

Learning Outcomes based Curriculum Framework (LOCF)

For

Psychology

Undergraduate Programme

(B.A. Psychology)

2021-22



Department of Psychology

School of Humanities & Social Sciences

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2021-22

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GRAND TOTAL	Discipline Specific Core Courses (CC)	Theory	16	24
		Practical	08	
	Discipline Specific Elective Courses (EC)	Theory	08	12
		Practical	04	
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		Practical	04	
	Skill Enhancement Courses (SE)	Theory	08	08
Total Credits			56	

Introduction of Psychology (PSY-CC-111)

Learning Outcomes:

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

Course Contents:

1. Introduction: 1.1 Nature of Psychology: Definition, Fields of psychology, Schools of modern psychology 1.2 Psychology in India: History and current status 1.3 Methods of psychology (with special emphasis. on Experimentation) 1.4 Biological basis of human behaviour (with emphasis on brain)
2. Learning, Memory and perception 2.1 Learning: Classical conditioning, instrumental learning, observational learning (socio-cognitive learning);
2.4 Memory: Models of memory: Information processing model (Sensory register, STM, LTM and concept of working memory), Levels of processing, Parallel Distributed Processing model, Reconstructive nature of memory; Forgetting, Improving memory 2.3. Perception: Top down and Bottom Up processes, Size Constancy, Depth Perception
3. Motivation & Emotion - 3.1 Approaches to understanding motivation and Types of Motives 3.2 Elements of Emotions (components), Emotional Intelligence and Gender, Culture & emotions
4. Individual differences: Personality and Intelligence 4.1 Personality: Nature and Theories 4.2 Intelligence: Nature and Theories

References:

1. Banyard, P., Davies, M.N.O., Norman, C. & Winder, B. (Eds.) (2010). Essential psychology. New Delhi: SAGE Publications.
2. Baron, R. & Misra, G. (2014). Psychology. New Delhi: Pearson
3. Ciccarelli, S.K. & White, J.N. & Misra, G. (2018). Psychology. New Delhi : Pearson Education.
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

Practical (PSY-CC-112)

Objectives

This basic objective of this course is to enable the undergraduate students to carry out simple experiments and instill the basic skill of measurement and observation of human behaviours. The students will be required to plan, devise and conduct TWO experiments and administer psychological tests from the course on **Introduction of Psychology**. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture and demonstration to help students to carry out the experiments.

Foundation of Social Psychology (PSY-CC-211)

Learning Outcomes:

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

Course Content:

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

2 Social cognition and attitudes 2.1 Social cognition and information processing: Schemas, stereotypes and cognitive strategies 2.2 Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management 2.3 Attitudes: Nature and measurement, attitude change, 2.4 Attribution: nature and applications

3 Affective processes in social context: 3.1 Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion), 3.2 Pro-social behaviour 3.3 Aggression and social violence 3.4 Inter personal attraction

4. Group Processes and Collective behaviour: 4.1 Group: Nature and group formation 4.2 Group and performance: Social facilitation, Social loafing and social conformity 4.3 Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader 4.4 Collective Behaviour: Crowd

References:

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

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

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

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

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

PRACTICAL (PSY-CC-212)

Objectives

This basic objective of this course is to enable the undergraduate students to carry out simple experiments and administer tests and questionnaires to carry out the act of measurement. It also aims to instill the basic skill of measurement of human behaviours in social and interpersonal settings. The students will be required to plan, devise and conduct TWO experiments from the course on **Foundation of Social Psychology**. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the experiments.

Foundations of Developmental Psychology (PSY-CC-311)

Learning Outcomes:

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

Course Contents:

1. Introduction 1.1. Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development. 1.2. Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social cognitive learning theory). 1.3. Cognitive (Piaget, information processing approaches). 1.4. Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner). 1.5. Research methods: Longitudinal, cross sectional and sequential; ethics in research.
2. Domains of Development across life span - I 2.1. Physical development (from infancy to late adulthood) 2.2. Cognitive development and language development, Role of language in cognitive development,
3. Domains of Development across life span – II 3.1 Socio-emotional development and Moral development
4. Developmental issues in Indian context 4.1. Issues of social relevance (gender, disability and poverty) 4.2. Developmental issues in children and adolescents 4.3. Challenges of adulthood; Aging

References:

