Sri Sri University

Faculty of Contemplative and Behavioural Sciences

Syllabus for B.Sc (Hons.) in Psychology and Contemplative Studies
Academic year 2023-24
Batch: 2023-26

Approved by Board of Studies on 28th May 2023

Semester I

Code:
SD (Skill Development)
E (Employability)
EP (Entrepreneurship)
SR (Syllabus Revision)

Sl No	Course Code	Name of the Course	TC	L	T	P	C	IA	MTE	ETE
01	UG23–PSYC101	Gateway to Psychology and Contemplative Studies (SD)	4	3		1			60	40
02	UG23–PSYC102	Methods of Enquiry. (Psychology and Contemplative Studies)	4	3		1			60	40
03	UG23–PSYC103	Biopsychology (E)	4	3		1			60	40
04	UG23–PSYC104	Sanskrit Language – 1 (SD)	3	2		1			60	40
05	UG23–PSYC105	Cognitive Psychology	4	3		1			60	40
06	UG23–PSYC106	Happiness Connect (SD)	2	1		1			30	20
07	UG23–PSYC107	Contemplative Practices (SD)	3	2		1			60	40
	Total Credits		**24**							

SEMESTER – II

Code:
SD (Skill Development)
E (Employability)
EP (Entrepreneurship)
SR (Syllabus Revision)

Sl No	Course Code	Name of the Course	TC	L	T	P	C	IA	MTE	ETE
01	UG23–PSYC201	Personality and Self (SD)	4	3		1			60	40
02	UG23–PSYC202	Psychological Thought: Themes and Variations (SD)	4	3		1			60	40
03	UG23–PSYC203	Behavioural Statistics and Application of SPSS (SD)	4	3		1			60	40
04	UG23–PSYC204	Sanskrit Language – II (SD)	3	2		1			60	40
05	UG23–PSYC205	Development of Psychology in Contemplative Tradition (SD)	4	3		1			60	40
06	UG23–PSYC206	Application of MS Office and Excel in Data Analysis (SD)	4	3		1			60	40
07	UG23–PSYC207	Contemplative Practices (SD)	3	2		1			60	40
	Total Credits		**26**							

SEMESTER – III

Code:
SD (Skill Development)
E (Employability)
EP (Entrepreneurship)
SR (Syllabus Revision)

Sl No	Course Code	Name of the Course	TC	L	T	P	C	IA	MTE	ETE
01	UG23–PSYC301	Social Psychology (E)	4	3		1			60	40
02	UG23–PSYC302	Qualitative Research Methods and Data Analysis (SD)	4	3		1			60	40
03	UG23–PSYC303	Life Span Development (SD)	4	3		1			60	40
04	UG23–PSYC304	Psychosocial Foundations of Behaviour and Psychopathology (E)	4	3		1			60	40
05	UG23–PSYC305	Yoga and Life Style (SD)	4	3		1			60	40
06	UG23–PSYC306	Contemplative Studies Open House - Art Form(Track) - Raga and manas Music & Mind - Contemplative Practices cum Activities based on other Art Forms/Philosophies etc. (EP)	3	2		1			60	40
07	UG23–PSYC307	Contemplative Practices (SD)	3	2		1			60	40
	Total Credits		**26**							

SEMESTER – IV

    Code:

    SD (Skill Development)

    E (Employability)

    EP (Entrepreneurship)

    SR (Syllabus Revision)

Sl No	Course Code	Name of the Course	TC	L	T	P	C	IA	MTE	ETE
01	UG23–PSYC401	Introduction to Theory and Practice of Counselling (E)	4	3		1			60	40
02	UG23–PSYC402	Environmental Psychology (E)	4	3		1			60	40
03	UG23–PSYC403	Assimilation of Research Methods, Data Analysis and Scientific Report Writing (SD)	4	3		1			60	40
04	UG23–PSYC404	Health Psychology (E)	4	3		1			60	40
05	UG23–PSYC405	Organizational Behaviour (E)	4	3		1			60	40
06	UG23–PSYC406	Psychological Assessment and Profiling (SD)	4	3		1			60	40
07	UG23–PSYC407	Contemplative Practices	3	2		1			60	40
	Total Credits		**27**							

SEMESTER – V

      Code:

      SD (Skill Development)

      E (Employability)

      EP (Entrepreneurship)

      SR (Syllabus Revision)

Sl No	Course Code	Name of the Course	TC	L	T	P	C	IA	MTE	ETE
01	UG23–PSYC501	Clinical Psychology (E)	4	3		1			60	40
02	UG23–PSYC502	School and Career Counselling (E)	4	3		1			60	40
03	UG23–PSYC503	Community Development (SR)	4	3		1			60	40
04	UG23–PSYC504	Human Resource Management (E)	4	3		1			60	40
05	UG23–PSYC505	Applied Social Psychology (SD)	4	3		1			60	40
06	UG23–PSYC506	Internship Report and Evaluation (SD)	4	3		1			60	40
07	UG23–PSYC507	Contemplative Practices (SD)	3	2		1			60	40
	Total Credits		**27**							

SEMESTER – VI

Code:
SD (Skill Development)
E (Employability)
EP (Entrepreneurship)
SR (Syllabus Revision)

Sl No	Course Code	Name of the Course	TC	L	T	P	C	IA	MTE	ETE
01	UG23–PSYC 601	Forensic Psychology (SD)	4	3		1			60	40
02	UG23–PSYC602	Psychology of Human Strengths and Potential. (Positive Psychology) (SD)	4	3		1			60	40
03	UG23–PSYC603	Brain, Substance Use and Behaviour (SD)	4	3		1			60	40
04	UG23–PSYC604	Psychological Prospective and Education. (E)	4	3		1			60	40
05	UG23–PSYC605	Neuro Science and Vedanta (SD)	4	3		1			60	40
06	UG23–PSYC606	Rehabilitation Psychology (E)	4	3		1			60	40
07	UG23–PSYC607	Contemplative Practices (SD)	3	2		1			60	40
	Total Credits		**27**							

SEMESTER – I

UG23-PSYC101 Gateway to Psychology and Contemplative Studies

Credits: 04 (40 Hours)

Course Overview

The course provides an in-depth overview of the dominant, theoretical, empirical and subjective trend in the field of psychology and contemplative studies. This course introduces psychology as both an empirical and a behavioural science. Further it introduces the gamut of contemplation that demands expanding the scope of psychological discourse and adopting an encompassing paradigm which has a space for due recognition of consciousness and mind.

Course Outcomes

Students will be able to:

CO1	Understand and be familiarized with the history and development of Psychology as a field in India.
CO2	Learn basic theoretical concepts in the field of 'Psychology"
CO3	Appraise the relevance and scope of Contemplative Studies and Psychology
CO4	Apply the concepts and practices of Contemplation in understanding the psyche

Module I: Introduction (5 sessions)

Definition of Psychology, Nature, Scope and Origin of psychology (Physiology and Philosophy), Psychology as a science, Application of psychology, Early pioneers in Psychology- Aristotle, Rene Descartes, Hippocrates, Wilhelm Wundt, Titchener (Structuralism), William James (Functionalism); Modern psychology- nature and origin

Module II: Psychology in India (5 sessions)

Psychology in India- Historical antecedents, Scope, Evolution of Psychology in Modern India: A Historical Overview, ancient roots and modern developments, Prospects of Psychology in India, Evolving Indigenization, Indian psychology applied, Twentieth century psychology in India, Indian psychologists

Module III: Perspectives of Psychology (6 sessions)

The major perspectives in Psychology: Biological, Psychodynamic, Behavioral, Gestalt, Cognitive, Humanistic, Cultural and Multicultural

Module IV: Contemplative Paradigms on Psychological Knowledge (5 Sessions)

Nature and definitions of Contemplative Studies. Knowledge- Definition, meaning, nature and acquisition of knowledge, Approaches to knowledge from two perspectives: objective- (scientific) and subjective (non-scientific), Science and spirituality (avidyā and vidyā) as two distinct forms of knowing

Module V: Ideas of self and identity in contemplation (5 sessions)

Definition and meaning, modern understanding and traditional perspectives of Self and Identity, central anchoring entity, growth and transformation, transition methods in contemplation; concept of pañchakośa model of human personality

Module VI: Concepts of Consciousness (consciousness as verb) (4 Sessions)

Definition – Structural, relational. Consciousness as noun, non-relational, non-representational; Difference between western and eastern perspectives; Awareness vs. Consciousness; Values in reflective thinking and subjective validation.

Suggestive Practicum/Assignment

• Emotion

Guide students to create their emotional pie charts or delineate a list of their daily emotions, along with the context in which the emotions occur for a week or ten days. Activity on reframing stressful situations: Students to be asked to list situations where they feel emotions such as anger or frustration or stress. After detailing the situations, they can be asked to reframe their interpretation of the situation- e.g., looking at the positive side or shifting locus of responsibility/blame or detachment from the emotional entanglement.

• Contemplation

Encourage students to create a project listing based on worldwide contemplative traditions and the benefits of various contemplative practices/ ideas on contemplation embedded within traditions and its relation to human psyche.

Suggested Reading and Materials

Baron, R. & Misra, G. (2016). *Psychology*. (5th Ed.). Pearson.

Ciccarelli, S.K., White, N.J., & Misra, G. (2017). *Psychology* (5th Ed.). South Asian Edition. Pearson Education.

Cornelissen, R.M.M., Misra, G. & Varma (2014). *Foundations and applications of Indian Psychology*. Pearson.

Desikachar, T.K.V. (2000). *Patanjali's Yogasutra: An Introduction*. East West Books.

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

Myers, D.G. (2011). *General Psychology* (10th Ed.). Worth Publishers.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The Science of Mind and Behaviour*. Tata McGraw-Hill.

Sinha, J. (1999). *Indian Psychology: Perception*. Psychology Press.

UG23-PSYC102 Methods of Enquiry (Psychology and Contemplative Studies)

Course Credit: 04 (40 Hours)

Course Objective

The main aim of this course is to provide the students with the knowledge and skills required to conduct and document research. The course is designed to provide students with a well- rounded understanding and familiarize with research methods. The course provides the students with an opportunity to engage in different research activities.This will help them to understand the application of various research techniques in diverse research settings.

Course Outcomes:

Students will be able to:

CO1	Develop awareness of the basic features of research with human beings
CO2	Having familiarity with of the use of basic research terminology
CO3	Gain knowledge of a select research traditions quantitative, qualitative, and Contemplative research
CO4	Demonstrate ability to plan simple research ,
CO5	Understanding the distinctive features of research methods and plan smallqualitative research
CO6	Understanding the ethical and moral dimensions of research

---

Module I: Basics of Psychological Research (6Sessions)

Research and knowledge creation. Theory and data: deduction and induction, The goals of research; Paradigms of research: Positivist, constructivist, critical and interpretive; Principles of good research; Qualitative and Quantitative methods; First person methods, General steps in designing research: choosing a research problem to deciding research methods, tool construction, planning, data collection, writing the report, publishing research.

Module II: Introduction to Traditional Research (12 Sessions)

Correlational, Experimental, and Survey. Population and Sampling: Purpose and types of survey; Sampling Probability sampling, non-probability sampling, quota sampling, simple random sampling, stratified random sampling, cluster sampling; Representativeness of the sample, errors in sampling. Designing and developing research tools: Interview; Questionnaire; Rating scale, Interview ; Observation; Notions of reliability and validity

Module III: Experimental Method (8 Sessions)

Purpose and design of Experiment; Types of experiment: Laboratory, quasi experiment, field experiment, Between and within designs, Elements of experiment: Hypothesis: types and formulation. Internal and external validities of experiment. Experimenter effect.
Module IV: Qualitative and Contemplative Methods (8 Sessions)   Introduction to Observation, Case study;Ethnography; Thematic analysis; Narrative analysis; Content analysis. Auto ethnography. First person research; Vedant : Sravana, Manan, Nididhyasan, Yogic approach to knowledge.
Module V: Ethical issues in Research (4 Sessions)   Rights of research participants; deception studies; informed consent, debriefing, Sharing results with participants, outreach, Problems in undertaking contemplative methods.
Module VI: Practicum/ Presentation/ Assignment (2 sessions)

Suggested Readings and Materials

Broota, K. D. (1989). *Experimental Design in Behavioural Research*. New: Delhi: New Age International.

Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of BehaviouralResearch*. HarcourtCollege Publishers.

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques.* New Age Publications. Krishnaswamy, O. R. (1993) *Methodology of researches in SocialSciences*. Himalaya Publishing House, Delhi.

Newman, W. L. (2008). *Social Research Methods: Qualitative andQuantitative Approaches.* Pearson Education.

Krishnaswamy, O. R. (1993) *Methodology of researches in Social Sciences.* Himalaya Publishing House, Delhi

Rao, K.R. & Paranjape, A. C. (2016). *Psychology in Indian tradition.* New Delhi: Springer

Misra, G., Sanyal, N., & De, S. (2021). *Psychology in Modern India: Historical, Methodological, and Future Perspectives*. Springer Nature.

Cornelissen, M., Misra, G., & Verma, S. (2014). *Foundations and Applications of Indian Psychology.* New Delhi: Pearson

Misra, G. (2011). *Handbook of psychology in India.* New Delhi: Oxford University Press.

UG23-PSYC103 Biopsychology   **Credits- 4 (40 Hours)**

Course Objective

This paper provides an overview of the theoretical and empirical trends in an important sub field of Psychology 'Biopsychology'. In addition, it is an introduction to the relationship between brain and behaviour. The focus is on key questions asked about the brain, such as: "How is the brain organized"? "What activities in the brain affect behavior?" "How does the brain see, hear and produce movement?"

Course Outcomes

Students will be able to:

CO1	Appreciate biological mechanisms involved in psychological processes.
CO2	Gain a basic knowledge about the human brain–structure, function and its role in human behaviour.
CO3	Analyze the importance of hormones in understanding behaviour, cognition and emotions.
CO4	Gain contemplative perspectives on 'Biopsychology'.

Module 1: Introduction to Biopsychology (10 Sessions)

Concept of Biopsychology**:** Nature, Scope, Methods and ethics; Divisions of Biopsychology; Neurons: Structure & Functions with focus on synapse, neurotransmitters, neural conduction; Divisions of Nervous System.

Module II: Brain (10 Sessions)

Brain: Structure and function**,** Hemispheric specialty: Sperry and the split-brain; Handedness; Holism and brain **Neuroendocrine System:** Structure, functions and abnormalities of major glands–Thyroid, adrenal, gonads, pituitary, pancreas and pineal.

Module III: Emotion and Motivation (10 Sessions)

Emotion Central and Peripheral Mechanisms; Anxiety;Stress and arousal; Physiology of hunger and thirst; Homeostasis; Obesity and anorexia, Brain and emotions: Cognition and Learning.

