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

References:

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

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

Semester-V

Course Name: Fundamentals of Clinical Psychology-I
Course Code: BSCHPSYC501

Course Type: **Core (Theoretical+Practical)**	Course Details: **CC-11**		L-T-P: **4 - 0 – 4**	
Credit:**6**	Full Marks:	CA Marks:		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course 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 behavior 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. Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.

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)

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 behavior.

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 &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 & 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

Practical:

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) Using diagnostic techniques on a subject: behavioral assessment (CBCL),psychological assessment (BDI, STAI), cognitive (MISIC) and personality assessment.

References:

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

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

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

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

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

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

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

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

Course Name: Introduction to Indian Psychological Thought

Course Code: BSCHPSYC502

Course Type: **Core (Theoretical+Practical)**	Course Details:**CC-12**		L-T-P: **4 - 0 – 4**	
Credit**:6**	Full Marks:	CA Marks:		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course Learning Outcomes:

1. Developing an appreciation of the need to have alternative perspectives in psychology
   and to contextualize 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 organizational

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 friendlyphilosophy; rigorous methods of enquiry in the subjective domain; effective methods fortherapy and the harmonious development of the individual and the society; Consciousness asthe foundation of reality; a short historical overview of Indian thought focusing on thecommon 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-basedself-observation (*sakshi*) ; a first look at the self and the structure of the personality; a firstlook 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 toarrive 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; emotions; attitudes; states of consciousness and their effect on perception and quality of life;

possibilities for increasing our perceptiveness; emotions as colors 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 inwilled, 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?

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.

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 NaiTalim; Tagore's system of education; Sri Aurobindo's integral education.

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

Suggested Practical:

        Journal Writing

References:

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

2. 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.]

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

4. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications*

   of Indian psychology. New Delhi: Pearson.

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

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

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

   Publishers.

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

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

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

Additional References:

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

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

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

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

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

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

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

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Course Name: Educational Psychology
Course Code: BSCHPSYDSE501

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Course Type: **Discipline Specific Elective (Theoretical+Practical)**	Course Details:**DSEC-1**		L-T-P: **4-0-4**	
Credit**:6**	Full Marks:	CA Marks:		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course Learning Outcomes:

1. Know the concept Psychology and Educational Psychology, Nature and Scope of Educational Psychology.

2. Know the concept of growth and development of child and various theories of development.

3. Describe the concept of learning and its theories.

4. Know the various theories of motivation and apply these theories in education.

5. Apply the learning theories in classroom situation.

6. Discuss the concept and theories of intelligence and creativity.

7. Explain the concept and development of personality.

8. Know the various theories of transfer of learning and learning stlyes.

9. Apply mindfulness in learning.

10. Know the diversities in learning.

Course Content:

1. Educational Psychology and Growth & Development

    1.1. Concept of Psychology and Educational Psychology. Nature and Scope of Educational Psychology

    1.2. Concept of Growth and Development. Characteristics of Development, Comparison of Growth and Development.

    1.3. ognitive Development (Piaget), Moral Development (Kohlberg), Language Development (Chomsky), Psycho-Social (Erikson) and Bandura's (Social Learning)

2. The Learning, Motivation and Transfer of Learning

    2.1. Definition and characteristics of Learning. Theories of learning: Classical and Operant conditioning, Trial and Error, Insightful Learning.

    2.2. Motivation: Intrinsic and Extrinsic motivation, Approaches to Motivation: Humanistic Approach (Maslow), Cognitive Approach (Attribution Theory-Weiner) and McClelland's Need Theory.

    2.3. Transfer of Learning: Theories of Transfer of Learning. Learning Styles, Cooperative Learning, Mindfulness in learning, Learning through Silence.

3. Intelligence, Creativity and Personality

    3.1. Intelligence: Definition; Theories of Intelligence- Spearman, Guilford's SOI Model, Thurstone and Gardner. Emotional Intelligence of Daniel Goleman. Measurement of Intelligence: Individual & Group; Verbal, Non-verbal & Performance Tests.

    3.2. Creativity: Meaning, Nature, Factors and Fostering of Creativity.

    3.3. Personality: Definition, Psychoanalysis (Freud), Traits and Humanistic

4. Diversity in Learning

    4.1. Diversity in Learning Contexts: Size of Classroom, Language, Ethnic and Social Diversities and different types of disadvantages children.

