

**MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)**

(UGC – College with Potential for Excellence)

**DEPARTMENT OF PSYCHOLOGY (SHIFT II)**

**UNIVERSITY OF MADRAS**



**Bachelor of Science (Psychology)**

**Under the Faculty of Psychology**

**2021**

**MADRAS CHRISTIAN COLLEGE (Autonomous)**  
**Tambaram East , Chennai 600059**

**DETAILS OF NEW COURSE**  
**TO BE OFFERED FROM THE ACADEMIC YEAR 2021-22**

- 1. Name of the Course : B.Sc. Psychology**
- 2. Shift : Shift II ( Self Financed Stream)**
- 3. Academic Year : 2021 -22 onwards**
- 4. Under the Faculty : Science**
- 5. Department : Psychology**
- 6. Enclosures :**
  - a. Minutes of the Academic Council**
  - b. Minutes of the Board of Studies**
  - c. Regulations and Syllabus**

**MADRAS CHRISTIAN COLLEGE (Autonomous)**

**MEMBERS OF ACADEMIC COUNCIL**

**APPROVAL/NON-APPROVAL BY CIRCULATION FOR OFFERING B.SC. PSYCHOLOGY UNDER SELF-FINANCED STREAM, FROM THE ACADEMIC YEAR 2021-2022 - RECOMMENDATIONS OF THE BOARD OF STUDIES WITH CURRICULUM & SYLLABUS FOR B.SC. PSYCHOLOGY**

S.No.	Name	I agree	I disagree	Signature
<b>University Nominees</b>				
1.	Dr P. Thangavel	✓		P. Thangavel
2.	Dr V.P. Matheswaran	✓		V.P. Matheswaran
3.	Dr B. Venugopal	✓		B. Venugopal
<b>External Experts</b>				
4.	Mr Govind Chandrasekhar	✓		Govind C.
5.	Dr Raja Paul Perinbam	✓		Raja Paul Perinbam
6.	Mr S.J.S. Swamidoss	✓		S.J.S. Swamidoss
7.	Dr L. Yesodha	✓		L. Yesodha
<b>Internal Members</b>				
8.	Dr P. Wilson Chairman	✓		P. Wilson
9.	Dr E. Joyce Sudandara Priya Secretary	✓		E. Joyce
<b>Heads of Departments (Aided Steam)</b>				
10.	Dr (Mrs) Mekala Rajan	✓		Mekala Rajan
11.	Dr P. David Prabhakar	✓		P. David Prabhakar
12.	Dr S. Yagna Sekhar	✓		S. Yagna Sekhar
13.	Dr R. Venkataramanujam	✓		R. Venkataramanujam
14.	Dr S.D. Christopher Chandran	✓		S.D. Christopher Chandran

S.No.	Name	I agree	I disagree	Signature
15.	Dr (Mrs) N. Ansuman	✓		Ansuman
16.	Dr (Mrs) V. Jacqueline Raja Bai (i/c)	✓		V. Jacqueline Raja Bai 13/03/2021
17.	Dr James Kurian	✓		James
18.	Dr (Mrs) Tamilarasi Mailachalam			On Medical leave
19.	Dr K. Miriam Samuel	✓		Samuel 13/03/2021
20.	Dr T. Robinson	✓		Robinson 12.03.21
21.	Prof. N. Josiah Solomon (i/c)			On leave
22.	Dr P. Samuel Asirvatham	✓		P. Samuel Asirvatham
23.	Dr E. Iyyappan	✓		E. Iyyappan
24.	Dr (Mrs) E. Joyce Sudandara Priya	✓		Joyce
25.	Dr (Mrs) C. Joyce Priyakumari	✓		C. Joyce Priyakumari
26.	Dr J.M. Viswanath Director of Physical Education	✓		J. M. Viswanath
27.	Dr P. Yesudoss Librarian	✓		P. Yesudoss
28.	Dr. D. Roop Singh Director, Shift -II (SFS)	✓		D. Roop Singh
29.	Dr S. Ravi Shankar Controller i/c of Examinations	✓		S. Ravi Shankar
30.	Dr. B. Prince Solomon Devadass Dean of Student Affairs	✓		B. Prince Solomon Devadass
31.	Dr S.D. Christopher Chandran Warden, St. Thomas's Hall	✓		S.D. Christopher Chandran

S.No.	Name	I agree	I disagree	Signature
<b>Department Representatives</b>				
32.	Dr S. Franklin Daniel	✓		
33.	Dr (Mrs) J. Sudarvizhi	✓		
34.	Dr S. Yagna Sekhar	✓		
35.	Dr P. Gopalakrishnan	✓		
36.	Mr C. Livingstone	✓		
37.	Mrs A.K. Santhi	✓		
38.	Mrs B. Sujitha	✓		
39.	Mrs. S. Rajini	✓		
40.	Mr A. Muniraja	✓		
41.	Dr. K. Ashok	✓		
42.	Mr J. Diviyan	✓		
43.	Dr (Mrs) B. Madhana Rekha	✓		
44.	Dr (Mrs) S. Adeline	✓		18/3/21
45.	Dr. (Mrs) V. Kumari Sunitha	✓		
46.	Dr (Mrs) Janet E. John	✓		
47.	Dr D. Prince Annadurai	✓		
48.	Dr S. Sunil Varma	✓		
49.	Dr V. Haridoss	✓		
50.	Mr R. Daniel	✓		

S.No.	Name	I agree	I disagree	Signature
51.	Dr (Mrs) C. Amirthavalli	✓		Amirthavalli
52.	Mrs. J. Jeyarathi	✓		J. Jeyarathi
53.	Dr Ananthi Rachel Livingstone	✓		Ananthi Rachel
54.	Dr (Mrs) T. Shirmila	✓		Shirmila
55.	Dr M. Kumar	✓		M. Kumar
56.	Dr (Mrs) Hulda Samuel	✓		Hulda Samuel
57.	Dr (Mrs) Tabitha Durai			On Medical leave
58.	Mr David Abraham Albert	✓		David
59.	Dr (Mrs) E. Caroline Victoria	✓		E. Caroline Victoria
<b>Heads of Departments (SFS)</b>				
60.	Mr Daniel J. David	✓		D. David
61.	Mrs Rachel Jacob	✓		Rachel
62.	Dr (Mrs) R. Belinda	✓		R. Belinda
63.	Dr (Mrs) Nirmala Mohan	✓		Nirmala Mohan
64.	Dr D. Armstrong Doss	✓		D. Armstrong
65.	Mrs S. Eswari	✓		S. Eswari
66.	Mrs T. Hannah Clara	✓		T. Hannah Clara
67.	Dr (Mrs) V. Mahalakshmi	✓		V. Mahalakshmi
68.	Mrs D. Sathiya Priya	✓		D. Sathiya Priya