Module IV: Sleep, Arousal and Biological Rhythms (10 Sessions)

Concept of arousal; Physiological measures of arousal; Reticular activating system and wake; Biological rhythms, functions of sleep, Stages of Sleep: REM sleep, NREM sleep, Sleep hygiene, Memory and sleep, Emotions and sleep, Sleep disorders (insomnia).

Suggestive Practicum

Faculty to either facilitate a minimum of two experiments from the delineated list or take students through alternate experiments. Each practicum group to consist of 10-12 students

Use of bio-feedback to understand brainwaves and other physiological functioning.

Demonstrate the assessment and scoring of some neuro-cognitive batteries.

Undertake a visit to a brain research centre for familiarizing with the techniques of brain mapping.

Develop positive intervention techniques for behaviors such as eating and sleeping based on knowledge of the underlying social and biological mechanisms.

Undertaking IQ, EQ and SQ assessment through standard questionnaires.

Suggested Readings and Materials

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An Introduction to Behavioural, Cognitive, and Clinical Neuroscience* (5thEd.) .Sinauer Associates, Inc.

Carlson, N. R. (2012). *Foundations of Physiological Psychology.* (6thEd.). Pearson Education.

Green, S. (1995). *Principles of Biopsychology.* Lawrence Erlbaum Associates Ltd.Khosla, M. (2017). *Physiological Psychology: An Introduction.* SageTexts.

Lama, D. (2002). *Sleeping, Dreaming and Dying: An Exploration of Consciousness.* Wisdom Publications.

Levinthal, C. F. (1983). *Introduction to Physiological Psychology.* Prentice Hall of India.

Leukel, F. (1976). *Introduction to Physiological Psychology.* Pearson.

Pinel, J. P. J. (2011). *Biopsychology* (8thEd.). Pearson Education.

UG23-PSYC104 Sanskrit Language-I　　　　　　　**Credits: 03 (30 Hours)**

Course Objectives

The course aims to introduce students to the Sanskrit alphabet, pronunciation, and grammar rules. It focuses on developing a solid foundation in the language. Students learn how to read and write in Sanskrit using Devanagari script. They practice writing simple sentences and gradually progress to complex texts. The course enables students to grasp the grammatical concepts of Sanskrit, such as noun declensions, verb conjugations, and sentence structure. They learn how to apply these rules in constructing correct sentences.

Course Outcomes

Students will be able to

CO1	Contemplate upon and appreciate the transformative power of Sanskrit sounds.
CO2	Understand the relationship of Sanskrit grammar and its impact on the human mind.
CO3	Experience the contemplative power of spoken Sanskrit
CO4	Learn about the contributions made by ancient Indian scholars and gain a broader perspective of Indian culture.

Module I: Introduction (8 Sessions)

Appreciation of the role of language in general; Understanding sounds and the order of its alphabets *(varṇamālā-paricaya)*: *Uccāraṇa*; Introduction to the *Devanāgarī* script *(varṇamālā- paricaya)*: *Lekhana* as well as the Roman transliteration; Introduction to the *Māheśvara-sūtras / Śiva- sūtras* (*Pāṇini* has rearranged the order of the letters of the alphabet in the most optimal combination of letters to provide the foundation for his authoritative text on Sanskrit grammar known as the *Aṣṭādhyāyī*).

Module II: Introduction to Nouns and Verbs (7 Sessions)

Understanding the structures of word and sentence formations and their role in subconsciously formatting our thought patterns; Introduction to basic spoken Sanskrit; Introduction to the gender of nouns (liṅga-paricaya): a-kārānta - Masculine (puṁliṅga) and neuter (napuṁsakaliṅga) as well as ā-kārānta and ī-kārānta

- Feminine (strīliṅga); Declensions (vibhakti-paricaya) in the singular forms mostly (eka-vacana);Verb conjugation (dhātu-paricaya) in present tense (vartamāna-kāla), future tense (bhaviṣya-kāla), past tense (bhūta-kāla).

Module III: Introduction to Pronouns (7 Sessions)

Sarvanāma-pada & different puruṣas-Third person (prathama- puruṣa), second person (madhyama-puruṣa: formal and informal) and first person (uttama- puruṣa) for some declensions (vibhakti-rūpa).

Module IV: Introduction to Grammar (8 Sessions)

Bahu-vacana (plural) and dvi-vacana (dual) for vibhakti-rūpas ofa-kārānta puṁliṅga (masculine) and napuṁsakaliṅga (neuter) as well as ā-kārānta and ī- kārānta strīliṅga (feminine); Nouns: Introduction to nouns with 'i' and 'u' endings in the threegenders; Introduction to thedhātu-rūpas (verb conjugations) in more tenses.

Suggestive Practicum

Chants and songs from Śaṅkarācārya. Memorize one Sanskrit śloka.

Learn the history of mantras/stotras and make observational notes (journaling) on the challenges and comparative effects of learning different mantras to sensitize them to the differences in their vibratory natures (e.g. chanting/ learningMedhāsūktam vs. Nirvāṇaṣaṭkam).

Watch first Sanskrit animated movie: 'Punyakoti'.

Suggested Readings and Materials

Abhyaasapustakam by SamskritaBharati https://samskritabharti.in/sambhashanam.

Dikshit, P. (2007). *Sheegrabodh Vyakaranam (Hindi*) New Delhi: PratibhaPrakashan.

Tripathi, R. (2012). *NatyashastraVishvakosh (Hindi)Vol.I& II* .New Bharatiya BookCorporation.

Ghosh, B. K. (2019). *Linguistic Introduction to Sanskrit– Parts I, II, III.* Calcutta UniversityPublication.

Mishra, S., &Poddar, V. (2017). *The Wonder that is Sanskrit. (5th E*d.). Auro Publications.Mishra, S. (2005). Sanskrit and the Evolution of Human Speech. Sri Aurobindo Society.

Shastri,V. K. (2018) (Ed.) *Teach Yourself Sanskrit (Samskrit Svaadhyaayah) Prathamaa Deekshaa (Vaakya- vyavahaarah)*. New Delhi: Rashtriya Sanskrit Sansthan.

Virupakshananda, S. (2010). *TarkaSangraha - Nyaya & Vysheshika PrakaranaGrantha.* Sri Ramakrishna Math.

UG23-PSYC105 Cognitive Psychology   **Credits: 04 (40 Hours)**

Course Objective

The course will introduce the students to the field of cognitive psychology with a focus on the different cognitive processes such as attention, memory etc. Students will also be able to understand the different ways of reasoning and decision making that would help them in dealing with various daily life situations. Furthermore, the course will help the students in exploring the current models in cognitive psychology used in detailing the workings of the mind – both from Western and Indic perspectives.

Course Outcomes

Students will be able to:

CO1	Understand the nature key themes of human cognition
CO2	Gain an understanding of how information is attended and perceived and how errors in perception occur.
CO3	Understand how human memory operates and why forgetting occurs.
CO4	Learn tactics and strategies of reasoning and decision making.
CO5	Understand how language development takes place and the relationship between language and cognition.

Module 1: Introduction to Cognitive Psychology (07 Sessions)
Meaning, Nature and History of Cognitive Psychology; Paradigms in Cognitive Psychology: Information-Processing, Connectionist, Evolutionary, Ecological; Fundamental ideas and key themes in Cognitive Psychology. Epistemology (of cognition) in Vedic sphere: Possibility and impossibility of knowledge, method of knowledge and types of knowledge
Module 2: Sensation, Attention and Perception (10 Sessions)
Sensation: Sensory threshold, Signal Detection; Subliminal Perception; Sensory Adaptation.Attention: Characteristics; Types of attention – Selective, divided and sustained; Attention and Information Processing. Perception: Perceptual Organization; Constancies; Errors in Perception; Perception of Depth and Distance; Culture and Perception. Approaches to Consciousness: Vedānta theory of Self, System of varga cakras (Jyotiṣa); Distinction between mind and Consciousness
Module 3: Memory and Forgetting (07 Sessions)
Memory: Models of Memory- The Atkinson and Shiffrin's Model, Neural Network; Working Memory and Mnemonics; Episodic and Procedural Memory. Forgetting: Interference, Retrieval Inhibition; Repression, Autobiographical Memory and Amnesia. Memory processes based on saṁskāras & law of karma

Module 4: Reasoning and Decision Making (08 Sessions)

Types of Reasoning– Inductive and Deductive; Approaches to Reasoning: Componential, Rules/ Heuristics and Mental Models; Heuristics and Biases in Decision Making (cognitive illusions): Availability, Representativeness, Framing Effect and Hindsight Bias.

Approaches to reasoning and decision (special reference to rules of logic nyāya): Will in Indic systems, free will vs. karma. Syllogistic reasoning.

Module 5: Language and Cognition (08 Sessions)

Theories of language Development, Structure and properties of language; Language comprehension and production; Language, Culture and Cognition: Bilingualism and multilingualism.

Approaches to language: Panini's contribution to understanding language.

Practicum/ Assignments

Suggested Readings and Materials

Ciccarelli, S., &White, J. (2017). *Psychology (4th ed.)*. Harlow, Essex: Pearson.

Eysenck, M. W., & Keane, M. T. (2015). *Cognitive Psychology: A Student's handbook (7th ed.).* Psychology Press.

Kobayashi, M. (2005). *On the Triple Transformation in Integral Yoga of Sri Aurobindo*. California Institute of Integral Studies.

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

Morgan C.T., & King, R.A. (1993). *Introduction to Psychology* (7th ed.). Tata McGraw-Hill.

Rukmani, T. (1998). Self, Indian theories of. *In The Routledge Encyclopedia of Philosophy*. Taylor and Francis.

Sharan, M. B. (2005). Understanding of Human Mind and Behaviour: The Missing Link of Intuitive Experience. *Psychological studies-university of calicut*, *50*(2/3), 259.

Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving, Learning and Remembering*. Cengage Learning India Private Limited.

SEMESTER – II

UG23-PSYC 201: PERSONALITY AND SELF Credit: 04 (40 Hours)

Course Objective

This course will help the students in understanding basic psychological concepts such as personality, self and different parts of self such as self-concept, self-esteem, self-regulation and self-perception. Students would be able to understand different types of personality theories. This course deals with the entire gamut of the long standing traits and patterns that propel individuals to consistently think, feel and behave in specific ways.

Course Outcomes

Students will be able to

CO1	Learn to appreciate the conceptualizations of personality
CO2	Understand biological and environmental influences n personality development
CO3	Develop a critical understanding of personality through western approaches
CO4	Understanding self and personality through eastern perspectives.

Module I: Introduction to Personality

Concept and definition of personality, Personality Measurement (Nomothetic and Idiographic), History of Personality (William Sheldon's Approach), Freud's Approach towards human personality, Role of factors in the development of personality (genetics & environment).

Understanding self through Sri Aurobindo's Integral Yoga, triguna theory in the developmentof personality

Module II: Approaches of Personality

Carl Jung (Basic principles of psychic energy, Major Archetypes, principles of opposites, equivalence and entropy); Alfred Adler (Organ inferiority, primary inferiority, secondary inferiority, superiority complex, Adler's interpretation of birth order); Gordon Allport (Cardinal, Central & Secondary Traits, functional autonomy), Raymond Cattell (Sourcetraits, Constitutional traits, Environmental mold traits).

Panchakosa model, Role of samskaras, understanding self through Buddhist traditions

Module III: Theories of Personality

Raymond Cattell (Common traits, unique traits, ability traits, temperament traits, dynamic traits, surface and source traits; Ergs & Dynamic Lattice); Cognitive theory of Personality: Kelly's Personal Construct theory (Corollaries of personal construct theory).

Module IV: Self and Relationships

Understanding the concept of self**,** Factors that constitute self, Self-concept, self-image, self- perception and self- regulations, Stability and change in the self, Issues in the concept of personality, Nature vs. Nurture.

Suggested Reading and Materials

Cervone, D. & Lawrence, P.A. (2013). *Personality Psychology* (12th Ed). New York: JohnWiley & Sons.

Ciccarelli, S. K., & Meyer, G. E. & Misra, G. (2017). *Psychology*. New Delhi, India: PearsonEducation.

Cloninger S.C. (2012). *Theories of Personality: Understanding Persons* (6th Ed). PearsonEducation.

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

Misra, G., Sanyal, Nilanjana & De, Sonali (2021). *Psychology in Modern India: Historical, Methodological, and Future Perspectives.* Singapore: Springer

Schultz, P.D., & Schultz, E.P. (2016). *Theories of Personality.* (10th Ed). New Delhi: CenGage.

UG23-PSYC202: Psychological Thoughts: Themes and Variations

Credits: 04 (40 Hours)

Course Objective

The course will help the students in understanding the history and evolution of psychology as a scientific study by focusing on the different schools and thoughts of psychology and the indigenous Indian thought system.

Course Outcomes:

Students will be able to:

CO1	Build an understanding of the history of psychology, including philosophical and general scientific milestone events that have influenced the development.
CO2	Understand the different orientations in psychology and critically analyze the different theories and principles of psychology.
CO3	Build critical perspectives and understanding about the gestalt principles and apply the knowledge in psychological processes and principles, including learning, perception, etc.
CO4	Gain an in-depth knowledge of the third forces and contemporary developments in psychology.

Module 1: Development of Psychology as a Discipline (12 sessions)

Historical roots of psychology. Structuralism: An overview of structuralism, Wilhelm Wundt- Psychology of consciousness, method of study, goals of psychology; Titchener's contribution to the development of psychology; Functionalism: William James's contribution to principles of psychology, consciousness and emotions; Debates in western psychology, free will and determinism, empiricism and rationalism.

Premise of Indian Psychology; Present status and some classical works of psychology in India; Contributions of Indian psychologists.

Module 2: Orientations in Psychology (12 sessions)

Positivist; Behaviourism (Watsonian perspective) and neo-behaviouristic traditions (Hull, Skinner, Hull); Cognitive revolution (information Processing approach); Psychoanalysis: Sigmund Freud and the notions of unconscious mental processes and defense mechanism; Carl Jung's concept of archetypes and collective unconscious; Sociological shift (Karen Horney, Erik Erikson); Adler's concept of social interest.

Indian views on consciousness; Nature of consciousness; Mind and mental functions as understood in Samkhya, Yoga, Vedanta, etc.

Module 3: Rise of Gestalt Psychology (8 sessions)

Concepts; Contributions of Wertheimer, Koffka, and Kohler; Gestalt principles of learning, principles of organization, principles of isomorphism and productive thinking; Field dynamic approach of Kurt Lewin.

Module 4: Rise of third forces in psychology and contemporary developments (8 sessions)

Development of third force- Humanistic and existential perspectives; Maslows' and Rogers' contributions; Critical perspective: Feminism.