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

4.3. Implications of society, culture and diversity for learning and development. Enhancing mental health and well-being of learners and teachers.

Suggested Practical:

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 centers 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.

References:

1. Badheka, G. (1997). Divaswapan. New Delhi, India: NBT.
2. Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press.
3. Bhatnagar, S. (2002). Advanced Educational Psychology, Agra: Bhargava Book House.
4. Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Cornelissen, M., Misra G., &Varma, S. (2010). Foundations of Indian psychology (Vol. 2).New Delhi, India: Pearson.
6. Huppes, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri AurobindoAshram.
7. Kapur, M. (2007). Learning from children what to teach them. New Delhi, India:Sage Publications.
8. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
9. Krishnamurti, J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.
10. National Council of Educational Research and Training. (2006). Position paper: Nationalfocus group on aims of education. In National Curriculum Framework 2005. New Delhi,India: NCERT.

11. Mangal, S. K. (2009). Essentials of Educational Psychology, (1st Edition). Phi Learning Private Limited.

12. Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.

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

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

15. Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.

16. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

17. Woolfolk, A., Misra, G., & Jha, A. (2012). Fundamentals of educational psychology. NewDelhi, India: Pearson Pub

Course Name: Psychology of Health and Yoga
Course Code: BSCHPSYDSE502

Course Type: **Discipline Specific Elective (Theoretical+Practical)**	Course Details: **DSE2**		L-T-P:**4-0-4**	
Credit:**6**	Full Marks:	CA Marks:		ESE Marks:	
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course 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 behavior.

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 Contents:

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-andBefriend 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 Behaviors

    3.1 Determinants of health behaviors

    3.2 Theories of health behaviors: Health Belief Model, Theory of Planned Behavior, Self-Determination Theory, Cognitive-Behavioral Approaches, Trans theoretical 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

Practical:

1. 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.

References:

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

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

3. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson

   Education Limited, New York.

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

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

   Sage Publications.

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   Sage Publications.

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

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

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

Course Name: Applied Cognitive Psychology

Course Code: BSCHPSYDSE503

Course Type: **Discipline**	Course Details:**DSE3**	L-T-P:**4-0-4**

Specific Elective (Theoretical+Practical)					
Credit:**6**	Full Marks:	CA Marks:		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course 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.

Suggested Practical Work :

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

References:

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

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

3. 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.

Semester-VI

Course Name: Fundamentals of Clinical Psychology-II
Course Code: BSCHPSYC601

Course Type: **Core** **(Theoretical+Practical)**	Course Details: **CC-13**		L-T-P: **4 - 0 – 4**	
Credit**:6**	Full Marks:	CA Marks:		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course 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 behavior

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 Behavior:

    4.1 Biological Approaches

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

4.3 Indian Approaches: Guru-Chela relationship and Logo therapy: Vedantic

Approach.

Practical:

1.   Clinical assessment using 16PF, MMPI, Beck Cognitive Inventory etc.

2.   Making use of you-tube videos to help understand various disorders and their

symptoms.

3.   Clinical case analysis with use of secondary data including movies (signs, symptoms,

etiology)

References:

1.   Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*.

New

Delhi: Pearson.

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

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

3.   Nevid, J., Rathus, S., & Greene, B. (2014). *Abnormal psychology in a changing world*.

Upper

Saddle River, NJ: Pearson Prentice Hall.

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

Course Name: Foundations of Organizational Psychology
Course Code: BSCHPSYC602

Course Type: **Core (Theoretical+Practical)**	Course Details: **CC-14**		L-T-P: **4 - 0 – 4**	
Credit**:6**	Full Marks:	CA Marks:		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course 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

1.1 Nature and facets of organizational psychology, Contribution of other social science subjects to organizational psychology.

1.2 Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach.

1.3 European contribution and contemporary scenario: Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations, concept of organizational change.

1.4 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, Blenchard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership. The Implicit leadership theory.

3.4 Indigenous Theories: Performance-Maintenance theory, Nurturant Taskparticipative (NT-P) Model of Leadership, Consultative Style of Management, Pioneering-Innovative Theory of Leadership.