- Berk, L. E. (2010). *Child development* (9th Ed.). New Delhi, India: Prentice Hall.
- Feldman, R. S., & Babu, N. (2011). *Discovering the life-span*. New Delhi, India: Pearson.
- Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, Ç., & Poortinga, Y. H. (Eds.) (2006). *Families across cultures: A 30-nation psychological study*. New York: Cambridge University Press.
- Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi, India: Oxford University Press.
- Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. New York: Psychology Press.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th Ed.). New Delhi, India: Tata McGraw-Hill.
- Santrock, J. W. (2012). *A topical approach to life-span development*. New Delhi, India: Tata McGraw-Hill.
- Saraswathi, T. S. (2003). *Cross-Cultural perspectives in human development: Theory, research and applications*. New Delhi, India: Sage Publications.
- Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood and adolescence*. Indian reprint: Thomson Wadsworth.
- Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.), *Psychology in India, Vol I: Basic psychological processes and human development*. India: Pearson.
- Srivastava, A. K. (Ed) (1997). *Child development: An Indian perspective*. New Delhi: NCERT

Practical (PSY-CC-312)

Objectives

This basic objective of this course is to enable the undergraduate students to carry out understand the processes and skills involved in the measurement and evaluation of clinical and non-clinical aspects of human behaviours and develop the understanding of the dynamics of abnormal behaviours. The students are also expected to develop the skills the administering the tests and questionnaires to measure the abnormal behaviours. With help of scales and questionnaires, they will learn the skill of measuring abnormal behaviours. The students will be introduced with the TWO types of mental disorders prescribed in the course on **Foundations of Developmental Psychology**. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

Introduction to Personality (PSY-SE-313)

Learning Outcomes:

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

Course Contents:

1. Introduction to personality: 1.1 Concept and Definition of personality, 1.2 Role of Factors in the Development of Personality (heredity and environment), 1.3 Assessment of personality
2. Western approaches to personality - I 2.1 Trait and Type Approaches (including Eastern Perspective such as “Tri-guna” theory) 2.2 Socio-cognitive Approach to Personality
3. Western approaches to personality – II, 3.1 Psychoanalytical Approach to Personality, 3.2 Humanistic Approach to Personality
4. Understanding self through Eastern Perspectives 4.1 Understanding self through Mimamsa, Vedanta, Samkhya and Yoga, 4.2 Understanding self through Sufi and Buddhist tradition, 4.3 Understanding Self through Sri Aurobindo’s Integral Yoga

References:

- Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. Hong Kong: Wiley-Blackwell.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian edition. New Delhi, India: Pearson Education.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian psychology—Theories and concepts (Vol. 1). New Delhi, India: Pearson.
- Feist, J., Feist, G.J. & Herman, T.A.R.W. (2018). Theories of Personality. Tata Mc Graw Hill Friedman,
- H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson.
- Kuppuswamy, B. (2001). Elements of ancient Indian psychology. New Delhi, India: Konark Publishers Pvt. Ltd.
- Misra, G., & Mohanty, A. K. (Eds.) (2002). Perspectives on indigenous psychology. New Delhi, India: Concept Publishing Company.
- Paranjpe, A. C. (1984). Theoretical psychology: The meeting of east and west. New York: Plenum Press.
- Patnaik, D. (2015). My Gita. New Delhi: Rupa.
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). Handbook of Indian psychology. New Delhi, India: Foundation Books.

Introduction to Psychological Inquiry (PSY-CC-411)

Learning Outcomes:

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

Course Content:

1. Unit 1. Introduction: Meaning of research and it's purposes; The process and steps of scientific research; Identifying a research problem; Main types of research: Descriptive, Experimental, Correlational, Theoretical; The notion of variable and it's types: Independent, dependent and control; The concepts of predictor and criterion; Distinguishing positivist and non positivist traditions of research.
2. Unit 2. Experimentation: Basic ideas: Research design, hypothesis, theory, observation and data; Manipulation, selection and measurement. Roles and responsibilities of experimenter; Conducting experiments: Procedural requirements; Basic experimental design: Control and experimental groups; Factorial design; Threats to internal and external validity. Decisions about data analysis.
3. Unit 3. Assessing individual differences: Needs to assess individual differences: Recruitment, training, clinical work; Concepts of attitude, aptitude, ability/intelligence, personality, interest; Concepts and types of Reliability, Validity and Norms; Types of measures: Rating scales, Psychological tests, Interview schedule, Questionnaire, Projective measures.
4. Unit 4. Qualitative methods and report writing: Qualitative methods: Observation, Ethnography, Interview, thematic analysis. Writing of reports for different kinds of reports: reviews, experimental reports, correlational studies, qualitative studies; Ethical and moral considerations during research, analysis and reporting.