S.No.	Name	I agree	I disagree	Signature
69.	Dr (Mrs) D. Minnie	✓		D. Minnie
70.	Dr James Zachariah	✓		J. Zachariah
	Assistant Professors i/c (SFS)			
71.	Dr (Mrs) V. Jayalakshmi	✓		N. Jayalakshmi
72.	Mr D. Samuel	✓		D. Samuel
73.	Dr Jobin Joy	✓		Jobin Joy
74.	Mrs Asha Thomas	✓		Asha Thomas
75.	Dr (Mrs) S. Sahila	✓		Sahila
76.	Mr S. Selvaraj	✓		Selvaraj
	Representatives from Self-Financed Stream			
77.	Mr K. Samuel Moses	✓		K. Samuel Moses
78.	Dr V. Vilvarani	✓		Vilvarani
79.	Ms Immaculate	✓		Immaculate 16/3/2021
80.	Dr A.K. Abinesh	✓		Abinesh
81.	Dr (Mrs) Janice Shiji	✓		Janice Shiji
82.	Dr T. Shirley Devakirubai	✓		Shirley Devakirubai
83.	Dr K. Ganesan	✓		K. Ganesan
84.	Dr Vasupradha Srikrishna	✓		Vasupradha Srikrishna
85.	Mrs Nameetha Vasanthkumar	✓		Nameetha Vasanthkumar
86.	Ms S. Prathiba	✓		S. Prathiba 17/3/21

S.No.	Name	I agree	I disagree	Signature
87.	Mrs J. Christina Jebapriya	✓		Christina
88.	Dr K. Vijayalakshmi	✓		Vijayalakshmi
89.	Dr K. Kavitha	✓		Kavitha
90.	Dr P. Persis Glory	✓		Persis Glory
91.	Mrs G. Johanna Johnsi Rani	✓		G. Johanna Rani 12.3.2022
92.	Mrs Jasmine Smilkha Leslie	✓		Jasmine Smilkha Leslie 16/03
93.	Dr S.J. Prabu	✓		S.J. Prabu
<b>Student Representatives</b>				
94.	Ms V. Prasanna III B.Sc. Chemistry	✓		Prasanna ✓
95.	Ms M. Mabesha II M.Sc. Mathematics	✓		Mabesha
96.	Ms K. Kavya III B.Com. (Sec-B)	✓		Kavya. K.
97.	Ms S. Sarah Priyadharshini II MSW (HRM)	✓		S. Sarah
98.	Mr M. Prabhakaran III B.A. Economics	✓		M. Prabhakaran

**MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)**  
**EAST TAMBARAM, CHENNAI-600 059**

**DEPARTMENT OF PSYCHOLOGY**

**Minutes of the Board of Studies Meeting**

Board of Studies was conducted at 04:00p.m on Friday, 26<sup>th</sup> February 2021 through Zoom.

The meeting began with prayer by Dr. RoopSingh David, Director, Self Financed Stream. Welcome address and new course (B.Sc. Psychology) introduction was rendered by Dr. P. Wilson, Principal, Madras Christian College. This was followed by the presentation of the course regulation and syllabus in detail by Mrs. Jemima.W, Student Counsellor (Clinical Psychologist).

The content of the courses were discussed and various suggestions were given. The members scrutinized the syllabus and approved the same. The Board resolved to make the following changes

Resolved:

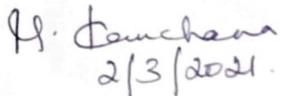
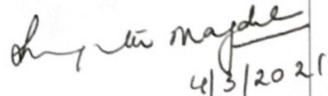
- To include a unit on Young Adult's Relationship in the Psychology of Relationship paper
- To group the experiments and tests under concepts, give reference books instead of text books and to change 8 into 10 required experiments.
- To include the concepts of Reliability and Validity in Introduction to Research Methodology paper.
- To change Health Psychology from Core Elective to Core Paper as per the recommendation of TANSCHE.
- To interchange Positive Psychology in V semester with Educational Psychology in VI Semester.

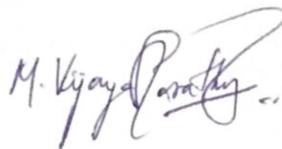
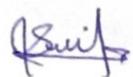
The meeting ended with vote of thanks Mrs. Jemima. W , Student Counsellor , Madras Christian College.

**MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)**  
**EAST TAMBARAM, CHENNAI-600 059**

Minutes of the Meeting of the Board of Studies in Psychology, Self Financed Stream, held at 4:00 p.m. on Friday, 26<sup>th</sup> February, 2021 through Zoom Platform.

**Members Present:**

S. No.	NAME & DESIGNATION	SIGNATURE
1.	<b>Subject Expert - University Nominee</b> Dr. T. Lavanya Professor and Head in Psychology, University of Madras, Chennai, Chennai - 600005	 2/3/2021
2.	<b>Subject Expert</b> Dr. M. Kanchana Associate Professor & Head in Psychology Women's Christian College, Chennai- 600006	 2/3/2021
2.	<b>Subject Expert</b> Dr. Sujaritha Magdalin Associate Professor & Head in Psychology, Presidency College, Chennai-600005	 4/3/2021
4.	<b>Industrial Expert</b> Ms. B.Suhavana Clinical Psychologist, Schizophrenia Research Foundation (SCARF) Chennai.	 Suhavana 04/03/21
5.	<b>Student Representative – Alumnus</b> Dr. D. Sam Pravin kumar Assistant Professor, Assistant Controller of Examination i/c, Department of Philosophy Madras Christian College	

	<b>Internal Members</b>	
6.	Dr. P. Wilson (Chairman of the Board) Principal & Secretary Madras Christian College	
7.	Dr. Roop Singh David Director, Self Financed Stream Madras Christian College	
8.	Dr. (Mrs.) Nirmala Mohan (Expert- Consumer Behavior)	
9.	Dr. (Mrs.) Miriam Kalpana Simon (Expert – Statistics)	
10.	Dr.M.Vijayasarathy Assistant Professor, Department of Philosophy	
11.	Mrs. Jemima. W Counselling Psychologist, Student Counselling Services	
	<b>Students Representative:</b>	
12.	Gopika Vijay , III B.A. Philosophy	
13.	Melwin Godfrey E , III B.A. Philosophy	

**MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)**

(UGC – College with Potential for Excellence)

**DEPARTMENT OF PSYCHOLOGY (SHIFT II)**

**UNIVERSITY OF MADRAS**



**Bachelor of Science (Psychology)**

**Under the Faculty of Psychology**

**2021**

**MADRAS CHRISTIAN COLLEGE (Autonomous)**  
**CHOICE BASED CREDIT SYSTEM**

**BACHELOR OF SCIENCE (Psychology)**  
**Three Years**

**Under the Faculty of Psychology**  
**REGULATIONS AND SYLLABUS**  
**(Effective from the academic year 2021-22)**

**Programme Description**

The primary goal of the degree program on Psychology is to provide students with a fundamental understanding of the human mind. In the process of doing so, other goals will also be achieved: the knowledge on the traditional theories in psychology; the methodologies of psychological research and statistical concepts; the biological processes underlying behaviour; sensation, perception, information processing and retention; how behaviours develop and change; how internal, environmental, and social factors influence behaviour, individual differences in behaviour, Including those related to gender, ethnicity, and culture; different perspectives on the origin and treatment of abnormal behaviour through practical applications; ethical issues in teaching, research, and the practice of professional psychology.