4: Group Behavior, 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.

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

Practical:

Case study of an organization- A group wise visit to an organization multiple times, interviewing employees (related to oneor the other aspects of organizational functioning), collating the data, analyzing it. Data fromobservation as well as records of the organization may be studied.

References:

1. Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*.
   Boston:

   Cengage Learning.

2. Kalra, S. K. (2004*).* Consultative managerial leadership style in India: A viable
   alternative. In

   P. N. Mukherjee, & C. Sengupta (Eds.), *Indigenity and universality in social sciences: A south asian response*. New Delhi: Sage Publications.

3. Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*.
   Summerfield,

   NC: Hypergraphic Press.

4. Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford
   University

   Press.

5. 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.

Course Name: Human Resource Management

Course Code: BSCHPSYDSE601

Course Type: **Discipline Specific Elective (Theoretical +Practical)**	Course Details:**DSEC-3**		L-T-P: **4-0-4**	
Credit:**6**	Full Marks:	CA Marks:		ESE Marks
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course 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 Labor 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)

Practical:

1. Providing students with a performance appraisal system and asking them to critically review it.
2. Assigning students the task of competency mapping by providing them a set of competencies like leadership, team player, effective communicator etc.

References:

1. Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). NewDelhi, India: Oxford University Press.

2. DeCenzo, D. A., & Robbins, S. P. (2006). *Fundamentals of human resource management* (8[th]Ed.). NY: Wiley.

3. Dessler, G., &Varkkey, B. (2011). *Human resource management* (12th Ed.). New Delhi,
India: Pearson Education.

4. Tayeb, M. H. (2005). *International human resource management: A multinational companyperspective.* NY: Oxford University Press

Course Name: Positive Psychology

Course Code: BSCHPSYDSE602:

Course Type: **Discipline Specific Elective (Theoretical+Practical)**	Course Details:**DSEC-4**		L-T-P: **4-0-4**	
Credit:**6**	Full Marks:	CA Marks:		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course 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 eudemonic 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

Practical:

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-behavior 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.

References:

1. Baumgardner, S. R., Crothers, M. K. (2009). *Positive psychology*. New Delhi, India: Pearson.

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

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

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

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

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

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

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

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

   University.

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Course Name: Applied Social Psychology
Course Code: BSCHPSYDSE603

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Course Type: **Discipline Specific Elective (Theoretical+Practical)**	Course Details:**DSEC**		L-T-P: **4-0-4**	
Credit:**6**	Full Marks:	CA Marks:		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
	50+50	**30**	**10**	**20**	**40**

Course 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 selfreflexivity.

3. Understanding of basic terms, theories and emerging themes used to describe familysystems.

4. Learning to apply family systems theories and assumptions to one's own family sothat 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 theIndian context such as participatory rural appraisal.

Course Content:

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 andsimilarities, Critiquing the gender binary, Intersectionality of gender, Alternatesexuality, 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

Suggested Practical Work:

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.

References:

1. Calvert, S. L., & Wilson, B. J. (Eds.). (2008). *The Handbook of Children, Media, and Development. Handbooks in Communication and Media*. Boston: Wiley Blackwell

2. Chambers, R. (1992). *Rural appraisal: Rapid, relaxed, and participatory*. IDS DiscussionPaper 311. Brighton: Institute of Development Studies.

3. Chandra B. P. Singh (2001). Rural psychology in India: Issues and approaches. *Indian Journal of Industrial Relations,* 37(3), 404-419.

4. Hyde, J. S. & Else-Quest, N. (2018). *Half the Human Experience: The Psychology of Women.*California: Sage publications.

5. Misra, G. (Ed.) *Psychology in India. (2009): Social and Organizational Processes (Volume2).* New Delhi: Pearson education.Mohanty, K. &Misra, G. (Eds.) (2000). *Psychology of Poverty and Disadvantage*, NewDelhi: Concept Publishing House.

6. Olson, D. H., DeFrain, J., &Skogrand, L. (2018). *Marriages and Families: Intimacy, Diversity and Strengths*. McGraw Hill: New York.

7. Sinha, D. Misra, G, &Dalal, A. K. (2015). *Psychology for India*, New Delhi: Sage Publications.