Spiritual and transpersonal perspectives in psychology: Sri Aurobindo's integral Yoga perspectives.

Suggested Reading and Materials

Benjamin Jr. (2009). *A History of Psychology: Original Sources & Contemporary Research.* (3rd Ed.). Blackwell Publishing.

Cornelissen, R. M. M., Misra, G., & Varma, S. (2011a). *Foundations of Indian psychology: Vol. 1, Concepts and theories*. New Delhi, India: Pearson.

Cornelissen, R. M. M., Misra, G., & Varma, S. (2011b). *Foundations of Indian psychology: Vol. 2, Practical applications*. New Delhi, India: Pearson.

King, D. B., Viney, W. & Woody, W. D. (2008). *A history of psychology: Ideas and context.* (4th Ed.). Pearson education.

Misra, G., & Mohanty, A. (2000). *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.

Wolman, B. B. (1979). *Contemporary theories & systems in psychology*. London: Freeman Book Co.

UG23-PSYC203 Behavioural Statistics and Application of SPSS

Credits: 04 (40 Hours)

Course Objective

This course will help the students in understanding basic psychological concepts such as variables, scales, and various statistical tests. Students would be able to analyze the statistical inferences and engage in critical thinking and problem solving by applying statistical concepts to real-world problems. This would help them in formulating research questions, designing experiments and surveys, analyzing data and drawing meaningful conclusions. An understanding of the application of SPSS would help students in developing students' skills in using the software for data analysis and statistical reporting.

Course Outcomes

The students will be able to:

CO1	Demonstrate the basic data entry and editing in SPSS interface
CO2	Formulate data and results by creating charts, histograms, and box plots
CO3	Execute elementary and advanced statistical analyses and hypothesis testing
CO4	Interpret the results of various outputs generated through SPSS

Module I: Introduction to Statistics and SPSS Lecture Hours (8 Sessions)
Data handling: open SPSS data file- save- import from other data source- data entry labelling variable- data view Practical- Classification, Tabulation and Frequency Tables.
Module II: Diagrammatic representation Lecture Hours (8 Sessions)
Bar diagram- Percentage diagram- Pie Diagram- Frequency Table- Histogram- Scatter diagram- Box plot Practical- Bar Graphs, Pie Diagram, Histogram and box plots
Module III: Descriptive Statistics Lecture Hours (8 Sessions)
Mean, Median, Mode, SD- Skewness- Kurtosis. Correlation – Karl Pearson's and Spearman's Rank Correlation , Regression analysis Practical – Product moment correlation coefficient, Rank Correlation coefficient, Regression lines
Module IV: Testing of Hypothesis Lecture Hours (8 Sessions)
Parametric – One sample – Two sample Independent t – test – Paired t – test. Non-parametric: One sample KS test- Mann-Whitney U test – Wilcoxon Signed Rank test - Kruskal Wallis test – Friedman test- Chi- square test. Analysis of variance: One way and Two-way ANOVA

Practical – Hypothesis testing – Parametric and Non parametric

Suggested Reading and Materials

Dennis H. and Duncan C. (2017). *Introduction to SPSS Statistics in Psychology* (7th ed.). Pearson Education.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). SAGE Publications.

Wilson, K. (2015).*Fundamentals of Office 2016*. Elluminet Press.

UG23-PSYC204: Sanskrit Language-II

Course Credit -03 (30 Hours)

Course Objectives

The course aims to introduce students to the Sanskrit alphabet, pronunciation, and grammar rules. It focuses on developing a solid foundation in the language. Students learn how to read and write in Sanskrit using Devanagari script. They practice writing simple sentences and gradually progress to complex texts. The course enables students to grasp the grammatical concepts of Sanskrit, such as noun declensions, verb conjugations, and sentence structure. They learn how to apply these rules in constructing correct sentences.

Course Outcomes:

Students will able to

CO1	Understanding of advanced Sanskrit grammar.
CO2	Learn the oral and written forms of communication in the Sanskrit language
CO3	Deepen the understanding and experience of contemplative *Vedic* traditions through Sanskrit.
CO4	Understand that Sanskritis an important tool to access the Indian Knowledge Systems(IKS) itscontemplative spiritual traditions.
CO5	Appreciate the contribution of Sanskrit and its literature amongst western psychologists,philosophers, thinkers, scientists and indiscipline's such as trans personal psychology.

Module I: Introduction to Advanced Grammar (7 sessions)

Advanced subhāṣitas; Introduction to the concept ofsandhis; Simple chandas

Module II: Advanced Grammar (8 sessions)

Introduction to the ten groups of verbs and their conjugations in parasmaipadī andātmanepadī; Introduction to verb conjugations in more tenses and moods; Declensions of nouns with consonant endings (halanta) in three genders; Practice of advanced sandhi. Compound word formations (samāsas); Sanskrit non-translatable (dharma, yajña, ṛtam etc.).

Module III: Familiarization with Vedic Contemplative Texts (7 sessions)

Familiarization with Vedic Contemplative Texts: Exploration of Āyurveda texts; Nāṭyaśāstra; Introduction to bhakti literature as Gītagovindam, Vedic mantras etc**.**

Module IV: Introduction to Computational Linguistics (8 sessions)

Introduction to Computational Linguistics: *Pāṇini's* grammar; Two new *chandas*(meters): *śārdūlavikrīḍita, uṣṇik*

Practicum

Chants and songs from Śaṅkarācārya, Jayadeva.

Learning and recitation of Vedic mantras and stotras: Puruṣasūktam, Sarasvatīvandanā, Śivatāṇḍavastotram, Māhīśāsuramardinīstotram.

Learn history of mantras/stotras and make observational notes (journal) on the challenges andcomparative effects of learning different mantra to sensitize them to the differences in their vibratory natures (e.g. chanting/learning Medhā-sūktam vs. Nirvāṇa- śaṭkam).

Suggested Readings and Materials

Aurobindo, S. (2007). *Essays on the Gita*. Kessinger Publications.

Nikhilanda, S. (2008). *Vedantasara of Sadananda Yogindra*. Bharatiya Kala Prakashan.

Ranganathananda. (2001). *Universal Message of the Bhagavad Gita: An exploration of the Gitain the Light of Modern Thoughts and Modern Needs*. Nesma books.

Roy, A. (Ed.). (1999). *The Message of the Gita: With Text, Translation and Notes as Interpreted by Sri Aurobindo (5th Ed.)*.Sri Aurobindo Ashram Publication Department.

Satchidanada, S. (2012). *The Yoga Sutras of Patanjali*. Integral Yoga Publications.

Vivekanada, S. (2019). *Pantanjali's Yoga Sutras*. Fingerprint Publishing.

Aurobindo, S. (1995). *The Foundations for Indian Culture*. SABDA Sri AurobindoAshram.

Macdonell , A. A.(2010). *Vedic Grammar*. Nabu Press.

Mishra, S., & Vijay. (2017). *The Wonder That is Sanskrit (5th Ed.).* Auropublications.

UG23-PSYC205 – Development of Psychology in Contemplative Tradition

Credits: 04 (40 Hours)

Course Objectives

The course titled, 'Psychology and Contemplative Studies aims to provide an introduction to the understanding of contemplative practices and the psychological concepts that inform and illuminate the practice of contemplation towards experiencing well – being. The course reviews the traditions of phenomenological enquiry and first person experience through Indian traditions of Yoga – Samkhya and the Vedanta – for contemplative practices. The course introduces the conceptual frameworks and the existing research evidence starting from the raja-yoga tradition. The course starts from asana and prana and their physiological correlates before moving to meditation and its cognitive and socio-emotional concomitants on health and well-being. The students will be encouraged towards practical immersion in one or more than one schools of yoga in the contemporary context.

Course Outcomes

Students shall be able to:

CO1	Demonstrate familiarity with the key concepts in psychological outcomes that integrate and reflect in contemplative practices.
CO2	Understanding of the theoretical frameworks in Indian psychology of yoga, Vedanta and other contemplative traditions in Indian Psychology.
CO3	Apply the knowledge of contemplative practices in psychology.

Module 1: INDIAN PSYCHOLOGY

Culture and psychology, Need and relevance of Indian Psychology History of Indian, Psychology, Indian wisdom: traditions and themes.

Module II: CONSCIOUSNESS

Consciousness and Psychology, Characteristics of Consciousness: Debates on the nature of the reality. Altered states of consciousness, Methods of knowing and confirmation: Experiential learning and lived experience – Svanubhava, learning from text, contemporary research evidence Scriptures and Staes of Consciousness.

Module III: STATES AND PERSPECTIVES OF CONSCIOUSNESS

Concept of Mind – Eastern and Western perspective Mind Vs Consciousness Introduction to 6 schools of Indian Philosophy – shad darshans. Functional aspects of mind in India philosophy (antafikaratpa: citta, buddhi, ahahkara and manas) Consciousness in Upanishads: Consciousness in principal Upanishads like Ishavasya, Kena, Madukya Upanishad. Study of Constitution and function of Mind through Drik-Drishya Viveka.

Module IV: CONTEMPLATIVE PRACTICES

Shravan, Manan and Nidhidhyasan – Its Importance and Means

Yoga : Introduction – Hatha Yoga, Naada Yoga, Swara Yoga, Paths of Yoga – Jnana, Karma, Bhakti and Raja Yoga from Bhagavad Gita, **Ashtanga Yoga – Eight Limbs** of yoga from Patanjali Yoga Sutras**, Emotions: kleSa(Yogasutra)** Cittabhumi theory (Yogic), panchkosha model of human personality, Shariratrayam, Awashatrayam, Seven layers of Existence by Gurudev Sri Sri Ravishankar ji

Module V: Overview of Indic Systems

Vedas, Upvedas, Vedangas, Puranas, Lineage of Seers Gurukula system (guru-Shishya-parampara); Oral tradition in reference to Vedas (Sruti).

Module VI: Contemplation in the Bhagawad Gita

Karma – Yoga in Bhagwad Gita, Action, Ritual and consciousness as action

REFERENCES

Ciccarelli, S.K., White, J.N., & Misra, G (2022) *Psychology*. New Delhi : Pearson.

Cornelissen, M. (2008). Consciousness. *In Handbook of Indian Psychology* (pp.414 -428). Foundation Books.

Cornelissen, M., Misra, G., & Verma, S. (2014) *Foundations and Applications of IndianPsychology.* New Delhi: Pearson.

Gomila, T., & Calvo, P. (2008). *Handbook of Indian psychology*.Cambridge University Press India/ Foundation Books.

Rao, K.R., & Pranjpe, A.C. (2016). *Psychology in the Indian Tradition*. Springer India.

Sherma, R.D., & Bilimoria, P (2021). *Contemplative studies and Hinduism: Meditation.*

UG23- PSYC206 Application of MS Office and Excel in Data Analysis

Credit: 4 (40 Hours)

Course Objectives

The objective of this course is to impart skills and competencies to use Computers, Operating systems such as Windows, office productivity tools such as word processor (MS-Word), a spreadsheet program (MS-Excel), and a presentation program (MSPowerPoint). The course covers the entire range of topics beginning with an understanding of these applications to the complete mastery of the applications.

Course Outcomes

The students will be able to:

CO1	Knowledge about MS Office and its operations, representing data diagrammatically and graphically using MS-EXCEL
CO2	Ability to compute basic statistical analysis using MS-EXCEL
CO3	Perform elementary and advanced operations in MS word and excel
CO4	Use office productivity tools such as MS Word, MS Excel, MS Access, MS PowerPoint

---

Module I: Introduction to MS- Word and Excel (5 hours)

MS- Word: Creating specific documents, Converting documents, viewing and navigating, Margins and page set up, Headers and footers, Formatting, Tracking changes and comments, Tables, Working with graphics and charts, Mail merge, File management, Saving and printing

Module I: Introduction to MS Excel (8 hours)

MS Excel: About Excel & Microsoft, Uses of Excel, Excel software, Spreadsheet windowpane, Title Bar, Menu Bar, Standard Toolbar, Formatting Toolbar, the Ribbon, File Tab and Backstage View, Formula Bar, Workbook Window, Status Bar, Task Pane, Workbook & sheets

Columns & Rows: Selecting Columns & Rows, Changing Column Width & Row Height, Autofitting Columns & Rows, Hiding/Unhiding Columns & Rows, Inserting & Deleting Columns & Rows, Cell, Address of a cell, Components of a cell – Format, value, formula, Use of paste and paste special

Module II Functionality Using Ranges and Advance Formulas (10 hours)

Using Ranges, Selecting Ranges, Entering Information into a Range, Using AutoFill C, Creating Formulas: Using Formulas, Formula Functions – Sum, Average, if, Count, max, min, Proper, Upper, Lower, Using AutoSum, Concatenate, Vlookup, Hlookup, Match, Countif, Text, Trim

Spreadsheet Charts: Creating Charts, Different types of chart, Formatting Chart Objects, Changing the Chart Type, Showing and Hiding the Legend, Showing and Hiding the Data Table
Module V Data Analysis and Pivot Tables (8 hours) Sorting, Filter, Text to Column, Data Validation PivotTables: Creating PivotTables, Manipulating a PivotTable, Using the PivotTable Toolbar, Changing Data Field, Properties, Displaying a PivotChart, Setting PivotTable Options, Adding Subtotals to PivotTables
Module VI Spreadsheet Tools and Making Macros (5 hours) Moving between Spreadsheets, Selecting Multiple Spreadsheets, Inserting and Deleting Spreadsheets Renaming Spreadsheets, Splitting the Screen, Freezing Panes, Copying and Pasting Data between Spreadsheets, Hiding , Protecting worksheets; Recording Macros, Running Macros, Deleting Macro
Module VII Practicum (4 Hours)

Suggested Readings and Materials

Jennifer T. Campbell, (2017) Discovering Computers & Microsoft Office 365

Laura S. (2010), Microsoft Office 2007 Fundamentals, Cengage Learning

Marjorie S. (2015), Enhanced Microsoft Office 2013; Cengage Learning

Office 2016. A Fundamental Combined Approach. Cengage Learning.

Rajaraman V. (2018), Introduction to Information Technology, PHI Learning

Wilson K. (2015), Fundamentals of Office 2016. Elluminet Press

SEMESTER -III

UG-PSYC301 Social Psychology   **Credits: 04 (40 Hours)**

Course Objective

The course will help the students in exploring the principles, theories, and scientific methods used in understanding social issues and realities. Students will be able to understand the inter- relationships between different social units and processes, and their influence on behavior, attitude, cognition, etc., and vice versa. One of the main objectives of the course is to help students effectively work in groups and learn conflict resolution strategies. The course will alsocover some of the famous social psychology experiments to help the students learn the techniques and ways to influence others' behavior and promote helping behavior.