Thus the Bachelor's Degree course provides solid preparation for students who wish to pursue a career in any field that involves people, including education, business, and health care, sports, or community development. The Bachelor's degree in Psychology is ideal for individuals who seek an understanding of behavioural principles while pursuing a well-rounded education and is also designed to provide a strong foundation for Master's degree programs.

**Objectives**

The main objectives of the program are as follows:

- i. To develop the conceptual and practical skills of the students aimed at the intellectual pursuit of knowledge of Psychology.
- ii. To ensure that the students have adequate knowledge and skills so that they are work ready at exit point of the programme.

- iii. To enable them to acquire complete basic and intermediary practical knowledge of Psychology with the sole purpose of making them self-dependant, contributing to the society and easily employable.

### **I. Eligibility for admission to the course**

Candidates for admission to the first year of the Degree of Bachelor of Science (Psychology) course shall be required to have passed the Higher Secondary School Examination (preferably with psychology) conducted by the Government of Tamil Nadu or an Examination accepted as equivalent thereof by the Syndicate of the University of Madras.

### **II. Eligibility for the Award of Degree**

A Candidate shall be eligible for the award of the Degree only if he/she has undergone the prescribed course of study in a College affiliated to the University for a period of not less than three academic years, passed the examinations of all the Six Semesters prescribed earning 140 credits in Parts I, II, III, IV, and V.

### **III. Duration**

- a) Each academic year shall be divided into two Semesters. The first academic year shall comprise I and II semesters, the second academic year the III and IV Semesters and the third academic year the V and VI Semesters respectively.
- b) The odd semesters shall consist of the period from June to November of each year and the even semesters from December to April of each year. There shall be not less than 90 working days for each semester.

#### **IV. Course of Study (As Per TANSCHE Guidelines)**

The main Subject of Study for Bachelor Degree Course shall consist of the following:

PART – I	TAMIL/OTHER LANGUAGES
PART – II	ENGLISH
PART – III	CORE SUBJECTS ALLIED SUBJECTS PROJECT/ ELECTIVE WITH THREE COURSES
PART – IV	Those who have not studied Tamil up to XII Std. and taken a Non-Tamil language under Part – I shall take Tamil comprising of two courses (level will be at VI Standard)  Those who have studied Tamil up to XII std. and taken a Non-Tamil language under Part - I shall take Advanced Tamil comprising of two courses.  Others who do not come under a + b can choose non-major elective comprising two courses.  Personality Development  Skill Based Subjects (Elective) – (Soft Skills)  Environment Studies / Interdisciplinary  Value Education
PART – V	Extension Activities (NSS/NCC)

#### **I. Learning Methodology**

In order to make possible effective learning, the following methodology is required to be followed by colleges offering the program.

- Class room teaching, Experimental learning from laboratory
- Role play, Group Discussion, Seminars, Field visits
- Industry, Organisation and Institutions learning through Internship and Apprenticeship
- Self – Study and Online Course learning.

## **II. Internship**

Internship is an integral part of the three year B.Sc. Psychology undergraduate degree programme. It was designed to bridge the gap between theoretical and practical knowledge and create a natural interest in the practical aspects of the course. The training and exposure would be under the joint supervision and guidance of the supervisor of the respective postings and the Faculty member of the course. The details of the training undergone by the students will be clearly documented in the form of a report.

### **STRUCTURE OF INTERNSHIP PROGRAMME**

<b>Year</b>	<b>Month</b>	<b>Subject</b>	<b>Period</b>	<b>Condition</b>
I	May	Elective Exposure	30 Days	During Summer Vacation
II	May	Abnormal Psychology –Institute of Mental Health and SCARF	30 Days	During Summer Vacation
II	May	Core Elective experience – Organizational/ Educational/ Hospitals/ Sports/ Faith based centres	30 Days	During Summer Vacation

## **SKILL DEVELOPMENT COURSES**

The **NPTEL** or **SWAYAM** periodically offer skill development courses related to Psychology. Students of this program (B.Sc. Psychology) are encouraged to choose the field of their interest and pursue a minimum of six certificate courses during their degree course programme. III Internal Continuous Assessment marks shall be given for the successful completion of the certificate courses.

## **III. Class Strength**

In order to ensure successfulness of the program, maximum class strength shall be 50 students

#### **IV. Number of Credits**

The total credit for the course shall be 140. The following formula is used for conversion of time into credit.

- a) One credit is equivalent of 15 periods of 60 Minutes each for theory, workshops/ lab and tutorials
- b) For internship/ fieldwork the credit weightage for equivalent hours is 50% of that for lectures/ workshops
- c) For self-learning based on e- content or otherwise the credit weightage for equivalent hours of study is 50% or less of that for lectures/ workshops.

#### **V. Extension Activities (Part V)**

A candidate shall be awarded a maximum of 1 credit for compulsory Extension Service

All students shall have to enrol for NSS/NCC/NSO (Sports & Games) or Scrub Society and shall have to put in compulsory minimum attendance of 40 hours which shall be duly certified by the Principal of the college before 31<sup>st</sup> march in a year. If a student lacks 40 hours attendance in the first year, he/she shall have to compensate the same during the subsequent years.

Students who complete minimum attendance of 40 hours in one year will get half a credit and those who complete the attendance of 80 hours in two years will get one credit.

#### **The following procedure for Continuous Assessment Marks:**

##### **Theory/practical Papers**

CA Marks - 50 marks

(Best two tests out of three tests)

#### **VI. Passing minimum**

A Candidate shall be declared to have passed:

- a) There shall be no Passing Minimum for Continuous Assessment tests.
- b) For End of Semester examination, passing minimum shall be of 40% (Forty Percentage) of the maximum marks prescribed for the paper for each paper/Practical/Project/ Internship and Viva-Voce.

- c) In the aggregate (ESE + ICA) the passing minimum shall be of 40%.
- d) She/he shall be declared to have passed the whole examination, if he/she passes in all the papers and practical's wherever prescribed as per the scheme of examinations by earning 140 credits in Parts. (She/he shall also fulfil the extension activities prescribed earning a minimum of 1 credit to qualify for the Degree).

## **VII. Requirements for Proceeding to Subsequent Semester**

- a) Candidates shall register their names for the first Semester examination after the admission in UG courses.
- b) Candidates shall be permitted to proceed from the first Semester up to final Semester irrespective of their failure in any of the Semester examination subject to the condition that the candidates should register for all the arrear subjects of earlier Semesters along with the current (subsequent) Semester subjects.
- c) Candidates shall be eligible to go to the subsequent Semester, only if they earn sufficient attendance as prescribed thereof by the Syndicate from time to time.