References:

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

1. Anastasi, A. & Urbina, S. (2004). *Psychological testing*. New Delhi: Pearson Education.
2. Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research*. New York: Harcourt College Publishers
3. Newman W.L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education. .

4. Priya, R.(2015). *Qualitative research on illness, wellbeing and self-growth: Contemporary Indian perspective*. New Delhi: Routledge.
5. Smith, Jonathan, A. (2008). *Qualitative psychology: A practical guide to research methods*. London: Sage Publications.

Practical (PSY-CC-412)

Objectives

This basic objective of this course is to enable the undergraduate students to carry out understand the empirically the genesis and development of stress in day to day life. The students are also expected to empirically validate the basic statistical procedures and theories. With help of scales and questionnaires, they will learn the skill of measuring stress. The students will be introduced with the TWO types of practical studies prescribed in the course on Introduction to Psychological Inquiry. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

Counselling Skills (PSY-SE-413)

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. Introduction1.1. Defining counselling, goals of counselling, professional counsellors, basic counselling skills 1.2. Understanding counselling process: Development of helping relationship, counselor –counsee relationship, Counseling goal setting process 1.3 Ethical considerations in counselling
2. Basic Approaches to Counseling: basic theoretical concepts and techniques only2.1 Person centered approach 2.2. Psychodynamic approach 2.3. Behavioural counselling 2.4 Cognitive behavioural approach : CBT
3. Specific Counseling Skills3.1. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving 3.2 Inside and outside skills of counselling, Self-monitoring skills as a counsellor 3.3. Training clients in relaxation 3.4. Improving client's self-talk and self-perceptions, terminating helping
4. Models of Counselling Skills4.1. Nature and importance of counselling skills and working alliance 4.2. Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training 4.3. Indian models of counseling: the role of detachment and self-surrender

References:

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

Quantitative Data Analysis (PSY-EC-511)

Learning Outcomes:

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

Course Contents:

1. Nature of Quantitative Data and Descriptive Statistics in Psychology 1.1 Levels of measurement 1.2 Measures of central tendency: Characteristics and computation of mean, median and mode, 1.4 Measures of variability or dispersion: Characteristics and computation of range, semi-interquartile range, standard deviation, variance, 1.5 Derived scores: Standard scores (z-scores, T-scores-(meaning and calculations), percentiles scores and percentile ranks (meaning and calculations), normalized standard scores (Stens and Stanines, normalized T scores - meaning)
- 2 Normal distribution and Correlation: 2.1 Normal distribution Curve (NPC): Nature, Properties and application of NPC; deviation from NPC: Skewness and kurtosis; finding areas when the score is known, finding the scores when the area is known 2.2 Correlation: Calculation of Pearson's and Spearman coefficient, Correlation and its significance; factors affecting correlation
3. Inferential Statistics (parametric) in Psychology 3.2 Hypothesis testing: Logic of hypothesis testing, Z and Student's t test- Assumptions and computation of single & double means (dependent & independent); Type I & II errors, power of a test. (a) Hypothesis testing for more than two means: Logic of ANOVA, Sources of variance, assumptions and computation of one way ANOVA
4. Non-parametric tests 4.1 Nature and assumptions 4.2 Chi-square: Assumptions and computation of Chi-square

References:

- Broota, K. D. (1992). Experimental design in behavioural research. New Delhi: Wiley Eastern.
- Minium, E. W., King, B. M., & Bear, G. (1993). Statistical reasoning in psychology and education. New York: John Wiley.
- Mohanty, B. & Misra, S. (2015). Statistics for behavioral and social sciences. New Delhi: SAGE Publications.

Practical (PSY-EC-512)

Objectives

This basic objective of this course is to enable the undergraduate students to carry out understand the various dimensions of human growth and develop. The students are also expected to develop the skills the administering the tests and questionnaires to measure the various dimensions of human development. The students will be introduced with the TWO types of psychological constructs prescribed in the course on Quantitative Data Analysis. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

Psychology and Mental Health (PSY-SE-513)

Learning Outcomes:

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

Course Content:

1 Mental health

1.1 Concept of mental health

1.2 Issues of mental health in India and the globe: Some common conditions and their epidemiology

1.3 Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness

1.4 Mental Health issues in adolescence and young adults: Bullying, academic grades, body image, relational issues with parents and friends/romantic partners, sexual orientation