Course Outcomes

Students will be able to

CO1	Understand the nature and scope of social psychology and its scientific approach to understanding social reality and phenomenon.
CO2	Gain an insight of the nature and processes of social cognition and attitude.
CO3	Learn group dynamics and effectively work in groups.
CO4	Learn the application of tactics and strategies to influence others' behavior and engage in pro-social behavior.

Module 1: Introduction to Social Psychology (Lecture Hours- 9)

Introduction: Definition, nature, and scope of social psychology; Brief history of social psychology; Major trends in modern social psychology; Research methods in social psychology- Observation, experimentation, interview, and questionnaire; Social psychology in Indian context, caste system, institution of family and marriage.

Module 2: Social Cognition and Attitude (Lecture Hours- 10)

Social cognition: Perceiving ourselves, self-concept and self-esteem; Schemas and heuristics; Modes of social thought processing- Automatic and controlled processing; Potential sources of error in social cognition. **Attitude**: Nature, characteristics, and functions; Attitude formation and change; Attitude measurement; Gender stereotypes and gender role attitudes.

Module 3: Group Dynamics (Lecture Hours- 9)

Group: Definition and types; Stages of group formation; Group processes- Social facilitation, social loafing, and de-individuation; Group decision making- Group polarization and group think; Group conflicts- Causes, outcomes, and conflict resolution. **Leadership**: Concept and characteristics of a leader; Leadership styles; Role of a leader in conflict resolution.

Module 4: Social Influence and Pro-social Behavior (Lecture Hours- 12)

Social influence: Definition and nature; Conformity- Solomon Asch research and Stanford prison study, factors affecting conformity, resisting conformity and minority influence; Compliance- Strategies of gaining compliance; Obedience to authority- Milgram's experiment, destructive obedience, resisting destructive obedience. **Pro-social behavior**:

Definition and theories of pro-social behavior; Bystander effect- The murder case of Kitty Genovese; Factors affecting pro-social behavior.

Suggested Readings and Materials

Baron, R. A., Branscombe, N. R., Byrne, D., & Bharadwaj, G. (2009). *Social Psychology*
(12th.Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Bodenhausen, G. V., & Peery, D. (2009). Social categorization and stereotyping in vivo: The VUCA challenge. *Social and Personality Psychology Compass, 3*(2), 133-151.

Cacioppo, J. T., & Patrick, W. (2008). *Loneliness: Human nature and the need for social connection.* New York, NY: WW Norton & Company.

Dalal, A. K., & Mishra, G. (2001). Social Psychology in India: Evolution and emerging trends. In A. K. Dalal & G. Misra (Eds.), *New Directions in Indian Psychology: Social Psychology* (pp.19-55). New Delhi: Sage.

Darley, J. M., & Latané, B. (1968). Bystander intervention in emergencies: Diffusion ofresponsibility. *Journal of Personality and Social Psychology, 8*, 377-383.

Dovidio, J. F., & Gaertner, S. L. (2010). Intergroup bias. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of Social Psychology, Vol. 2* (5th ed.) (pp. 1084-1121). Hoboken, NJ: John Wiley.

Haney, C., Banks, W. C., & Zimbardo, P. G. (1973). Interpersonal dynamics in a simulatedprison. *International Journal of Criminology and Penology*, *1*, 69-97.

Milgram, S. (1974). *Obedience to Authority*. London: Tavistock.

Milgram, S. (1965). Some conditions of obedience and disobedience to authority. *Human Relations, 18*(1), 57-76.

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

Strohmetz, D. B., Rind, B., Fisher, R., & Lynn, M. (2002). Sweetening the till: The use of candy to increase restaurant tipping. *Journal of Applied Social Psychology*, *32*(2), 300-309.

UG23-PSYC302: Qualitative Research Methods and Data Analysis

Credits: 04 (40 Hours)

Course Objective

This course enables students to analyze any communication in relation to their natural settings – with an attempt to make sense of, or interpret phenomena in terms of the meaningpeople attribute to them. In addition, students learn to navigate through their own subjectivehuman experiences reflecting as values, purposes, ideals, intentions, emotions and relationships.

Course Outcomes

The students will be able to:

CO1	Develop an understanding of the nature of qualitative and contemplative inquiry.
CO2	Understand different paradigms of qualitative research
CO3	Learn different types of qualitative methods
CO4	Apply qualitative methods to conduct research

Module I: Introduction to Qualitative-Contemplative Research (Sessions: 14)

Introducing Qualitative Research: Meaning, Objective, Characteristics, and Phases of qualitative inquiry; Differences between Quantitative and Qualitative Inquiry

Introducing Contemplative Approach: Characteristics and phases of contemplative enquiry, existential inquiry, auto ethnography

---

Module II: Qualitative-Contemplative tradition in India   (Sessions:5)

Knowing in the Indian Tradition: Reasoning and validation, Types of Knowledge, Means of Knowledge, Firstperson approach as a method

---

Module III: Methods of Qualitative Enquiry   (Sessions:16)

Phenomenology, Ethnography, Narrative Analysis, Grounded theory, Case study, Cooperative Inquiry,Sampling & Validation Issues in Qualitative Inquiry

---

Module IV: Qualitative Report Writing   (Sessions:5)

The students would be guided to write a short qualitative report by using any method and ethical issues in qualitative research would be discussed.

Suggested Readings and Materials

Corbin, J., & Strauss, A. (2007). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques (3rd ed.)*. Newbury Park, London and New Delhi: Sage Publications.

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

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)* Boston: Pearson Education.

Virupakshananda, S. (2010). Tarka Sangraha - Nyaya & Vysheshika PrakaranaGrantha. Sri Ramakrishna Math.

Willig, C. (2013). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method* (3rd Ed.). McGraw-Hill Education.

UG23-PSYC 303 Life Span Development   Credits: 04 (40Hours)

Course Objectives

This course reviews the fundamentals of developmental psychology- a filed of study devoted to understanding both continuity and change that makes up for human growth. In addition, the course will help students to gain in-depth insight into how human beings develop at different stages in life-Prenatal, infancy, childhood and old age and along with developmental problems associated with each of the stages. Further, the study is an exposure to a range of developmental psychology theories and their applications to the normal developmental milestones.

Course Outcomes

The students will be able to:

CO1	Develop an ability to identify milestones in diverse domains of human development.
CO2	Demonstrate an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
CO3	Acquire an ability to decipher key developmental challenges and issues faced in the Indian societal context
CO4	Understand concepts from contemplative (eastern) traditions in human development.

Module I: Introduction to Developmental Psychology Lecture Hours:10

What is a developmental theory? Issues in Developmental Psychology — Nature and nurture, continuity and discontinuity, plasticity in development; Research designs: Longitudinal, cross-sectional and sequential approaches; Research methods: Observation, interview, questionnaire, casestudy, psychometrics, modern techniques; Ethics in research.

Stages of Development; Prenatal development, Birth and Infancy, Childhood, and Adolescence.

Confucian and Taoist models of life-span development etc.; Idea of dvija (the ability of a human being to re-create one's own personality through jnana).

Module II: Domains of Development - I   Lecture Hours:10

Cognitive development: Piaget stages of cognitive development, Vygotsky's Cognitive Development.Language development: What is Language, how language develops. Emotional Development:Development of Emotions, Temperament, Attachment.

Module III: Domains of Development Lecture Hours:7

Personality and social development: Contribution of Hall, Mead, Freud and Erikson, Identity formation. Gender Development: Gender stereotypes, Gender roles. Moral development:

Kohlberg,Theory, context of moral development, Development of Morally Relevant Self-Control, religious andspiritual development.

Swami Vivekananda's thoughts on human development; Relevance of development theories in Indicthought systems.

Module IV: Context of Development Lecture Hours:7

Family and parenting, Peers, Media, Schooling and Socio-cultural context.

Children in India: An overview; Social construction of childhood; Growing up in an Indian family; Growing up in a rural setting; Children on the streets; Being a girl child in India; Adoption and childhood;Children in urban India. Vedic Shodasa Samskaras (e.g., embedded in Dharmasutras, Grhyasutras).

Suggested Readings and materials

Behera, D. K (Ed.) (2007). *Childhoods in South Asia*. New Delhi: Pearson- Longman

Berk, L. E. (2010). *Child Development (8th Ed.).* New Delhi: Prentice Hall.

Hurlock E B. (1980). *Developmental Psychology: A Life-Span Approach*. McGraw-Hill Companies

Kakar, S, (2012). *The Inner World: A Psychoanalytic Study of Childhood and Society in India (4th Ed..).* Oxford University Press.

Kakar, S. (1968). The Human Life Cycle: The Traditional Hindu View and the Psychology of Erik Erikson. *Philosophy East anti West., 18*(3), 127-135.

Krishnan, L. (1998). *Childrearing: An Indian perspective*. In, A. K. Srivastava (Ed.), Child development: An Indian perspective. Pp. 25 – 55. New Delhi: National Council for Educational Research and Training.

Misra, G. (2009). *Psychology in India, Vol 1: Basic Psychological Processes and Human Development.* India: Pearson.

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: McGraw Hill.

Santrock, J. W. (2008). *Child Development (11th Ed.).* New Delhi: McGraw Hill.

Santrock, J.W. (2006). *Adolescence.* New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

UG-PSYC304 Psychosocial Foundations of Behaviour & Psychopathology

Credits: 04 (40 Sessions)

Course Objective

This course attempts to understand human cognition, motives, perceptions and behavior as well as their aberrations as product of an interaction amongst societal, cultural, familial and religious factors. The overall aim is to introduce conceptualizations of mental health problems within the psychosocial framework, giving due considerations to contextual issues. Each unit in this paper pays attention to the different types of causal factors considered most influential in shaping both vulnerability to psychopathology and the form that pathology may take.

Course Outcomes

Students will be able to:

CO1	Gaining an understanding of the theoretical application of the psychosocial model to various disorders.
CO2	Distinguishing between universal and culture-specific disorders while paying attention to the different types of sociocultural causal factors.
CO3	Constructing an awareness of the range of mental health problems with which clients can present to services
CO4	Illustrating the clinical work up of clients with mental health problems and build psychosocial formulations and interventions, drawing on their knowledge of psychosocial models and their strengths and weaknesses.
CO5	To demonstrate the ability to describe, explain and apply current code of conduct and ethical principles that apply to clinical psychologists working in the area of mental health and illness.

Module 1: Mental health & Illness (Lecture Hours – 8)

Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness, Epidemiological studies in Indian context.

Module II: Family influences (Lecture Hours – 8)

Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships, communication style; family burden; emotional adaptation; expressed emotions and relapse.

Module III: Disability and Rehabilitation (Lecture Hours – 8)

Definition and classification of disability; psychosocial models of disability; impact, needs and problems; Approaches to rehabilitation; models of adaptation to disability; rights of mentally ill; empowerment issues; support to recovery

Module IV: Policies and Acts (Lecture Hours – 8)

Rehabilitation Policies and Acts (Mental Health Act Of 1987, National Mental Health Program 1982, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995; Rehabilitation Council of India (RCI) Act Of 1992, Juvenile Justice Act Of 1986; Rehabilitation Ethics and Professional Code of Conduct.

Module 5: Introduction to psychopathology (Lecture Hours – 8)

Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies – reliability and utility; classificatory systems, currently in use and their advantages and limitations. Approach to clinical interviewing and diagnosis; case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation.

Suggested Readings and Materials

Brislin, R. W. (1990). *Applied Cross cultural psychology*. New Delhi: Sage Publications.

Irallagher, B. J. (1995). *The sociology of mental illness* (3rd ed.). New York: Prentice Hall.

Kakar, S. (1981). *The Inner world: a psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.

Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage Publications.

Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.

Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.

Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.

UG23-PSYC 305: Yoga & Lifestyle   Credits: 04 (40 Hours)

Course Objective

This course provides an amalgamated perspective of Yoga & lifestyle from eastern spiritual traditions and western psychological knowledge systems. Moreover, it would impart students with the skills to improve their capabilities and help others in overcoming everyday hassles.

Course Outcomes

The students will be able to:

CO1	Understand the relevance and modern notions of Yoga and lifestyle in psychological practice and care.
CO2	Have an understanding of basic concepts of Yoga & Lifestyle.
CO3	Relate and apply yogic concepts with psychological theories.
CO4	Learn and analyze the potential role of Yoga at clinics and rehabilitation centers.
CO5	Apply the knowledge of Yoga and lifestyle to improve their own capabilities as a psychologist.

Module I: Introduction to Yoga & Lifestyle   (Lecture Hours: 12)

Meaning of Yoga: Bhagwad Geeta, Vedic, Buddhist, Patanjali Yog Sutra; Conceptualizing lifestyle: Sociological, Ayurvedic and Modern Health Psychological; Relationship between Yoga & Lifestyle, Mental health effects of Yoga & Lifestyle.

Module II: Basic Principles of Yoga & Ayurveda(Lecture Hours:9)

Notions of Chitta and Chitta Vrittis, Kleshas, Gunas, Sanskaras, Vasanas and their interplay in determining the functionality of human mind; Sadvritta, Purusharth, Yajna, Rina.

Module III: Theories of Lifestyle change (Lecture Hours:9)

Fear Driven Model, Health Belief Model, Protection Motivation Theory, Theories of Planned Behavior, Social Cognition Theory, Stage Theories of Behavioral Change

Module IV: Foundational Practices   (Lecture Hours:10)

Basic practices: Meaning of Yama & Niyama and Journal maintenance on their practice for one week, assessing your diet, leisure, physical activity and risk behaviors.

Yogic postures and exercises: Meaning and precautions in the practice of postures, different types of postures and micro exercises.

Breathe Regulation: Objectives, Modalities of breath regulation: Nadi Shodhan, kapalbhati, Ujjayee, Bhastrika, Bhramari, Sheetali, Sheetkari. Sudarshan kriya.

Suggested Readings and Materials

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

Misra, G. (Ed.) (2011). *Handbook of psychology in India*. Oxford University Press.

Vivekananda, Rishi (2006). *Practical Yoga Psychology*. Munger: Yoga Publications Trust.

Thirlaway, K., & Upton, D. (2009). *The Psychology of Lifestyle: promoting healthy behavior*. Routledge.

SEMESTER - IV

UG23-PSYC401: Introduction to Theory and Practice of Counselling

Credits:04 (40 Sessions)

Course Objective

The course will introduce the students to the field of counselling psychology with a focus on understanding the concept of counselling and its importance in the current scenario. This course will also help the students understand the importance of ethics in counselling in order to do justice to the clients/counselees as well as the profession as a whole. The students will learn about different approaches to counselling such as psycho-analytic approach, behavioural approach, humanistic approach and cognitive approach and techniques used in each of the approaches. In addition, the students will gain an understanding of variousfactors that influence counselling process both positively and negatively. Understanding of these factors will help them make counselling process effective. Moreover, they will also learn about the necessary skills required to be an effective counsellor, how to conduct Intial Interview and explore and identify effective goals in professional counselling.