Provided in case of a candidate earning less than 50% of attendance in any one of the Semesters due to any extraordinary circumstances such as medical grounds, such candidates who shall produce medical certificate issued by the Authorized Medical Attendant (AMA). Duly certified by the Principal of the College, shall be permitted to proceed to the next Semester and to complete the course of study. Such Candidates shall have to repeat the missed Semester by Re- joining after completion of the final semester of the course, after paying the fee for the break of study as prescribed by the university from time to time.

## **VIII. CLASSIFICATION OF SUCCESSFUL CANDIDATES**

### **Part - I Tamil/Other Languages**

TAMIL/OTHER LANGUAGES: Successful candidates passing the Examination for the Language and securing the marks (i) 60 percent and above (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the first and second class, respectively. All other successful candidates shall be declared to have passed the examination in the third class.

## **Part – II English**

English: Successful candidates passing the examinations for English and securing the marks (i) 60 percent and above (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the first and second class respectively. All other successful candidates shall be declared to have passed the examination in the third class.

## **Part – III Consisting of Core Subjects, Allied Subjects & Elective with Three Courses**

Successful candidates passing the examinations for Core Courses together and securing the marks (I) 60 percent and above (II) 50 percent and above but below 60 percent in the aggregate of the marks prescribed for the Core courses together shall be declared to have passed the examination in the FIRST and SECOND Class respectively. All other successful candidates shall be declared to have passed the examinations in the THIRD CLASS.

## **Part - IV Course of study**

Consisting of sub items 1 (a), (b), & (c), 2, 3 and furnished in the Regulations part IV supra.

## **Part - V Extension Activities**

Successful candidate earning of 1 credit shall not be taken into consideration for Classification/ Ranking/ Distinction.

## **IX. Ranking**

Candidates who pass all the examinations prescribed for the course in the first appearance alone are eligible for Ranking/ Distinction; Provided in the case of candidates who pass all the examinations prescribed course with a break in the First Appearance due to the reasons as furnished in the Regulations 7. (iii) Supra are only eligible for classification.

## **PATTERN OF QUESTION PAPER FOR UG (E.S.E) AND GRADING**

**Part A:** Eight (8) questions are to be set. Students are to answer all the questions. Each question carries two marks –  $8 \times 2 = 16$

**Part B:** Five questions are to be set and students are to answer three (3) out of five (5). Each question carries eight (8) marks-  $3 \times 8 = 24$

**Part C:** Five (5) questions are to be set and students to answer three out of five each question carries twenty marks -  $3 \times 20 = 60$

The Maximum score for a paper is 100 marks

### **Pattern of Assessment: ICA Test – III (III.CA)**

CA III assesses the problem solving ability of students using knowledge of Psychology in different methods. The report format can be digital/ CD or hardcopy/ paper presentation incorporating modern operations in solving the psychological issues.

Rubrics:

Assignment/Paper Presentation	Content/originality/Presentation/Schematic Representation and Diagram/Bibliography
Seminar	Organization/Subject Knowledge/Visual Aids/Confidence level/presentation-Communication and Language
Case Study	Finding the Problem/Analysis/Solution/Justification
Problem Solving	Understanding Concepts/Formula and Variable Identification/Logical Sequence/Answer
Group Discussion/Projects	Preparation/Situation Analysis/Relationship Management/Information Exchange/Delivery Skills
Role plays	Preparation, Content delivered through the role, communication skills

<b>Rubrics</b>	<b>Mark</b>
Industrial Competence	10
Attendance	10
Course Completion Certificate	10
Course Report/ digital/ paper presentation	10
Viva-Voce	10
<b>Total</b>	<b>50</b>

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

On obtaining an undergraduate degree the students will be able to:

PEO1: Apply and advance the broad and coherent body of knowledge and skills acquired, to become a creative professional in their chosen discipline.

PEO2: Engage in self-directed continuous learning, aimed at academic excellence, which will promote professional and personal growth.

PEO3: Demonstrate proficiency in experimental techniques and methods of analysis appropriate for their area of specialization tempered by values and ethics.

PEO4: Develop intercultural, interracial, interclass, inter-caste, and ethical competency, which will promote social relevance and readiness to share their knowledge, experience, and capabilities with the marginalised and unreached in their communities

PEO5: Develop critical thinking and cognitive skills to synthesis knowledge in interrelated disciplines and to identifying and solving problem with intellectual independence.

## **PROGRAMME OUTCOMES (PO)**

At the end of the programme, the student will be able to:

- PO1: Promote and apply scientific knowledge for finding sustainable solutions to solve the issues pertaining to self and society,
- PO2: Identify, analyse and formulate novel ideas to yield substantial results in fields of research utilizing the principles of behavioural science.
- PO3: Relate key concepts and scientific principles to various scientific phenomenon and their applications in day to day life.
- PO4: Cultivate unparalleled comprehension of fundamental concepts relevant to psychology leading to individual progress and career advancement.
- PO5: Communicate effectively ideas in English.
- PO6: Generate solutions for problems and design processes that meet the specific needs for appropriate consideration for physical and mental health, cultural, societal and environmental conditions.

## **PROGRAMME SPECIFIC OUTCOMES (PSO)**

After completion of the undergraduate programme in Psychology, the student will

- PSO1: Acquire knowledge on key concepts and theoretical approaches and gain understanding of the origin and recent advances in the discipline.
- PSO2: Be able to think originally, utilize the knowledge and understanding of Psychology to develop, appreciate and test the theoretical concepts for applications in various arenas.
- PSO3: Assess and critically evaluate central ideas and assumptions comprehensively facilitating research and analysis of data.
- PSO4: Use the relevant sources of scientific knowledge to identify and generate novel solutions for problems for enhancement of self and community.
- PSO5: Effectively communicate learned information both in written and oral format
- PSO6: Develop capacity for individual and team work, understand and implement ethical principles necessary for professional up gradation

## BACHELOR OF SCIENCE – PSYCHOLOGY

Part I – Language	4 papers x 3 Credits	12 Credits
Part II – English	4 Papers x 3 Credits	12 Credits

Part III		
Core Subjects	Semester I – 8 Credits Semester II- 8 Credits Semester III- 8 Credits Semester IV- 8 Credits Semester V- 16 Credits Semester VI- 12 Credits	}
Allied Subjects	4 Papers x 5 Credits	20 Credits
Elective Paper	3 Papers x 5 Credits	15 Credits

Part IV		
NME/BT/AT	2 Papers x 2 Credits	4 Credits
<u>Soft Skills</u>		
Inter disciplinary	3 Credits	
Personality Development	3 Credits	
Skill Based Course	3 Credits	
General Elective	3 Credits	
Environmental Studies		2 Credits
Value Education		2 Credits

Part V	Extension Activity	1 Credit
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**Total: (12 + 12+ 60 + 20 + 15 + 4 + 12 + 2 + 2 + 1) = 140 Credits**