2 The invisible monsters: Anxiety, Depression and Suicide 2.1 Anxiety: Signs and Symptoms

2.2 Depression: Signs and Symptoms, Causes

2.3 Suicide: Preventative treatment measures, becoming gatekeepers of suicide

3 Reaching out and providing initial help 3.1 Recognizing the signs that someone may need support

3.2 Knowing what to do and what not to do when a person reaches out for help

3.3 Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help

4 Mental Health Practice and Care 4.1 Counseling, therapy, guidance, mentoring

4.2 Peer mentoring: concept and skills

References:

1. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson.
2. Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). Pocketbook of Mental Health (3rd Edition). Elsevier
3. Snider, Leslie and WHO (2011). Psychological First Aid: Guide for Field Workers. Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf
4. WHO (2003). Investing in Mental Health. Retrieved from https://www.who.int/mental_health/media/investing_mnh.pdf

Introduction to Indian Psychological Thought (PSY-GE-514)

Learning Outcomes:

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

Course Contents:

1. Introduction: Foundations of Indian Psychological Thought 1.1.Introduction to Indian psychological thought – what is psychology and what could it be: alternative perspectives; what the Indian tradition can contribute: a psychology friendly philosophy; rigorous methods of enquiry in the subjective domain; effective methods for therapy and the harmonious development of the individual and the society; Consciousness as the foundation of reality; a short historical overview of Indian thought focusing on the common thread; how different concepts of consciousness affect the relation between self, others and world and lead to different perspectives on the aim of life. 1.2.A first look at Self-enquiry and Self-development – from introspection to a witness-based self-observation (sakshi) ; a first look at the self and the structure of the personality; a first look at the stages and basic processes of change. 1.3. Types of knowledge and how to improve our understanding – knowledge for different purposes; vidya and avidya; Sri Aurobindo's 4 types of knowledge; stages in experiential learning; self-knowledge for its own sake, for healing, and for developing one's potential; sources of error and how to eliminate them: higher and inner knowledge -- basic methods to arrive at them; a first look at the methods of rigorous subjective enquiry.
2. Self and personality. 2.1 Who am I? – different Indian traditions on the self and the structure of personality; the character and location of the border between self and world; personality types; emotion and attitudes; states of consciousness and their effect on perception and quality of life; possibilities for increasing our perceptiveness; emotions as colours of perception; rasa and bhava; detachment and commitment. 2.2 Individual development – various determinants of who and how we are; prenatal influences; past impressions and formations during childhood, adolescence and adulthood; ashramas then and now; immediate and ultimate aims of development; processes involved in willed, self-chosen development. 2.3 Health and healing – perspectives on suffering, growth and healing; positive and

negative motivations for change; yoga-based coping techniques ranging from surface-adjustment to deep inner transformation.

3. Self in action 3.1 Self in the social context – relationships with family, friends and partners, social groups, work and the world; relationship with oneself and one's Self; group membership by birth and by choice; roles and hierarchies; shifting identities; positive and negative group-derived values and judgments. 3.2 Motivation, action and agency – identifying the various dynamisms behind action; perspectives on karma, fate and free will. Can there be motiveless, egoless action?

4. Applications of Indian psychology: A first look 4.1 Counselling and therapy – vipassana and mindfulness; Hathayoga-based therapies; The Gita as guide. 4.2 Education – Gandhi's Nai Talim; Tagore's system of education; Sri Aurobindo's integral education. 4.3 Organisational behaviour & community work – Gita-based approaches to OB.

References:

- 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.
- 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.

Human Resource Management (PSY-GE-515)

Learning Outcomes:

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

Course Content:

1. Human Resource Management 1.1 Strategic and traditional HRM, HR manager proficiencies 1.2 Changing role and changing environment of HRM 1.3 Labour legislation in India
2. Person-organization Fit 2.1 Job Analysis 2.2 Recruitment and selection 2.3 Performance management systems
3. Human Resource Development 3.1 Training need analysis (competency mapping), methods of training 3.2 Learning and development 3.3 Career development
4. International HRM 4.1 Understanding cultural and contextual differences 4.2 Context of globalization 4.3 Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational)

References:

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

Fundamentals of Clinical Psychology (PSY-EC-611)

Learning Outcomes:

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

Course Content

1. Introduction 1.1. Definition of Clinical Psychology, Historical development of Clinical Psychology in (with special reference to India), Ethics of the profession. 1.2 Concept of Abnormal behaviour
2. Clinical Assessment and Classification 2.1 Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination – MSE and Case History Interview), Observation, Psychological testing, neuropsychological testing 2.2. Classification and Diagnosis: Classification models: DSM V (latest) and ICD (latest)
3. Anxiety and Obsessive Compulsive Disorders: Clinical Picture and Etiology 3.1. Generalized Anxiety Disorder 3.2. Specific Phobia and Social Anxiety Disorder (Social Phobia) 3.3. Panic Disorder 3.4. Obsessive-Compulsive disorder
4. Trauma & Stressor-related, Dissociative and Personality Disorders: Clinical Picture and Etiology 4.1. Adjustment Disorder 4.2. Post-Traumatic Stress Disorder 4.3. Dissociative Identity Disorder 4.4. Personality Disorders (Clusters A, B and C): Only Clinical Picture