Course Outcomes:

Students will be able to:

CO1	Understand basic concepts, goals, importance and ethical aspects in Counselling
CO2	Gain an understanding of different theoretical approaches to counselling and their rolein using each of the approaches.
CO3	Learn about different factors affecting counselling process and develop key skills of an effective counsellor
CO4	Learn how to conduct Intial interview, explore and identify effective goals in counselling

---

Module 1: Introduction to Counselling (Lecture Hours- 8 hours)

Definition, origin, nature, need and goals of counselling; Difference between Counseling,Guidance and Psychotherapy, Ethical aspects in counselling

Historical development, need for counselling in Indian scenario, training facilities available in Indiaand issues in practice.

Module 2: Major Theories (Lecture hours-10 hours)

Theoretical approaches to counselling- Psychoanalytic, Humanistic, Cognitive, and Behavioral approach, goals of counselling and role of the counsellor in each of the approaches, techniques used, its strengths and limitations.

Module 3: Factors influencing Counseling Relationship (Lecture hours- 12 hours)

Factors influencing counseling processes- seriousness of presenting problem, structure, physical setting: accessories, colour, furniture, lighting, smell, sound, texture, thermal conditions; initiative, client qualities; characteristics of an effective counsellor- Personalqualities & Professional aspects.

Activities on- Individual differences, Active Listening/ listening skills and Empathy
Assignment - Self-analysis with respect to skills one possess to be an effective counsellorand those that need to be improved upon.

Module 4: Initial Interview and Goal Identification (Lecture hours- 10 hours)

Types of Initial interview- Client verses counselor-initiated interview, Information-OrientedFirst Interview, Relationship Oriented First interview; Conducting Initial Interview, Non- helpful interview behaviour- Advice Giving, Lecturing, Excessive Questioning and Story Telling; Importance of exploration and identification of goals, Criteria for judging effective goals in counselling.

References:

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.). Iowa: W. C. Brown.

Gibson, R. L., & Mitchell, M. H. (2015*). Introduction to Counselling and Guidanc* (7th Ed.).

New York: Pearson.

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession* (7th Ed.). New Delhi: Pearson.

Altmaier, E. M., & Hansen, J. C. (2011). *The Oxford Handbook of Counselling Psychology*.

New York: Oxford University Press.

Nystul, M. S. (2011). *Introduction to Counselling: An art and science perspective* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Rao, S.N., & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw. Hill. Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

UG-PSYC402: Environmental Psychology   Credits: 04 (40 hours)

Course Objective:

This course is oriented towards making students understand the field of environmental psychology and understanding human-environment relationship. In addition, this course willhelp students to shift their mindset from destruction of environment to restoration of environment by exhibiting pro-environmental behaviour.

Course Outcomes:

Students will be able to:

CO1	Gain insight into the field of environmental psychology and human-environmentrelationship
CO2	Understand person-environment transaction in the context of personal space,territorial behaviour and crowding
CO3	Evaluate environmental stress and its consequences
CO4	Execute ways to shift environment destructive mindset to restoration of environment

Module 1: Introduction to Environmental Psychology (Lecture Hours- 7 hours)
Definition, Origin and roots of Environmental Psychology, Human-Environment relationship, salient features of Environmental psychology, Recent trends and future directions.   *Traditional Indian Viewpoints on Man-Environment Relationship*
Module 2: Person-Environment Transaction (Lecture hours- 13 hours)
Personal space - conceptualization, functions, consequences of invasion of personal space, application of personal space research; Territorial Behaviour- types of territory, functions of territorial behaviour, factors influencing territorial behaviour, territorial demarcation, personalization and behaviour, territorial behaviour and aggression, Architectural features and territorial behaviour; Crowding
Module 3: Environmental Stress (Lecture Hours- 10 Hours)
Environmental Stress: Concept and types of stress; Sources of stressors: Cataclysmic, ambientstressors, daily hassles, pollutions (such as noise, air, water, chemical) and their consequences.
Module 4: Pro-Environmental Behaviour (Lecture hours- 10 hours)
Changing the environmental destructive mindset; Environmental education, environmental prompts and cues; Reinforcement strategies, environmental movements, environmental disaster and its management.

Suggested Reading and Materials

Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental psychology* (5th Ed.)*.* New York: Harcourt College Publishers.

Jain, U. (1987). *The psychological consequences on crowding (*1st Ed.).*.*New Delhi: SagePublicaions Pvt. Ltd.

Nagar, D. (2006). *Environmental Psychology (*1st Ed.)*.* New Delhi: Concept PublishingCompany.

UG23-PSYC403 Assimilation of Research Methods Data Analysis and Scientific Report Writing

Credit Points: 04 (40 Hours)

Course Overview

This course trains students further, in reviewing as well as practicing of research acumen - gained through their earlier learnings across the first three semesters. In addition, the undertaking of an Independent Study Module (ISM) would allow them to delve more deeply into research, charting their own research agendas and submitting their final independent study module. This would lay emphasis on enhancing students' skills in developing the structure of the paper, delineating the argument/ thesis statement and the ability to justify the argument/ evidence of claim.

Learning Outcomes

Students will be able to

CO1	Engage in critical thinking through self-driven initiatives for research, reflection and problem Solving.
CO2	Practice techniques and methods taught in research.
CO3	Develop an innate ability for undertaking research.
CO4	Execute academic presentation skills.
CO5	Formulate and prepare academic report.
CO6	Administer research-based interventions for hypothesis testing and casual relationships.

Practicum Format

The faculty can suggest a plethora of research topics and each group can choose one topic from the suggested list. The projects can range from quantitative, qualitative-contemplative, action research or mixed methods. The students, within their groups will be required to review literature, formulate research question/s or hypotheses, develop research protocols/ research design, collect data, analyse data, write reports and finally make a presentation to the entire class. All final presentations will be submitted to the faculty.

Thereafter, in order to further their experience in advanced research, students (individually or in pairs) can proceed to seek out a faculty from the department and work out on a concrete plan to shape their research idea into an Independent Study Module. Students would undertake the research thesis which will allow them to engage in original independent research analysis and articulation, under faculty guidance.

Readings and Additional Resources

Aron, A., Aron, E.N., & Coups, E. J. (2007). *Statistics for Psychology* (4th Ed.). Prentice Hall of India.

Brannen, J. (1992). *Mixing Methods Qualitative and Quantitative Research.* Avebury.

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

Creswell, J.W. (1994). *Research Design: Qualitative & Quantitative Approaches.* Sage.

Howitt, D., & Cramer, D. (2011). *Introduction to Statistics in Psychology.* Pearsons Education Ltd.

Kerlinger, F. N. (1983). *Foundations of Behavioural Research.* Surjeet Publications.

King, B.M., & Minium, E.W, (2007). *Statistical Reasoning in the Behavioural Sciences* (5th Ed.). John Wiley & Sons.

Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning Pvt. Ltd.

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

Olfazoglu, S. (2017). *Qualitative Versus Quantitative Research.* Books on Demand.

Siegal, S., & Castellian, N.J. (1988). *Nonparametric Statistics for Behavioural Sciences* (2nd Ed.). McGraw Hill.

Smith, J., A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods.* Sage Publications.

Virupakshananda, S. (2010). *TarkaSangraha - Nyaya & Vysheshika Prakarana Grantha.* Sri Ramakrishna Math.

VivekaVani. (2020, March 28). Phenomenology - A Method of Subjective Research by PravrajikaDivyanandaprana. [Video].YouTube. https://www.youtube.com/watch?v=dleaXVhHxNo&feature=youtu.be

UG23-PSYC404: Health Psychology

Course Description:

This course is an overview of health psychology, a transdisciplinary field that blends findings from psychology (clinical, social, behavioural, and developmental) and medicine (including epidemiology, genetics, and allied health). It will focus on how health psychology principles are applied across the full gamut of health, from preventive practices (e.g., diet, exercise) to end of life care, and across a wide range of health issues, including cancer, HIV, heart disease, type II diabetes and more. It will help health psychologists to explore a variety of skilled roles and contribute to better health outcomes. Students will receive a solid grounding in health behaviour theory and practice to a variety of clinical scenarios. Lastly, given the rapid pace of medical research, a major goal of the course is that students will be able to identify new opportunities for health psychology research and behavioural interventions in emerging medical trends.

Course Objective

CO1	To help the students understand the issues of Health Psychology and how to address them by the bio-psychological model of health and illness.
CO2	To help the students to describe behavioural factors that influence health and illness.
CO3	To understand the significance of behavioural and psychological correlates of health and illness.

Module 1: Introduction

Definition, nature, scope of Health Psychology; The mind-body relationship: History of Health Psychology; Disease processes and the mind: biomedical model, psychosomatic medicine; Current perspectives on Health and Illness: Biopsychosocial model, Lifespan and Gender perspectives of health and illness; Concept of Psycho-social Well-being: Western and Indian Perspectives; The Need of Health Psychology: Changing Patterns of Illness, Expanded Health Care Services, Increased Medical Acceptance

Module 2: Health and Illness: Theoretical foundations: Predicting health behaviour

Behavioural and psychological correlates of illness; Attribution theory, Health Locus of Control, Unrealistic optimism, Stages of change model; Models of Health: Cognition models– health belief model, protection motivation theory; Social cognition models – theories of reasoned action and planned behaviour, the health action process approach; Leventhal's self-regulatory model of illness; Cognitive behavioural approaches to change health behaviour, Trans theoretical Model of behaviour change; Avenues for health habit modification

Module 3: Stress and its Management

Definition, nature and types of stress; Theories of stress- Fight or Flight theory, Selye's general adaption theory, Tend and Befriend Theory; Causes of stress, Sources of chronic

stress, Post-traumatic stress disorder, Management of stress. Stress and coping in Indian perspective; Stress Management after COVID-19

Module 4: **Health Issues**

Major Chronic Health Problems- Heart Disease, Hypertension, Stroke, Cancer, Type II Diabetes & AIDS; Emotional Responses to Chronic Health Disorders –Denial, Anxiety & Depression; Application: Psychological Interventions for Chronic Health Disorders (Pharmacological Interventions, Individual Therapy, Social Support Interventions and Relaxation)

Module 5: Primary Prevention & Health Promotion

Quality of life and Health Behaviour - Changing Health Habits & Health Beliefs (Attitude change & Placebo Effect); Health Compromising Behaviours (Characteristics) - Obesity, Smoking & Drinking; Developmental, Gender, and Sociocultural Factors in Health; Sociocultural Factors and Health; Health Promoting Behaviours - Diet, Exercise, Sleep, Rest, Vaccination and Screening, Accident prevention; Health Care System: Indian Scenario

Suggested Reading and Materials

Dalal, A.K. (2016). *Cultural Psychology of Health in Indian.* Sage publications India Private Limited.

Dadal, A.K., & Misra.G. (2012). *New Directions in Health Psychology*. Sage Publication.

Hariharan, M. (2020). *Health Psychology.* Sage Publication.

Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation

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

Sarafino, E.P. (1994). *Health Psychology*, Biopsychosocial interactions. John Wiley & Sons, New York.

Taylor, S. E. (2006). *Health Psychology* (6th Ed.). New York: Tata Mc Graw-Hill

International Edition.

UG23-PSYC405: Organizational Behaviour

Course Credits: 04 (40 Sessions)

Course Objective

The course will help the students understand the different concepts, empirical models, and theories related to organizational psychology. Students will be able to apply the knowledge in understanding how good organizations work and how management employs many ways and tactics to enhance productivity, job satisfaction, motivation, and involvement of the employees, by focusing on eastern and western perspectives of management and organization. This course will also help the students in cultivating enhanced self-awareness through self-assessments and reflections on ethical organizational behaviour and work culture.

Course Outcomes

Students will be able to:

CO1	Develop an awareness of the key concepts related to organizational behaviour from Western and Indian perspectives.
CO2	Gain an understanding of the different diversities existing in organization and also the concept of self-management and self-transformation from *Bhagavad Gita and Indic perspective.*
CO3	Understand the different organizational attitudes and values and learn how to increase job satisfaction and effective organizational behaviour.
CO4	Learn about decision making in organizations, theories of motivation and ways to enhance employee motivation.

Module 1: Introduction (Lecture hours- 10)

Definition & Nature of organizational behaviour; Historical antecedents of organizational behaviour: Industrial revolution, scientific management and human relations movement; Organization and Management; Functions of a manager; Challenges and opportunities for OB.

Indian ethos of management from *Bhagavad Gita.*

Module 2: Diversity in organizations (Lecture hours- 10)

Biographical characteristics: Age, sex, disability, tenure, sexual orientation, gender identity; Ability: Intellectual and physical; Diversity management strategies.

Concept of self-management and *Guna theory;* Self transformation in *Bhagavad Gita:* Search for the self, following the law of the being, dimensions of self, self-transformation through yoga.

Module 3: Employee attitudes and job satisfaction (Lecture hours- 10)

Major components, measuring jobsatisfaction, antecedents and consequences of job satisfaction; Organizational citizenshipbehaviour; Counterproductive work behaviour; Organizational commitment.

Employee attitudes and values: cross cultural values, Indian indigenous values.

Module 4: Decision making and motivation (Lecture hours- 10)

Decision making in organization: The rational model, bounded rationality, and intuition; Biases and errors in decision making.

Motivation: Meaning; Early theories (Hierarchy of Needs Theory, Two-Factor Theory, McClelland's Theory of Needs; Contemporary theories (Self-Determination Theory, Equity theory, Expectancy theory); Contributions of Indian Psychologists in the field of motivation.

Suggested Reading and Materials

Panda, A., & Gupta, R.K. (2013). Cultures and Organizations in India. *Psychology andpsychoanalysis, 13*(3), 989-1042.

Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford UniversityPress.

Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G.Misra (Ed.), *Handbook of Psychology*. Delhi: University Press.

Robbins, S.P., Judge, T A., & Vohra, N. (2019). *Organizational Behavior*. Delhi: Pearson.Singh, K. (2010). *Organizational Behavior: Texts & amp; Cases*. Delhi: Pearson

Sinha, J.B.P. (1985). Psychic Relevance of Work in Indian Culture. *Dynamic Psychiatry, 18*,134-141.

Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage Publications.

UG23-PSYC 406: Psychological Assessment and Profiling

Credits: 04 (40 Sessions)

Course Outcomes:

Students will be

CO1	Trained in various psychological assessment techniques
CO2	Acquire skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.
CO3	Able to comprehend knowledge of the basic facts about psychological assessment.
CO4	Able to develop test construction, standardization & the assessment of different types of skills and abilities.