## COURSE STRUCTURE

### FIRST SEMESTER

<b>Course Content</b>	<b>Name of the Course</b>	<b>Theory/ Practical</b>	<b>Hrs/week</b>	<b>Credits</b>	<b>CA Marks</b>	<b>ESE Marks</b>	<b>Total</b>
Part – I	Language -I	T	4	3	50	50	100
Part –II	English- I	T	4	3	50	50	100
Part- III	Core Paper: General Psychology I	T	5	4	50	50	100
	Core Paper: Biological Psychology I	T	5	4	50	50	100
	Allied: Issues and Ethics of Helping profession	T	6	5	50	50	100
Part – IV	Value Education	T	2	1	50	50	100
	General Course*	T	4	2	50	50	100

**Total Credits: 22**

**Teaching Hours per Week: 30 hours**

### SECOND SEMESTER

<b>Course content</b>	<b>Courses</b>	<b>Theory / Practical</b>	<b>Hrs/week</b>	<b>Credits</b>	<b>CA Marks</b>	<b>ESE Marks</b>	<b>Total</b>
Part – I	Language -II	T	4	3	50	50	100
Part –II	English- II	T	4	3	50	50	100
Part- III	Core Paper: General Psychology II	T	5	4	50	50	100
	Core Paper: Biological Psychology II	T	5	4	50	50	100
	Allied: Applied Psychology	T	6	5	50	50	100
Part – IV	Value Education	T	2	1	50	50	100
	General Course*	T	4	2	50	50	100

**Total Credits: 22**

**Teaching Hours per Week: 30 hours**

#### \*List of General Courses

1. Psychology and Mental Health
2. Psychology of Health and Wellbeing
3. Youth, Gender and Sexuality
4. Intergroup Relationships

### **THIRD SEMESTER**

<b>Course Content</b>	<b>Name of the Course</b>	<b>Theory / Practical</b>	<b>Hrs/week</b>	<b>Credits</b>	<b>CA Marks</b>	<b>ESE Marks</b>	<b>Total</b>
Part – I	Language –III	T	4	3	50	50	100
Part –II	English- III	T	4	3	50	50	100
Part- III	Core Paper: Developmental Psychology I	T	5	4	50	50	100
	Core Paper: Social Psychology I	T	5	4	50	50	100
	Allied: Statistics in Psychology I	T	6	5	50	50	100
Part – IV	Personality Development	T	2	0	50	50	100
	Interdisciplinary	T	4	3	50	50	100

**Total Credits: 22**

**Teaching Hours per Week: 30 hours**

### **FOURTH SEMESTER**

<b>Course Content</b>	<b>Name of the Course</b>	<b>Theory / Practical</b>	<b>Hrs/week</b>	<b>Credits</b>	<b>CA Marks</b>	<b>ESE Marks</b>	<b>Total</b>
Part – I	Language –IV	T	4	3	50	50	100
Part –II	English- IV	T	4	3	50	50	100
Part- III	Core Paper: Developmental Psychology II	T	5	4	50	50	100
	Core Paper: Social Psychology II	T	5	4	50	50	100
	Allied: Statistics in Psychology II	T	6	5	50	50	100
Part – IV	Environmental Studies	T	4	2	50	50	100
	Personality Development	T	2	3	50	50	100

**Total Credits: 24**

**Teaching Hours per Week: 30 hours**

## FIFTH SEMESTER

<b>Course Content</b>	<b>Name of the Course</b>	<b>Theory/ Practical</b>	<b>Hrs/week</b>	<b>Credits</b>	<b>CA Marks</b>	<b>ESE Marks</b>	<b>Total</b>
Part- III	Core Paper: Psychopathology I	T	5	4	50	50	100
	Core Paper: Experimental Psychology	P	5	4	50	50	100
	Core Paper: Counselling Psychology	T	5	4	50	50	100
	Core Paper: Introduction to Research Methodology	T	5	4	50	50	100
	Core Elective: Organizational Psychology / Educational Psychology	T + P	5	5	50	50	100
Part -IV	Skill Based Course: Basic Counselling Skills	T + P	2	3	50	50	100
	General Elective: Psychology of Leadership	T	3	3	50	50	100

**Total Credits: 27**

**Teaching Hours per Week: 30 hours**

## SIXTH SEMESTER

<b>Course Content</b>	<b>Name of the Course</b>	<b>Theory/ Practical</b>	<b>Hrs/week</b>	<b>Credits</b>	<b>CA Marks</b>	<b>ESE Marks</b>	<b>Total</b>
Part- III	Core Paper: Psychopathology II	T	6	4	50	50	100
	Core Paper: Psychological Testing	P	6	4	50	50	100
	Core Paper: Health Psychology	T	6	4	50	50	100
	Core Elective: Integration of Faith and Psychology/ Positive Psychology	T+ P	6	5	50	50	100
	Core Elective: Trauma Psychology/ Sports Psychology	T+P	6	5	50	50	100
Part- V	Extension Activities			1			

**Total Credits: 23**

**Teaching Hours per Week: 30 hours**

**\*This syllabus aligns with the 75% of TANSCHE Syllabus.**

# **SEMESTER - I**

## **GENERAL PSYCHOLOGY- I**

**Semester: I**

**Credits: 4**

**Nature of the Course: Core Paper**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To offer the students a comprehensive overview and understanding of

- The Origins, Goals, Research Methods and Fields of Specialization in Psychology.
- The basic principles of sensation for vision, hearing, smell, taste and bodily senses.
- The principles of Perception and Illusion.
- Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning.
- Memory, its stages and functions and strategies to improve memory.

### **COURSE OUTCOMES**

On successful completion of the course, students will be able to

- CO1 Acquire knowledge on the history, methods and special areas in the field of psychology
- CO2 Explain sensory systems through which information processing happens
- CO3 Relate the process of attention to perception and infer how we make sense of the world around us
- CO4 Critically examine the process of learning
- CO5 Understand and apply the process of encoding, storing and retrieval of information

### **COURSE OUTLINE**

#### **Unit I Introduction (15 Hours)**

Psychology: Definition, Goals. Pseudo psychology. The History of Psychology, Schools, Modern Perspectives, and Psychology in India, Psychology: The Science, Methods: Introspection, Observation, Survey, Experiment, Case Study, Correlation Research, Scope of Psychology: Branches of basic Psychology, Branches of applied Psychology.

**Unit II Sensation and Perception** (15 Hours)

Sensation: Basic concepts and processes in sensation, Types of senses- visual, auditory, olfactory, vestibular and kinaesthetic, Sensory adaptation, habituation and integration of senses, Perception- basic concepts, learning, set, motivation and emotion; figure ground separation, Different processes of perception: laws of organization, depth perception, constancy of perception, perception of movement

**Unit III Attention and Consciousness** (15 Hours)

Forms of attention and models of attention, Fundamental Process, nature of consciousness, Variations in levels of consciousness and brain activity, Sleep and dreams: stages of sleep and sleep disorders, Dreams: theory of dreams, Meditation, Hypnosis, psi phenomena, psychoactive drugs

**Unit IV Learning Process** (15 Hours)

Definition of learning, Fundamental theories: Thorndike, Guthrie, Hull, Classical conditioning, Operant conditioning, Cognitive Learning, Social Learning and Recent trends in learning – Neurophysiology of learning.