References:

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- Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). Psychology of humanity and spirituality. New Delhi: Research India Press.
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- Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.
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Practical (PSY-EC-612)

Objectives

This basic objective of this course is to enable the undergraduate students to develop sensitivity and understanding of basic issues suitable for psychological counselling along with assessment of human strength and weaknesses. The students are also expected to develop the skills in administering the tests and questionnaires to measure the human behaviours. The students will be introduced with the TWO types of psychological constructs prescribed in the course on Fundamentals of Clinical Psychology. The teacher will introduce the concept and help the students to practice micro counselling with demonstrations and examples of everyday life problems. The teachers are expected to use lecture, demonstration, role playing and case study method to help students to carry out the act of measurement.

Foundations of Organizational Psychology (PSY-SE-613)

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 Task-participative (NT-P) Model of Leadership, Consultative Style of Management, Pioneering-Innovative Theory of Leadership.

4 Group Behaviour, Teams and conflicts. Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norms formation and group cohesiveness. 4.2 Factors affecting group performance: Homogeneity of group, stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition. 4.3 Co-operation and competition, Conflicts and its management, Negotiation process. 4.3 Team Work: Genesis, teams and groups, cultural influences on team work: Teams in the Indian context and Building teams in Indian organizations.

References:

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- Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.
- Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.
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Psychological Assessment (PSY-GE-614)

Learning Outcomes:

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

Course Contents:

1. Introduction to Psychological Assessment 1.1. Psychological assessment: Principles of assessment, Nature and purpose, Similarity and difference between test and assessment, 1.2 Types of assessment: Observation, Interview, scales and tests, 1.3 Integrating inputs from multiple sources of information, report writing and providing feedback to the client/referral source. 1.4 Psychological assessment in multi-cultural context 1.5 Ethical and professional issues and challenges
2. Psychological Testing 2.1 Definition of a test, types of test 2.2 Characteristics of a Good Test 2.3 Applications of psychological tests in various contexts (educational, counselling and guidance, clinical, organizational etc.)
3. Test and Scale Construction 3.1 Test Construction and Standardization: Item analysis, Reliability, validity, and norms (characteristics of z-scores, T-scores, percentiles, stens and stanines) 3.2 Scale Construction: Likert, Thurstone, Guttman & Semantic Differential
- 4 Tests of Cognitive Ability and Personality, 4.1 Tests of cognitive ability: General mental ability tests (The Wechsler scales of intelligence, Stanford–Binet Intelligence Scales: 5th Edition, Culture Fair Intelligence Test, Raven’s Progressive Matrices etc.), Aptitude tests/batteries (eg, Differential Aptitude tests), Information-processing tests (Das-Naglieri Cognitive Assessment System (CAS), 4.2 Tests of personality: Inventories such as NEO-FFI, 16 PF, FIRO B, MMPI etc., Projective tests like Rorschach and Thematic Apperception Test (a brief introduction to both), semi-projective tests like Rotter’s Incomplete Sentence Blank, Rosenzweig’s Picture Frustration test, 4.3 Future directions in psychological assessment: Computer assisted assessment, Virtual reality and psychological assessment

References:

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3. Barve, B. N., & Narake, H. J. (2008). Manomapan. Nagpur, India: Vidya Prakashana.
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Sports and Exercise Psychology (PSY-GE-615)

Learning Outcomes:

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

Course Contents:

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

2 Personality and sport 2.1 Why study personality in sport? 2.2 Approaches to personality, 2.3 Assessment of personality 2.4 Personality research in sport and exercise

3 Motivation 3.1 Motivation: Definition and views 3.2 Guidelines for building motivation: Role of coaching and mentoring 3.3 Achievement motivation and competitiveness 3.4 Developing achievement motivation and competitiveness in sportspersons

4 Enhancing performance and self-confidence 4.1 Psychological skills training (PST): why PST is important? PST knowledge base and its effectiveness 4.2 Phases of PST programmes: Education, acquisition and practice 4.3 Designing and implementing a PST program: Common problems in implementing PST programmes 4.4 Defining self-confidence, assessing and building self-confidence

References:

1. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.
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