Module 1: Introduction to Testing

Introduction to psychological testing, define testing, Types of psychological tests- verbal, nonverbal,performance etc, Types of Assessment, Origins and development of Psychological Testing, StanfordBinet test, Alpha and Beta test, Aptitude Test and its types, Norm referenced testing and criterion referenced testing, Nature and uses of testing, Ethics and implications of testing.

Module II: Test Construction and Standardization

Test norms: types of norms, Normal probability curve, skewness, Levels of Measurement (Nominal, Ordinal, Interval, Ratio), Test standardization, Test construction, Defining reliability andvalidity and its types, **Classical Test theory**.

Module III: Psychological Tests

Defining and understanding the basic nature of Psychometric Tests, History of intelligence measurement, Wechsler Adult Intelligence Scale (WAIS), Raven's Progressive Matrices, Diagnosticassessment and assessment of severity of mental disorders (e.g., BDI, Hamilton depression and anxiety scales, Indian Scale for assessment of Autism (ISSA) ,INCLEN diagnostic tool, Mini Mentalstate examination (MMSE), **Vineland Social Maturity Scale**, etc.); Rorschach Inkblot Test, MillionClinical Multiaxial Inventory, NEO Five Factor Inventory, **Quality of life index**, **General health Questionnaire 12.**

UNIT-IV: Applications of Testing

Psychosocial context in terms of risk and protective factors, predisposing and precipitating factors,prognostic and psycho-social factors as related to interventions; Cultural and contextual issues in assessment, issues of assessment in community.

Reference Books:

Anastasi, A. & Urbina, S (1997). *Psychological testing. New* Delhi: Pearson Education Asia

Gregory, R.J (2004). *Psychological testing. History, principles and applications.* New Delhi: PearsonEducation Asia

World Health Organization. (1992). *The ICD-10 classification of mental and behavioral disorders:clinical descriptions and diagnostic guidelines*. World Health Organization

Singh, A.K. (2006). *Tests, measurements and research methods in behavioral sciences*. Bharti Bhawan.

SEMESTER – V

UG23-PSYC501: Clinical Psychology

Course Credits- 4

Course Objective:

This course provides an in-depth overview of the dominant theoretical and empirical trends in a major sub-field of psychology – 'Clinical Psychology'. The module introduces common mental health problems such as anxiety, depression, behavioral problems and personality disorders. The course focuses on developing a holistic understanding of these mental health issues as well as the nuances involved in diagnosing someone as "mentally ill". An endeavor will be made to create a learning environment for students in which the excitement of learning Clinical Psychology is enhanced.

Course Outcomes:

Students will be able to:

CO1	Understand and gain a foundational knowledge of Clinical Psychology, its historical development and professional ethics.
CO2	Acquire knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining abnormality.
CO3	Develop competencies for assessing the psychological functioning of individuals through various techniques
CO4	Develop familiarity with the current diagnostic systems
CO5	Acquire specific knowledge about different types of mental disorders.
CO6	Apply a working knowledge of the theoretical application of case history taking and case formulations.

Module 1: Introduction to Clinical Psychology (Lecture Hours- 6)

Definition of Clinical Psychology; Historical development of Clinical Psychology; Ethics of the profession, Specializations and Scope of Clinical Psychology, Defining Behavior, Normality and Abnormality (A debate), Research Approaches in Abnormal Psychology.

Practicum:

Life Facts -If you were asked to list four or five important "facts" about yourself and your life, what would come to mind? What would that list say about you?

The shadow exercise - Do the people you "hate" really represent something inside you?

Module 2: Historical and Contemporary Views of Abnormal Behavior (Lecture Hours - 8)

Historical Views of Abnormal Behavior (Demonology, Gods, and Magic, Hippocrates' Early Medical Concepts, Early Philosophical Conceptions of Consciousness, Later Greek and Roman Thought, Views of Abnormality During the Middle Ages), Humanitarian Approaches (The Establishment of Early Asylums, Humanitarian Reform, Nineteenth-Century Views of the Causes and Treatment of Mental Disorders, Changing Attitudes Toward Mental Health in the Early Twentieth Century), Emergence of Contemporary Views of Abnormal Behavior (Biological Discoveries: Establishing the Link Between the Brain and Mental Disorder,

Development of the Psychological Basis of Mental Disorder, The Evolution of the Psychological Research Tradition: Experimental Psychology.

Module 3: Clinical Assessment and Classification (Lecture Hours- 10)

The Relationship Between Assessment and Diagnosis, Clinical assessment – Clinical interview {emphasis on mental status examination (MSE), Need for history taking, case history interview}, Classification and diagnosis: Classification models- DSM V (latest) and ICD (latest).

Practicum:

Students can undertake a clinical case analysis (based on secondary data including movies etc.) and locate the etiology, signs and symptoms of the mental disorder in the given context.

Module 4: Stress and Mental Health (Lecture Hours- 10)

Adjustment Disorder, Criteria for Posttraumatic Stress Disorder, Acute Stress Disorder, Clinical Description, Prevalence of PTSD in the General Population, Rates of PTSD After Traumatic Experiences, Causal Factors in Posttraumatic Stress Disorder, Individual Risk Factors, Sociocultural Factors, Long-Term Effects of Posttraumatic Stress, Prevention and Treatment of Stress Disorders.

Practicum- Case study examples

Students can facilitate interviews of a few cases in real life settings (from the above list of disorders)- directed towards their mental status examination and case history.

The students can formulate a detailed case study using various diagnostic techniques on any subject (client). The diagnostic technique can be a behavioral assessment, psychological assessment, cognitive assessment, personality assessment or a mixture of various techniques

Module 5: Suicide (Lecture Hours- 6)

Suicide in Children, Suicide in Adolescents and Young Adults, Other Psychosocial Factors Associated with Suicide, Warning Signs for Student Suicide, Biological Causal Factors, Sociocultural Factors, Suicidal Ambivalence, and Communication of Suicidal Intent, Suicide Notes, Suicide Prevention and Intervention.

Practicum- Case study examples

Suggested Readings and Materials:

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

Flanagan, J. S., & Flanagan, R. S. (2017). *Clinical Interviewing*. Wiley.

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

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

Morgan, C., King, R., Weisz, J., & Schopler, J. (2017). *Introduction to psychology*. Mc Graw Hill Education.

Plante, T. G. (2011). *Contemporary clinical psychology*. (3rd Ed.). John Wiley & Sons.

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

Sarason. I. G. &Sarason, B. R. (2006). *Abnormal psychology*. (11thEd). Delhi: Prentice Hall India.

UG23-PSYC502: School and Career Counselling

Course Credits- 4 (40 hours)

Course Objective

The course will aid students to develop an understanding of the field of school counselling and address socio-emotional-behavioral and academic related issues. The students will also gain insight into the field of career counselling and also learn to put theoretical aspects of career counselling into practice. This course will also help students to acquire core career counselling skills and cater to individual, group, children and adolescent's career needs.

Course Outcomes

Students will be able to:

CO1	Understand the field of school counselling, their role and responsibilities as a school counsellor and its application at various levels in school
CO2	Apply counselling techniques and strategies to address specific issues faced by students in school
CO3	Understand the need, scope, key elements in career counselling, apply and analyse theoretical paradigms in career counselling Acquire knowledge about the physical, cognitive, emotional, and social development of children and adolescents.
CO4	Acquire effective career counselling skills and learn how to counsel individuals, groups, children and adolescents

---

Module 1: Introduction to school counselling (Lecture Hours- 8 Hours)

Need of guidance and counselling in schools; Scope of school counselling, Role of school counsellors, appropriate and inappropriate counselling responsibilities at school, counselling at various levels- Elementary school, Middle school and Secondary school, group guidance and counselling, School counselling for the 21st century.

Module 2: School counselling for specific issues (Lecture Hours- 12 Hours)

Addressing issues of bullying, child abuse, peer relationships & aggression, assertiveness training, developing self-confidence, strategies for time-management, handling procrastination, counselling for academic issues, exam stress, puberty

Module 3: Career Counselling- I (Lecture Hours- 12 Hours)

Understanding the concept, Importance and scope of career counselling, understanding career development, theories of career development- Trait and Factor Theory/ Holland's Theory of Career Choice, Developmental theory, Social-Cognitive Theory, career maturity, dimensions of career maturity, factors affecting career maturity, implications of career maturity for career counselling, career information.

Activity: Conducting Career Exhibition, activity on understanding career development, self-reflective activity

Module 4: Career Counselling -II (Lecture hours-8 hours)

Basic and Specific skills in career counselling- skills to facilitate self-understanding, interest, aptitude, achievement, personality, skills to facilitate an understanding of the world of work, skills to facilitate development of career alternatives, skills to facilitate career preparation, Career counselling for individuals and groups, Career Counselling with Children, Career Counselling with Adolescents

Suggested Readings and Materials:

Alrumani, G., & Alrumani, S. N. (2004). *Career counselling: A handbook Pre-Print Manuscript.* New Delhi: Tata McGraw Hill

Baker, S. B., & Gerler, E. R. (2004). *School Counselling for the Twenty First Century* (4th ed.). New Jersey: Pearson Education.

Berki, B. G., & Mukhopadhyay, B. (1989). *Guidance & Counselling*. New Delhi: Sterling Publication Pvt. Ltd.

Brown, S.D., & Lent, R.W. (2013). *Career Development and Counselling: Putting theory and Research to Work* (2nd ed.). New Jersey: John Wiley & Sons Inc.

Kochhar, S. K. (1984). *Guidance & Counselling in Colleges and University*. New Delhi: Sterling Publications Pvt. Ltd.

Sanderson. C. (2013). Counselling Skills for Working with Trauma: Healing. From *Child Sexual Abuse, Sexual Violence and Domestic Abuse*. London: Jessica Kingsley Publisher

UG23-PSYC503 Community Development

4 Credits (40 Hours)

Course Objective

The course would help the students in understanding the different concepts and theories related to community development in Indian context. The course will introduce students to a range of community development concepts and approaches. Students would be able to analyze the role of different socio-cultural factors on the development of community, and its health and wellbeing. Also, students would be able to understand and develop different preventive measures for the promotion of better community development.

Course Outcomes
Students will be able to

CO1	Demonstrate an understanding of some of the major components of community building practice.
CO2	Examine the relationship between community service-learning and popular education models.
CO3	Evaluate how institutions perpetuate oppressions, and the strategies designed to challenge such oppression.
CO4	Collaborate with others to develop and present a workshop.
CO5	Demonstrate competency in oral and written communication skills.

MODULE I : Understanding Community (6 Sessions)

Community meaning and organization, Elements, Characteristics, Functions of community, Understanding Diversities in Indian society; Organizing Communities, Place of community Work in Psychology and Society, Principles and Strategies of Community Development.

MODULE II: Community Development: Approaches and Practice (12 Sessions)

Community Development: Definition, Characteristics and Functions; Approaches of Community Development- asset based and need- based, Scope of Community Development, Frameworks of Community Development, Core Values; Connection Between Community Development and Economic Development.

History of Community Development, Theory and Practice, Community Development Practice: Process, Stages, and Required Skills. Community Development Workers: What do they do? Challenges in Community Development; Community Development Programme (CDP) In India

MODULE III: Building Social Capital (5 Sessions)

Social capital: Meaning, characteristics and types; Community social capacity: what is it? Community Social Capacity influence on development, Intentional action to increase social capacity; Factors that influence the success of community-building efforts

MODULE IV: Community Development Assessment (7 Sessions)

How are we doing: Assessment, Monitoring, and Evaluation, Why, Who, and How to conduct an assessment? Empowerment and Participation,

Quantitative and qualitative data, Baseline data, Participatory Assessment Monitoring and Evaluation (PAME), SWOT analysis, The assessment report.

MODULE V: Community Development Programmes and Outcomes (7 Sessions)

Community Development, Community Development Programmes and Accountability

History of Community Development Programmes, Community Development Programmes in Rural, Tribal and Urban Areas- selected cases in SHG, Health, Education, Women etc. Barriers to Community Development, Community work in Uncertainties (Accident, war, Natural Calamities, etc.).

Professional standards of ethical practice for CD Workers

PRACTICUM/PROJECT (5 Sessions)

Suggested Reading and Materials

Chambers, R. (1992). *Rural appraisal: rapid, relaxed and participatory*. Institute of Development Studies (UK).

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities*, Wadsworth, Cengage Learning: Belmont, CA, USA.

Mohanty, A. K., &Misra, G. (2000). *Psychology of poverty and disadvantage*. New Delhi: Concept Pub. Co

Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. John Wiley & Sons.

Sia, S. K., Crane, L. S., Jain, A. K., & Bano, S. (2022). *Understanding Psychology in the Context of Relationship, Community, Workplace and Culture*. Singapore Pte Ltd.: Springer Nature

Singh, C. B. (2002). Rural Psychology in India: Issues and Approaches. *Indian Journal of Industrial Relations, 37*(3), 404-419.

Sinha, D., Misra, G., & Dalal A. K. (2015). *Psychology in India*. New Delhi

Zax, M. & Spector, G. A. (1974). *An introduction to community psychology*. New York: John Wiley & Sons.

UG23-PSYC504: Human Resource Management

4 Credits (40 Hours)

Course Objective

The paper would help the students develop understanding of the key principles, concepts, and practices related to human resource management in organizations. Human Resource Management (HRM) is a crosscutting discipline; therefore, psychology and contemplative studies students must understand the functioning of human resource management in an organizational setting. The course will provide the students with conceptual understanding with skills to apply innovative techniques for effective HRM.

Course Outcome

Students will be able to

CO1	Gain an understanding of the fundamental concepts, theories, and principles of Human Resource Management.
CO2	Learn to apply the process of recruitment, selection, and hiring of employees based on organizational needs, job analysis, etc.
CO3	Develop skills related to Talent Acquisition and nature of Selection.
CO4	Evaluate the importance of employee needs; training and development of programs.

Module 1: Introduction to HRM (10 Sessions)

Definition, nature, scope and objectives of HRM; Organization for HR Department; Skills for HR professionals; History and evolution of HRM; Personnel Management: Definition and basics, Human Capital Management, HRD, HRM Models: The Harvard Model, The Michigan/ matching model, The Guest Model, Contextual Model, etc.