**Unit V Memory and Forgetting** (15 Hours)

Meaning and Stages of memory, Atkinson and Shiffrin Model: sensory, short-term, long term memory, Levels of processing theories, Long term memory-organizations and process, Organization of long term memory, Encoding and storing long term memories, Retrieval from long term memory, Forgetting- Motivated forgetting, Interference, amnesia, Techniques of improving memory.

**TEXT BOOK**

- Baron, R.A. & Misra, G. (2017) *Psychology Indian Subcontinent Edition* (5<sup>th</sup>ed.) India, U.P.: Pearson India Inc.
- Hilgard, E.R., Atkinson, R.L., Atkinson R.C. (2009) *Introduction to Psychology* (14<sup>th</sup> ed.) Wordsworth Pub. Co.
- Morgan, C.T., King, R.A., Weisz, J.R. & Schopler J. (2007) *Introduction to Psychology* (7<sup>th</sup> ed.) Singapore: McGraw- Hill.
- Hockenbury, D. H. & Hockenbury, S. E. (2003). *Psychology* (3<sup>rd</sup> ed.) New York: Worth Publishers.

- Khatoon, N. (2012) *General Psychology*. Dorling Kindersley (India) Pvt Ltd

## **BOOKS FOR REFERENCE**

- Atkinson & Hilgard. (2014) *Introduction to Psychology* (16<sup>th</sup>ed.) Delhi: Cengage Learning India Pvt Ltd
- Feldman, R.S. (2006) *Understanding Psychology* (6<sup>th</sup>ed.) New Delhi: Tata McGraw Hill.
- Ciccarelli, S.K., & White, J.N. *Psychology* 5<sup>th</sup>ed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd
- Coon, D. & Mitterer (2007) *Introduction to Psychology – Gateways to Mind and Behaviour* (11<sup>th</sup> ed.) Delhi: Thomson Wadsworth
- Passer, M.W. & Smith R.E. (2007) *Psychology- The Science of mind and Behavior* (3<sup>rd</sup> ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd
- Wade, C. & Tavris, C. (2006) *Psychology* (8<sup>th</sup>ed.) Delhi: Pearson Education.
- Kalat, J. (2007). *Introduction to Psychology* (8<sup>th</sup>ed.) Wordsworth Pub. Co.

## **JOURNALS**

1. Frontiers in Psychology (<https://www.frontiersin.org/journals/psychology>)
2. Archives of Scientific Psychology  
(<https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1>)
3. BMC PSYCHOLOGY (<https://bmcpychology.biomedcentral.com/>)

## **E LEARNING RESOURCES**

1. <https://www.psywww.com/careers/specialt.html>[www.worthpublishers.com/hockenbury](http://www.worthpublishers.com/hockenbury)
2. <https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/>
3. <https://www.youtube.com/watch?v=D-RS80DVvrg>
4. [https://www.ted.com/talks/elizabeth\\_loftus\\_the\\_fiction\\_of\\_memory?language=en](https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory?language=en)

## **BIOLOGIAL PSYCHOLOGY –I**

**Semester: I**

**Credits: 4**

**Nature of the Course: Core Paper**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To offer the students a comprehensive overview

- To place emphasis on the perspectives and research methods of Biological Psychology.
- To examine the structure and Communication of the cells of the nervous system
- To understand synaptic transmission.
- To understand the Nervous System
- To examine the nature and functions of the endocrine glands.

### **COURSE OUTCOMES**

On successful completion of the course, students will be able to

- CO1 Describe recent research methods and perspectives on the emerging field of behavioural neuroscience
- CO2 Understand anatomy and functions of the basic cell of the nervous system
- CO3 Explain the process of communication between neurons
- CO4 Describe the complex orchestrated functioning of the nervous system
- CO5 Understand the function of endocrine glands and relate the knowledge to understanding various human behaviour

### **COURSE OUTLINE**

**Unit I Biological basis of behaviour (15 Hours)**

Definition of Biopsychology, Biological approach to behaviour, Biological explanations of behaviour, Genetics and Behaviour, Mendelian Genetics, Heredity and Environment, The Evolution of Behaviour. Effects of Brain Stimulation, Recording Brain Activity, Correlating Brain Anatomy with Behaviour, Brain Size and Intelligence, The Use of Animals in Research, Reasons for Animal Research, The Ethical Debate

**Unit II Nervous system (15 Hours)**

Structure of the Vertebrate Nervous System, The Spinal Cord, The Autonomic Nervous System, The Hindbrain, The Midbrain, The Forebrain, The Ventricles, The Cerebral Cortex,

Organization of the Cerebral Cortex, The Occipital Lobe, The Parietal Lobe, The Temporal Lobe, The Frontal Lobe, Functioning of the Cerebral Cortex

**Unit III Nerve Cells and Nerve Impulses (15 Hours)**

The Cells of the Nervous System, Anatomy of Neurons and Glia, Blood–Brain Barrier, Nourishment in Vertebrate Neurons, The Nerve Impulse, The Resting Potential of the Neuron, The Action Potential, Propagation of the Action Potential, The Myelin Sheath.

**Unit IV Synapses and Synaptic transmission (15 Hours)**

The Concept of the Synapse, the Properties of Synapses, Relationship among EPSP, IPSP, and Action Potentials Chemical Events at the Synapse, the Discovery of Chemical Transmission at Synapses the Sequence of Chemical Events at a Synapse.

**Unit V Hormones and Behaviour (15Hours)**

Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.

**TEXT BOOKS**

- Kalat, J.W. (2015) *Biological Psychology* (11<sup>th</sup>ed.) New Delhi: Cengage Learning India Private Limited.
- Pinel, J.P.J.& Barnes, J.S. (2018) *Introduction to Biopsychology* (9<sup>th</sup> ed.) Uttar Pradesh: Pearson India Education Services Pvt Ltd
- Levinthal, C.F. (2003) *Introduction to Physiological Psychology*. (3<sup>rd</sup> ed.) New Delhi: Pearson Education, Inc.

**BOOKS FOR REFERENCE**

- Barnes, J. (2013) *Essentials of Biological Psychological*. New Delhi: Sage Publications Pvt Ltd
- Carlson, N. R. (2005) *Foundations of Physiological Psychology* (6<sup>th</sup> ed.). New Delhi: Pearson.
- Bremer, J.D. (2005) *Brain Imaging Handbook*. New York: W.W Norton & Company Inc.

- Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

## **JOURNALS**

1. Behavioural and Brain Functions  
(<https://behavioralandbrainfunctions.biomedcentral.com/>)
2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>)

## **E-LEARNING RESOURCES**

1. <http://www.ecpdu.net/htmlfiles/uploads/2015/01/research-methods-in-biopsychology.pdf>
2. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/overview-of-neuron-structure-and-function>
3. <https://www.khanacademy.org/science/biology/human-biology/neuron-nervous-system/a/the-synapse>
4. <https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/hormonal-endocrine-system>

## **ISSUES AND ETHICS OF PROFESSIONAL PRACTICE**

**Semester: I**

**Credits: 5**

**Nature of the Course: Allied**

**Teaching Hours: 90 Hours**

### **COURSE OBJECTIVES**

To offer the students a comprehensive overview to

- Understand concepts regarding the professional functioning of Psychologist
- Explain history, roles, professional organizations, ethics, legalities, standards, and credentialing.
- Current issues in the practice of psychology in a professional setting are explored.
- Apply ethical principles to specific cases.
- Integrate ethical concepts in practice.

### **COURSE OUTCOMES**

As a result of this course, students will be able to:

- Understand history and philosophy of the psychology profession in general
- Identify professional roles and functions of psychologists, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communication
- Relate professional organizations, Including membership benefits, activities, services to members, and current issues.
- Understand the diversity of issues and manages boundaries and multiple relationships.
- Become familiar with ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in profession.

### **COURSE OUTLINE**

**Unit I Introduction to Professional Ethics**

**(18 Hours)**

Definition of Ethics and Professionalism, psychology as a profession in historical perspective and professional identity. Professional codes of Ethics, Ethical decision making and steps involved.

**Unit II Values in Helping Relationship (18 Hours)**

Values, definition, values respective to the profession, nature of helping relationships, Different types of relationship based on the area of interest. Clarifying professionals value and their role in their work, ethics of imposing values on help seeking individuals, value conflicts regarding sexual attitude, abortion, religious, spiritual values and end of life decisions.

**Unit III Ethical Principles and code of conduct (18 Hours)**

Beneficence and Non-maleficence, Fidelity and Responsibility, Integrity, Justice, Respect for People's rights and dignity. Ethical standards: competence, human relations, privacy and confidentiality, record keeping, Ethical violations and ethical considerations.

**Unit IV Managing Boundaries and Multiple Relationships (18 Hours)**

Ethics of Multiple Relationships, controversies on Boundary Issues, managing multiple relationships in a small community, bartering for professional services, social relationships with clients, Ethics of therapeutic relationships.

**Unit V Burnout and self-care (18 Hours)**

Burn out – definition, signs and symptoms – physical, emotional and behavioural, difference between stress and burnout, causes and ways to prevent burnout, Self-care – definition and importance of self-care in the helping profession.

**TEXT BOOKS**

- Bersoff, D.N. (Editor) (1999) *Ethical Conflicts in Psychology*. Washington, DC: American Psychological Association.
- Nagy, T.F. (2000) *Ethics in Plain English: An Illustrative Casebook for Psychologists*. Washington, DC: American Psychological Association.
- Corey, G., Corey, M.S., Corey, C. & Callanan, P. (2015) *Issues and ethics in the helping professions* (9<sup>th</sup> Ed.) Stamford, CT: Brooks/Cole.
- Koocher, G.P. & Keith, Spiegel P. (2016) *Ethics in psychology and the mental health professions* (4<sup>th</sup> Ed.) Oxford, England: Oxford University Press.

## **BOOKS FOR REFERENCE**

- Batson C. D. & Thompson E.R. (2001) *Why don't moral people act morally?* Motivational considerations. *Current Directions in Psychological Science*, 10, 54,57.
- Knapp S., Gottlieb M., Berman J., & Handelsman, M.M. (2007). *When laws and ethics collide: What should psychologists do? Professional Psychology: Research and Practice*, 38, 54,59.
- Fuqua D. R., Newman J.L., Simpson D.B., & Choi N. (2012). *Who is the client in organizational consultation? Consulting Psychology Journal: Practice and Research*, 64(2), 108,118.

## **SEMESTER - II**

## **GENERAL PSYCHOLOGY –II**

**Semester: II**

**Credits: 4**

**Nature of the Course: Core Paper**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To offer the students a comprehensive overview and understanding on

- Components of thought, strategies of problem solving, decision making and reasoning and characteristics of Language.
- Theoretical contributions to intelligence and measurement of intelligence.
- Emotions and theoretical perspectives of emotions.
- Theoretical approaches to motivation and emotional intelligence and creativity.
- Theories of personality and its measurement.

### **COURSE OUTCOMES**

On successful completion of the course, students will be able to

- CO1 Critically examine the process of thinking and reasoning and applying the principles in problem solving and infer the role of language in thinking.
- CO2 Gain insight into complex emotional experiences of human being and analyse the experience of self in day to day life.
- CO3 Examine components of intelligence and understand the role of technology in simulating human intelligence.
- CO4 Critically analyse approaches to the study of personality and its measurement
- CO5 Summarize and point out factors that drive human behaviour.

### **COURSE OUTLINE**

#### **Unit I Theoretical Perspectives on Thought Process, Reasoning and Problem Solving** **(15 hours)**

Definition and Basic concepts of thought process, propositions and images, Reasoning, Decision Making, Problem Solving, Language. Theories of reasoning and problem solving.

#### **Unit II Intelligence and Creativity** **(15 hours)**

Definition and determinants of Intelligence, Theories of intelligence: Factor theories and cognitive theories; assessment of intelligence, Recent trends in intelligence-multiple

intelligence, emotional intelligence, social Intelligence, environmental intelligence, Creative Thinking- insight in creative thinking, stages in creative thinking, nature of creative thinking and characteristics of creative thinkers. Role of technology in simulating human intelligence.

**Unit III Motivation** **(15 hours)**

Definition of Motivation, Characteristics and Types of Motivation, Theories of motivation – Instinct, Drive reduction, Arousal, Incentive, Cognitive, Humanistic approaches, Types - Biological motives, Social motives, Frustration and conflict of motives, Motivational Competence

**Unit IV Emotion** **(15 Hours)**

Definitions of Emotions: Nature of emotions, Cognitive appraisal and emotion, Subjective experience and emotion, bodily changes and emotion, facial expression and emotion, Theories of emotion – James Lange Theory, Cannon Bard Theory, Cognitive Theory, Assessment of Emotions- Management of emotions.

**Unit V Personality** **(15 Hours)**

Definition and Concept of Personality, Determinants of Personality, Approaches - Psychoanalytic approach, Behaviouristic approach, Cognitive approach, Humanistic approach, Assessment of Personality – Questionnaire, Rating Scales and Projective Tests

**TEXT BOOKS**

- Baron, R.A. & Misra, G. (2017) *Psychology: Indian Subcontinent Edition.* (5<sup>th</sup> ed.) India: Pearson India Education Services Inc.
- Khatoon, N. (2012) *General Psychology*, Dorling Kindersley India Pvt Ltd
- Hilgard, E.R., Atkinson, R.L., Atkinson, R.C. (2014) *Introduction to Psychology* (16<sup>th</sup> ed.) Wordsworth Pub. Co.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler J. (2007) *Introduction to Psychology* (7<sup>th</sup>ed.) Singapore: McGraw- Hill.