Module 2: Planning, Analysis and Design of Job (10 Sessions)

Human Resource Planning: Definition, importance and processes; Factors affecting HRP, Planning Process, Emerging trends; Job Analysis: Meaning, Nature and Processes of Job Analysis, Methods of collecting Job Data; Job analysis and Total Quality Management; Job Analysis and Strategic HRM; Potential problems with Job Analysis; Competency-based Job analysis; Job Design: Nature and Factors affecting Job Design; Factors affecting Job Design, Approaches

Module 3: Recruiting and Selecting the Right Talent (8 Sessions)

Recruitment: Introduction and scope; Recruitment process, Factors affecting the recruitment process, Recruitment in Indian Industries; Selection: Nature and organization of the selection process, Factors affecting selection process, Evaluation, Selection in India and Placement.

Module 4: Training and Appraisal (8 sessions)

Training: Need and importance; Principles of training, Methods of Training, Challenges in Training, Types of Training; Performance appraisal: Objectives, Appraisal Process, Practices of Performance appraisal in Indian Industries; Challenges and legal issues associated with performance appraisal.

Module 5: **Practicum/Assignment/Presentation: on the theme related to any unit, case etc.(4 sessions)**

Cases: Suitable cases will be provided in advance to the students related to each topic.

Suggested Reading and Materials

Aswathappa, K. (2019). *Human Resource and Personnel Management*. New Delhi: Tata McGraw Hill.

Dessler, G. (2020). *Human Resource management*. New Delhi: Pearson.

Jyothi, P. & Venkatesh, D.N. (2006). *Human Resource Management*. New Delhi: Oxford University Press

Rao, V.S.P. (2018). *Human Resource Management: Text and Cases*. New Delhi: Excel Books.

Sanghi, S. (2017). *Human Resource Management*. Delhi: Macmillan Publishers.

UG23-PSYC505 Applied Social Psychology

Course Credit- 4

Course Objective

This course provides an in-depth overview of certain social psychological concepts and principles to understand social issues and to offer real-world solutions for a variety of social problems.

Course Outcomes

Students will be able to

CO1	Understand key concepts of human conditions and social justice.
CO2	Comprehend the key issues and theoretical concepts related to applied Social Psychology.
CO3	Apply the principles of Social Psychology to contemporary social issues.
CO4	Compare the participatory approaches in rural development especially within the Indian context.
CO5	Develop insights into one's own behaviour as a person through self-reflexivity.
CO6	Demonstrate the ability to apply aspects of Social Psychology to real-life settings for human welfare.

Module 1: Key Concepts (8 Sessions)

Human and human conditions – Inequality, inequity, oppression, vulnerability, marginalization; Human rights & social justice; Applied Social Psychology: Nature and scope.

Philosophical constructs - vasudhaiva kuṭumbakam; karmayoga (serving mankind) in context of Applied Social Psychology.

Module 2: Climate Change, Consequences and Interventions (8 Sessions)

Natural resource management (issues & interventions) – Land, water, forest; Disasters (issues & interventions): Resource loss, trauma etc.; Social inclusion and sustainable development.

Non-anthropocentric environmental awareness (Vedic environmental hymns – Gaṅgāstotram, Bhūmi-sūktam etc.).

Module 3: Women and Gender (8 Sessions)

Major theoretical concepts and emerging themes – Sex and gender, sexism and feminism; critiquing the gender binary, inter-sectionality of gender, alternate sexuality; Major theoretical perspectives on gender: Psychoanalytic theory, social learning theory, cognitive developmental theory, gender schema theory, etc.

Indic perspectives on women and gender.

Module 4: Marriage and Family (9 Sessions)

Current trends in family and marriage across the world: Family values, family strengths and socio-cultural characteristics; Conceptual frameworks: Family systems theory, family development framework, symbolic interaction; Key relationship concepts: Cohesion, flexibility and communication; Olson's 'Couple and Family Map'.

Indic perspectives on marriage, basic family values, family strengths; Socio-cultural characteristics etc.

Module 5: Contemporary Social Issues (7 Sessions)

Media and its effects – Social effects of media, media violence and aggression in youth, pro social effects of media exposure, para social and online social relationships; Adolescents and media messages about tobacco, alcohol and drugs.

Suggested Reading and Materials

Dalal, A. K., & Misra, G. (2001). Social psychology in India: Evolution and emerging trends. *New directions in Indian psychology: Social psychology*, 19-52.

Hyde, J. S. & Else-Quest, N. (2017). *The Psychology of Women and Gender: Half the Human Experience +*. Sage publications.

Misra, G. (Ed.). (2009). *Psychology in India. Volume 2: Social and Organizational Processes* (Vol. 2). Pearson Education India.

Olson, D. H., DeFrain, J., & Skogrand, L. (2010). *Marriages and families: Intimacy, diversity and strengths.* McGraw Hill.

Sinha, D. Misra, G, & Dalal, A. K. (2015). *Psychology for India*. SAGE Publications India.

SEMESTER – VI

UG23- PSYC601 FORENSIC PSYCHOLOGY   Credits: 04 (40 Hours)

Course Objective

The forensic psychology course will explore the application of psychological science, knowledge and research and apply these findings to the civil and criminal justice systems. Focus will be given to explore and understand the prevalent mental disorders that come across in forensic evaluations and the ways forensic psychologists can assist judges in determining criminal responsibility and punishment. Students will learn about the insanity defense, capital murder and the death penalty, competency to stand trial and child custody matters. Other topics to be covered include the psychological foundations and impetuses for sexual offenses, murder and recurrent criminal behaviour.

Course Outcome

CO1	Understanding Criminal and Forensic Psychology
CO2	Understand the fundamentals of forensic psychology
CO3	Emphasize the role and functions of forensic psychologist in Forensic Psychology in Civil and Criminal Legal Proceedings and Juvenile Crimes
CO4	Identify the contributions that experts can make in forensic contexts in terms of increasing understanding of offender and victim behaviour
CO5	Describe the contribution of psychology at all levels of the criminal justice system (i.e., from interviewing witnesses and suspects of crime, to jury decision making, to the incarceration and rehabilitation of offenders, to lie detection etc.)

Module I: Introduction to Forensic Psychology (6 Hours) Difference Between Criminal and Forensic Psychology, Nature, Scope, Concept and History of Forensic Psychology; Ethical Implications, Practice of Forensic Psychology Research and Career in Forensic Psychology and Criminology
Module II: Historical Perspective of Forensic Psychology (4 Hours) Key People in the History of Forensic Psychology, Early Research in Forensic Psychology, Forensic Psychology in the Courts, Development of Forensic Psychology in the UK, Post-World War – II Growth in USA, Development of Forensic Psychology in India.
Module III: Forensic Psychology in Civil and Criminal Legal Proceedings and juvenile Crimes (12 Hours) Forensic Psychology, Psychology of the Law: Legal Issues and Processes, Application of Forensic Psychology to Civil, Legal Proceedings, Competency in the Court of Law, Application of Forensic Psychology.

Juvenile Delinquency: Definition, Nature and Extent, Delinquency Prevention and Treatment, Family System: Broken Homes, School and Recreational Activities, The Role of Police, Inculcating Social Responsibilities in Children, Application of Forensic Psychology in Juvenile crimes, Intervention Strategies for Offenders.

Roles of Forensic psychologist in child abuse cases- Intimate partner and family violence, Elder abuse and neglect

Professional Issues: Principles, Ethical Codes and Guidelines

Module IV: Roles and Functions of a Forensic psychology (6 Hours)

Role of a Forensic Psychologist, Criminal Investigations, Crime Analysis, Offender Profiling or Criminal Investigative Analysis, Interviewing, Detecting Deception and Eye Witness Research, Police Psychology, Expert Witness.

Module V: Forensic Psychologists and Assessment and Treatment of Offenders (10 Hours)

Offenders profiling, Nature of profiling work, FBI Profiling-Stage 1: Data Assimilation Stage, Stage 2: Crime Scene Classification, Stage 3: Crime Scene Reconstruction, Stage 4: Profile Generation. Introduction, Strategies & Actuarial Models and Profiling. Serial Killer Typologies & Mass Murderers. Problems with Offender Profiling and Potential Consequences

Module VI : Case analysis/ Assignment (2 Hours)

Suggested Readings and Materials

Bartol, C. R. & Bartol, A. M. (2004) *Introduction to forensic psychology.* New Delhi: Sage.

Batchman, R., Schutt, R.K. (2008). *Fundamentals of research in criminology and criminal justice*. London: Sage.

Batrol C R and Batrol A. M. (2010). *Criminal Behaviour: A psychological Approach* Prentice Hall.

Burke, R.H., (2014). *An Introduction to Criminological Theory. (4th ed).* CPI Group Ltd: UK

Canter David (2008). *Criminal Psychology: Topics in Applied Psychology.* Hodder Education. Criminal Behavior

Doug Whetstone (2014). *Secrets of Detecting Lies* (Book 1) Create Space Independent Publishing Platform.

Ekman Paul (2009*) Telling Lies: Clues to Deceit in the Marketplace, Politics, and Marriage W.* W. Norton & Company; 1 edition (January 26, 2009)

Gordon, N. J., Fleisher, W. L., and Weinberg, C. D. (2002). *Effective Interviewing and Interrogation Techniques*. Academic Press.

Howitt, D., (2002). *Forensic and Criminal Psychology*. Pearson Education: USA

Irving B. Weiner and A. K. Hess (2005). *Handbook of Forensic Psychology (3rd ed.).* John Wiley and Sons.

Katherin Ramsland (2017). *The Psychology of Death Investigations: Behavioural Analysis for Psychological Autopsy and Criminal Profiling 1st Ed.* CRC Press

Maguire, B., & Radosh, P.F., (1999). *Introduction to Criminology*. Wadsworth Publishing Company: USA

McCaffrery, R.J et al. (1997).*The Practice of Forensic Neuropsychology*, New York: Plenum Pr

Michael, P. M. (1985). *A Clinician's Guide to Forensic Psychological Assessment*. The Free Press. A Division of MacMillan Press

Siegel, L.J., (2007). *Criminology: Theories, Patterns & Typologies. (9th ed).* Thomson Wadsworth: USA

Veeraraghavan, V., (2009) *Handbook of Forensic Psychology.* Selective & Scientific Books Pubblishers and Distributors

Walker, L.E.A. and Shapiro D (2003) *Introduction to Forensic Psychology: Clinical and Social Psychological Perspective*. Springer

Webb, D. (2013). *Criminal profiling: An Introduction Guide.* UK: Independent Publishing Platform.

Wrightsman, L.S.& Fulero, S.M.(2008). *Forensic Psychology.* London. Batsford Academic and Education Ltd.

UG23-PSYC602 Psychology of Human Strengths and potential (Positive Psychology)   Course Credits- 04

Course Objective

This course is oriented towards developing knowledge on the basic concepts in positive psychology and aids in developing soft skills in students through cultivation of human strengths. It introduces the science related to happiness, well-being, flourishing and the positive aspects of human experience.

Course Outcomes

Students will be able to:

CO1	Understand the meaning and significance of positive psychology as a science. comprehendspecific human strengths.
CO2	Learn how theories and concepts are used to explain, predict, and influence behavior.
CO3	Gain insights on empowering people through cultivation of human strengths be introduced tothe underpinnings of positive psychology from eastern perspectives.
CO4	Demonstrate an understanding of the aim and scope of positive psychology and implications to well-being.
CO5	Apply their own strengths and virtues and employ strategies to increase their happiness, overall quality of life and well-being.

Module I: Introduction: (Lecture Hours-10)

Introduction to positive psychology, Positive Psychology and its relevance in today's times: Goals, assumptions and definitions of Positive Psychology, Evolution of psychology and its branches.

Science of positivity (as per *Yoga-Vedanta*). *Practicum:*

Sensory Awareness, to help students identify experiences from which they derive pleasure, comfort, and enjoyment through each of their five senses.

The *self-compassion pause,* to create a more self-compassionate attitude and reaction in difficult times. Practicing self-compassion may allow students to access positive emotions more easily and improve measures of life satisfaction, social connectedness, and subjective wellbeing

Module II: Positive Cognitive States: (Lecture Hours-10)

Creativity - Role of personal control in Adaptive Functioning, Well-Being: Mindfulness versuspositive Evaluation, Optimism, Hope Theory, Self-Efficacy, Problem Solving Appraisal and Psychological Adjustment, Setting Goals for Life and Happiness.

Self-efficacy, hope optimum, mindfulness.

Cultivation of sattvika attributes (daivi sampad) as given in gunatraya-vibhaga-yoga ofBhagavadgita;

Practicum:

Mental subtraction is imagining your life without one of your key strengths. The purpose of this activity is to help us appreciate our strengths more, boosting happiness and wellbeing. Visualize how you use the strength now. Be detailed. Imagine what your life would be like if you did not usethat strength. For example, if a key strength for you is curiosity, how would your day-to-day life bedifferent without it? How would its absence affect your relationships or work?

Module III: Emotion – Focused Approaches (Lecture Hours-10)

Subjective Well-being: The science of Happiness and Life Satisfaction - Resilience in Development, Concept of Flow - Positive Affectivity, Positive Emotion, Social Construction of Self-esteem, Adaptive potential of coping through emotional approach, Positive Psychology of Emotional Intelligence - Emotional Creativity, Positive Emotional States: Happiness, well-beinglove, emotional intelligence.

Practicum:

Writing about intensely positive experiences, to help individuals improve their mood by writingabout positive experiences and happy moments over three consecutive days.

Finding your own examples of forgiveness, which is going to adhere to help focus on the benefits offorgiveness

Module IV: Self & Developing Positivity: (Lecture Hours-10)

Self –Based Approaches -Reality Negotiation - Authenticity - Uniqueness seeking – Humility Interpersonal approaches - Relationship Connection Compassion – Gratitude Forgiveness- Love-

Empathy and Altruis - Sources of Moral motivation, Classification of human strengths and virtues;Cultivating wisdom and courage.

Practicum:

Life summary is an opportunity to write how you want others to remember you. When was the lasttime you thought about what matters most to you? Create an intention that focuses your energy onthat area.

The Three Good Things exercise boosts gratitude. It helps us appreciate the little things in our dailyinteractions. At the end of your day, write down three things that went well and why. Do this for one week.

Suggested Read

Baumgartner, S.R. Crothers M.K. (2010). *Positive Psychology*. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength.*

Routledge.

Gable, S. L, & Haidt, J. (2005). What (and why) is Positive Psychology? *Review of General Psychology,9* 103-110.

Gable, S. L., Reis, & H.T., Impett, E.A., &Asher, E.R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology. 87*(2), 228-245.

Park, N., & Peterson, C. (2009). Character strengths: Research and practice. *Journal of College and Character.*

Quinn, R. E. (2015). The positive organization: *Breaking free from conventional cultures, constraints, and beliefs.* Berrett-Koehler.

Sanyal, N. (2017). *Pebbles of Positivism, Positive Psychology & Spirituality*. Ramakrishna Mission.

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

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

UG23-PSYC603: Brain, Substance Use and Behaviour

Credits: 04 (40-

Course Objective

The course focuses on psychoactive drugs, their classification and effects. Further, it develops on understanding of the etiology (including biological aspects), clinical presentation and principles of preventive & early intervention. The course also addresses attitudinal aspects and focuses on skill development. The study is grounded on evidence-based literature and designed to discriminate empirical or arbitrary practice from the same. The role of contemplative practices and its potential in the given field is also explored.

Course Outcomes

Students will be able to:

CO1	Gain an understanding of various substances of abuse.
CO2	Develop basic knowledge on the risk and protective factors with regards to substance use.
CO3	Gain insights into the understanding of principles of intervention in addictive disorders
CO4	Develop a change in attitude towards substance users.

Module 1: Substances of Abuse (Lecture Hours - 10)

Define substance use disorders and substance- induced disorders; Understanding various drugs of abuse (e.g., Alcohol, Caffeine, Cannabis, Opioid, Tobacco etc.); Acute and chronic effects of drugs; Withdrawal symptoms of drugs; Concept of harmful use, abuse and dependence; Understanding socio-psychological consequences of drug abuse and associated stigma; Understanding reward pathways in the brain.

Module 2: Risk and Protective Factors (Lecture Hours - 10)

Understanding multi-factorial nature of substance use disorders; Risk and protective factors at individual (biological and environmental), familial, peer, school/college and community levels (including role of religion and spirituality); Principles of prevention and what constitutes an effective prevention intervention including role of contemplative practices (such as meditation); Developing change in attitude towards substance users and the ability to empathize.

Module 3: Principles of Intervention (Lecture Hours - 10)

Familiarity with the basic screening tools for addictions (such as AUDIT, ASSIST, CRAFFT etc.); Understanding stages of change (e.g., motivation); Developing basic understanding of addiction counselling: Motivational interviewing and relapse prevention counseling etc.

Module 4: Case demonstration (Lecture Hours - 10)

History taking, MSE, Assessment and Therapeutic Intervention based on substance use disorders.

Suggested Readings and Materials

Adams, P. B., & Sutker, H E (2001). *Comprehensive handbook of psychopathology (3rd ed.).* Springer.

Craighead, W. E., Miklowitz, D. J., & Craighead, L.W. (2008). *Psychopathology: History, diagnosis and empirical foundations.* John Wiley and Sons.

Dalal, A.K., & Misra, G. (2006). *Psychology of health and well-being: Some emerging perspectives.* Psychological Studies.

Dadal, A.K., & Misra.G. (2012). *New Directions in Health Psychology.* Sage Publication.

Maddux, J. E., & Winstead, B, A, (2007). *Psychopathology: Foundations for a contemporary understanding.* CRC Press.

Millon, T., Krueger, R. F, & Simonsen, E. (2011). *Contemporary directions in psychopathology.* Guilford Press.

Sadock, B, J., & Sadock, V. A. (2015). *Kaplan and Sadock's synopsis of psychiatry (11th ed.).* Williams and Wilkins.

Singh, A.P., & Misra, G. (2012). *Adolescent Lifestyle in India: Prevalence of Risk and Promotive Factors of Health.* Sage Publications.

UG23-PSYC604: Psychological Perspectives in Education (Educational Psychology)

Credits- 04 (40 hours)

Course Objective

This course will introduce students to the field of educational psychology and its scope in the current scenario. This course will help students to learn about teaching learning process and understand gender and cultural perspectives in education. The students will be able to apply teaching strategies to help children in learning process. Moreover, this course will also help students to identify various challenges faced by children with special needs and apply teaching strategies to cater to their learning needs. In addition, the students will get opportunity to analyze various emerging concerns in education and role of teachers in growth and development of children.

Course Outcomes

Students will be able to:

CO1	Understand the concept nature, field and scope of Educational Psychology
CO2	Acquire knowledge about various Indian schools of philosophy and its connection which psychology
CO3	Demonstrate understanding of understanding of the teaching learning process , identify gender and cultural biases in the education and apply strategies to help children in learning process
CO4	Identify the concerns of children with special needs and apply effective teaching strategies to improve to their learning experience.
CO5	Analyse the emerging concerns in education and the role of teachers in growth and development of child.

Module I: Introduction to Educational Psychology and School Psychology (6 Sessions)

Educational Psychology, Nature of Educational Psychology, Relationship between psychology and education, Scope of Educational Psychology, **Methods of Educational Psychology:** Introspection Method, Observation Method, Experimental Method, Survey Method, Case Study Method

Module II: Indian Philosophical Foundation of Education (3 Sessions)

GuruKul, Indian schools of Philosophy-Samkhya, Vedanta, Nyaya, Buddism, Jainisim

Module III: Teaching- learning process and diversity (10 Sessions)

Teaching-Learning process; Culture, socioeconomic status, Ethnicity, Language issues, multi-cultural education, culturally relevant teaching, Gender, Views on Gender Development, Gender Stereotyping, Gender-role classification, eliminating gender bias. Role of teacher in development of a student, psychological concepts applied in Education-Exploring motivation; Nature of motivation; Perspectives on motivation; Motivation to achieve; How to reach low achieving students.

Role Play: Gender bias

Module IV: Addressing Children with Special Needs (15 sessions)

Children with disabilities; Educational issues involving children with disabilities; learning disabilities, assisting students with learning disabilities, ADHD, teaching strategies for ADHD students, Intellectual disabilities, teaching strategies for students with intellectual disabilities, Autism, teaching strategies for children with Autism. Teaching students with physical disabilities and sensory impairments- hearing loss, visual impairments, gifted children, teaching strategies for gifted children, creating an inclusive environment for children with special needs, The Role of the Child Care Worker, Identification, Planning the Child's Educational Programme, communicating with the Parents, developing Self-Confidence in the Child, Assumptions and Attitudes Towards Persons with Disability.

Module V: Emerging Concerns in Education (6 Session)

Issues and Concerns Related to Policy Implementation, Issues Related with Ensuring Educational Access to all, Issues Related to Inclusion, Issue of Learning Outcome-based Education, Systemic Issues in School Education and Higher Education- Competition, Privatization, Globalization. Role of teacher in growth and development of a child.

Suggested Reading and Materials:

Gage, N. L., & Berliner, D. C. (1992). *Educational psychology* (5th ed.). Houghton: Mifflin and Company.

Kauchak, D., & Eggen, P. (2000). *Educational Psychology: Windows on Classrooms* (5th ed.). New Jersey: Prentice Hall.

UG23-PSYC605 Neuroscience and Vedanta

Course Credits- 4

Course Objective

This course explores brain processes that support various aspects of sensation, cognition and behavior. It introduces basic neuroanatomy, functional imaging techniques and behavioral measures of cognition and discusses methods by which inferences about the brain bases of cognition are made. In addition, this course also deals with individuals having neurological dysfunctions. Parallels and deviates between Neuroscience and Vedanta will be established.

Course Outcomes

Students will be able to:

CO1	Understand brain processes involved in various sensory modalities.
CO2	Understand the brain processes involved in cognition and behavior.
CO3	Acquire knowledge about the brain processes involved in motor control and its integration with sensation and cognition.
CO4	Understand the basic neuro−psychological aspects of dementia, amnesia and phantom limb.
CO5	Understand the brain perspectives on states of Consciousness and the effect of meditation practices on these processes.
CO6	Gain insights into the Vedantic perspectives on modern neuroscience (to some of the above objectives).

Module 1: Brain Processes in Sensory Modalities (Lecture Hours -4)

Overview – Types of sensory receptors, sensory tracts, sensory homunculus; Higher processing of sensation with special emphasis to pain experiences (physical).

Module 2: Brain Processes in Cognition and Behavior (Lecture Hours -6)

Basics – Visual pathway and visual processing; Concepts of color perception; Basics of brain language areas and their interactions; Types of memory; Mechanism of memory encoding and retrieving; Sleep and memory.

Module 3: Brain Processes in Motor Control (Lecture Hours -5)

Overview of motor tracts; Motor homunculus; Motor planning; Sensory motor coordination; Motor−skill learning.

Module 4: Neuro-Psychological Aspects (Lecture Hours -9)

Definition of dementia, types of dementia; Definition of amnesia, types of amnesia; Commonalities and differences: Dementia and amnesia; Concept of phantom limb & Neuroplasticity; Neurophysiological basis of sleep (EEG recordings, REM rebound, theories of sleep), sleep

disorders (types of Parasomnias and Dyssomnia), Dementia and Alzheimer's disease.

Module 5: Brain Perspectives on States of Consciousness (Lecture Hours -9)

Basic understanding – imaging techniques of brain; Computed Tomography, Contrast X-ray techniques, radioactivity-based techniques (PET scans), Psychophysiological Techniques (EEG, Electromyography, electrooculography, magnetoencephalography), Magnetic field- based technique (MRI, Diffusion tensor imaging; fMRI).

Practicum:

Effects of meditation practice on brain processes (based on peer−reviewed journals).

Students to undertake regular review of literature on topics pertaining to advanced neuroscience, Consciousness studies and related. A summary of the findings to be presented in the class

Module 6: Vedantic Perspectives on Modern Neuroscience (Lecture Hours -7)

Introduction – Three states of Consciousness from Māṇḍukyopaniṣad; Yoga−Vedānta perspectives on attention, Self−awareness, intuition; Epistemic limits of time, space and causation as per Vedānta.

Suggested Reading and Materials

Austin, J. H. (2020). *Zen and the Brain*. MlT Press.
Bial Pharmaceutical. (2013, November 28). 9th BlAL *Foundation Symposium* [Video]. YouTube. https://youtu.be/v7SrEVgt3Kk.
Bhattacharyya, H. (ed.) (2002). *The Cultural Heritage of India*. Ramkrishna Mission lnstitute of Culture.
Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). *Biological Psychology: An Introduction to Behavioural, Cognitive, and Clinical Neuroscience* (5th Ed.). Sinauer Associates, lnc.
Dalai Lama. (2019, November 1). *Mind and Life Conversations with the Dalai Lama* [Video]. YouTube. https://youtu.be/AoAEEAq8idU
Gambhirananda, S. (2010). *Māṇḍukyopaniṣad: With Commentary of Sankarācārya*. Advaita Ashram.
Lusyan6. (2016, March 6). *The Brain with David Eagleman – What is Reality*. [Video]. YouTube. https://youtu.be/C8k−lrJrldws
Ramachandran,V. & Blakeslee, S.(2012). *Phantoms in the Brain*. Fouth Estate.
Rangananthan, S. (2016). *The Message of the Upaniṣads*. Bhavans. NRCVEE llT Delhi.
(2019, November 7). Self-Discovery ll Pravrajika Divyanandaprana@llTD [Video]. YouTube. https://youtu.be/uQGcwrm15Ew
University of Glasgow. (2013, April 25). lllusions, delusions and the brain. A Ramachandran Lecture on Body lmage and Mind Body lnteractions [Video]. YouTube. https://youtu.be/kcR8−Sq8dZk
VivekaVani. (2019, September 17). *Science of focus* – Pravrajika Divyanandaprana [Video]. YouTube. https://youtu.be/tEK6wlanmgY

UG23-PSYC606 Rehabilitation Psychology

Credits: 04 (40 Sessions)

Course Objectives

This course will help the students in understanding the basic concepts and principles in rehabilitation psychology, and will enable them to apply the different therapeutical approaches in dealing with different disabilities.

Course Outcomes

Students will be able to

CO1	Identify and assess persons with disabilities.
CO2	Apply therapeutical approaches and techniques for rehabilitation of persons in different situations.
CO3	Evaluate the role of person, society and community in facilitating rehabilitation of people.
CO4	Contribute to the academic research in the areas of rehabilitation.

Module 1: Introduction to Rehabilitation Psychology (7 Sessions)

Rehabilitation: Definition and nature; Principles and scope of rehabilitation psychology; Historical antecedents in rehabilitation psychology; Psychological theories of Rehabilitation, Rehabilitation psychologists: nature of work, and professional competencies. Rehabilitation Policies and funding arrangement in India.

Module 2: Rehabilitation Assessment and Intervention (8 Sessions)

Principles of psychological rehabilitation- assessment and diagnosis; Therapeutic approaches to rehabilitation psychology- multi-disciplinary approaches (The Biomedical Model, The Social Model, The Biopsychosocial Model, The World Health Organization Models, Community Based Rehabilitation Model, Health-Related Quality of Life Model), Psychoanalytic approach, Client centred therapy, Cognitive Behaviour Therapy, etc.; Planning and designing therapeutic services and restorative techniques.

Module 3: Psychologists Role in Different Rehabilitation Process I (7 Sessions)

Alcohol and other drugs: Aim and Objectives, concept, factors, Case studies; **Medical and Psychiatric:** Concept, Factors, Aims and Objectives, Case studies of TATA memorial hospital on Oncology patients; COVID-19 Pandemic. **Post- Conflict Rehabilitation:** Concept, Factors, Aims and Objectives, Defining Post-Conflict Re-construction and Rehabilitation Actors and Stakeholders Case study of Russia and Ukraine, Tamils in Sri Lanka.

Module 4: Psychologists Role in Different Rehabilitation Process II (10 Sessions)

Participatory Rehabilitation (Natural Calamities): Concept, Factors, Aims and Objectives, Linking Disasters to Development Latur Earthquake, Bhuj Earthquake,

Networking Teachers for Educational Rehabilitation in Kutch, Livelihood and Employment Restoration Programme in Orissa, ECHO Disaster Preparedness Programme, Balasore train accident: Role of psychologist; **Prisoners Rehabilitation:** Concept, Factors, Aims and Objectives, cases of juvenile delinquency, criminal behaviours. Case of prisoner's reforms by Kiran Bedi. Role of Psychologists; **Development, Migration, and Displacement:** Concept, Factors and interlinkages, Aims and Objectives, cases of seasonal migration, Dam and National Parks displacement.
Module 5: Ethics and Empowerment (5 Sessions) Ethics in rehabilitation; Acts and policies (Persons with Disabilities Act 1995, Mental Healthcare Act 2017, The Rehabilitation Council of India Act 1992, etc.); Social benefits and schemes from Government and voluntary organizations.
Module 6: Practicum / Assignment Presentation (3 Sessions)

Suggested Reading and Materials

Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (Eds.).

(2019). *Handbook of rehabilitation psychology* (3rd ed.). American Psychological Association.

Jena, S. P. K. (2013). *Learning Disabilities: Theory to Practice*. New Delhi: Sage Publication

Kennedy, P. (2012). *The Oxford Handbook of Rehabilitation Psychology*. Oxford Library of Psychology.

Sagar, R. (2014). *Specific Learning Disorder: Indian Scenario*. New Delhi: Department of Science and Technology, Govt. of India