## **BOOKS FOR REFERENCE**

- Feldman R.S. (2006) *Understanding Psychology* (6<sup>th</sup> ed.) New Delhi: Tata McGraw Hill.
- Kalat J. (2007) *Introduction to Psychology* (8<sup>th</sup> ed.) Wordsworth Pub. Co.
- Myers D.G. (2004) *Psychology* (5<sup>th</sup> ed.) New York: Worth Publishers.
- Ciccarelli S.K. & White J.N. *Psychology* 5<sup>th</sup> ed. (2018) Adapted Misra G. Noida: Pearson India Education Services Pvt Ltd
- Ciccarelli S.K. & Meyer G. E. (2006) *Psychology* Delhi: Pearson Education.
- Coon D. & Mitterer (2007) *Introduction to Psychology – Gateways to Mind and Behaviour* (11<sup>th</sup> Ed.) Delhi: Thomson Wadsworth
- Passer M.W. & Smith R.E. (2007) *Psychology- The Science of mind and Behavior* (3<sup>rd</sup> Ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd

## **JOURNALS**

1. Judgment and Decision making (<http://journal.sjdm.org/>)

## **ELEARNING RESOURCES**

1. <https://faculty.washington.edu/robinet/Learning.htm>
2. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-memory/>
3. <http://ncert.nic.in/ncerts/l/kepy108.pdf>
4. <https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf>
5. [http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316\\_CH08\\_61939.pdf](http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf)

## **BIOLOGICAL PSYCHOLOGY –II**

**Semester: II**

**Credits: 4**

**Nature of the Course: Core Paper**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To understand Biological Rhythms, and Biological Basis of sleeping and dreaming.
- To learn the Brain mechanisms of Thirst and Hunger
- To learn the Brain mechanisms in Emotions
- To comprehend the Biological Basis of Learning and Memory
- To explain lateralization of brain's functions and the production and comprehension of Speech.

### **COURSE OUTCOMES**

On successful completion of the course, students will be able to

- CO1 Describe the physiological basis of sleep and dream
- CO2 Explain the physiological mechanisms underlying basic needs
- CO3 Explain the role of central and peripheral nervous system in the experience of emotions
- CO4 Describe the biological basis of learning and memory
- CO5 Explore the difference in functions of the right and left hemisphere and list brain areas that are involved in speech functions.

### **COURSE OUTLINE**

**Unit I Circadian Rhythms, Sleep and Dreaming (15 Hours)**

Rhythms of Waking and Sleeping: Endogenous Cycles. Setting and Resetting the Biological Clock. Mechanisms of the Biological Clock. Sleep and Brain Mechanisms: Sleep and other Interruptions of Consciousness, The onset of Sleep and Hypnologic Hallucinations, Stages of Sleep. Paradoxical or REM sleep. Brain Mechanisms of Wakefulness and Arousal. Brain Functions in REM Sleep. Functions of Sleep. Dreaming: REM sleep and dreaming, Biological Perspectives on Dreaming.

**Unit II Biological Basis of Thirst and Hunger (15 Hours)**

Thirst: Mechanisms of Water Regulation. Osmotic Thirst, Hypovolemic Thirst and Sodium Specific thirst. Hunger: Digestion and Food Selection: Short and Long Term Regulation of Feeding and Brain Mechanisms.

**Unit III Biological Basis of Emotions (15 Hours)**

Emotions: Introduction. Emotions, Autonomic Arousal and the James-Lange Theory. Brain Areas Associated with Emotions. The Functions of Emotions, Attack and Escape Behaviours: Attack Behaviours, fear and anxiety.

**Unit IV Biological Basis of Learning and Memory (15 Hours)**

Localized representations of Memory: Types of Memory. The Hippocampus, Theories of the Function of the Hippocampus, the Basal Ganglia. Other Types of Amnesia: Korsakoff's syndrome and Alzheimer's disease. Other Brain Areas in Memory: Parietal Lobe, Temporal Lobe and Prefrontal Cortex.

**Unit V Lateralization and Language (15 Hours)**

Lateralization of Functions: The Left and Right Hemispheres, Visual and Auditory Connections to the Hemispheres, Corpus Collosum. Language: Speech Production- Broca's Aphasia Speech Comprehension: Wernicke's Aphasia.

**TEXT BOOKS**

- Carlson N.R. (2001) *Physiology of Behavior*. (7<sup>th</sup>ed.) Massachusetts: Pearson Education.
- Kalat J.W. (2015) *Biological Psychology* (11<sup>th</sup>ed.) New Delhi: Cengage Learning India Private Limited.
- Pinel J.P.J. (2007) *Biopsychology*. (6<sup>th</sup>ed.) New Delhi: Pearson Education, Inc.

**RECOMMENDED BOOKS**

- Barnes J. (2013) *Essentials of Biological Psychological*. New Delhi: Sage Publications Pvt Ltd
- Pinel J.P.J & Barnes J.S. (2018) *Introduction to Biopsychology* (9<sup>th</sup> Ed.) Uttar Pradesh: Pearson India Education Services Pvt Ltd

- Rosenweig M.R., Leiman A.L. & Breedlove S.M. (1999) *Biological Psychology: An Introduction to Behavioral, Cognitive and Clinical Neuroscience*. (2<sup>nd</sup>ed.) U.S.A: Sinauer Associates, Inc.
- Wagner H & Silber K. (2004) *Physiological Psychology*. New York: BIOS Scientific Publishers
- Carlson N.R. & Birkett M. (2017) *Physiological of Behavior* (12<sup>th</sup> ed.) Noida: Pearson.

## **JOURNALS**

1. Behavioural and Brain Functions  
(<https://behavioralandbrainfunctions.biomedcentral.com/>)
2. Biological Psychology (<https://www.journals.elsevier.com/biological-psychology>)

## **E LEARNING RESOURCES**

1. <https://www.tuck.com/stages/><https://slideplayer.com/slide/8024292/>
2. <https://courses.lumenlearning.com/boundless-psychology/chapter/biology-of-emotion/>
3. [http://www.elaine-m-hull.com/lectures/biology\\_learning\\_memory\\_russia.pdf](http://www.elaine-m-hull.com/lectures/biology_learning_memory_russia.pdf)
4. <https://www.slideshare.net/alexandr01/chapter-14-lateralization-language-presentation>

## **APPLIED PSYCHOLOGY**

**Semester: II**

**Nature of the Course: Allied**

**Credits: 5**

**Teaching Hours: 90 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To introduce to the various fields of application of social psychology and to the roles of psychologists working in these specialized fields.
- To understand the application of cognitive psychology.
- To understand the effects of media on the thoughts and behaviours of viewers.
- To highlight the values and approaches of the field of community psychology and to understand the effects of stigmatization and how social barriers can be removed to bring about social change.
- To understand the cognitive errors and how it operates on the thinking and behaviour of the individual and nature of forensic psychology.

### **COURSE OUTCOMES**

- CO1 Identify various areas in which social psychology principles can be applied.  
CO2 Apply the cognition in the technology specifically in the cognitive psychology  
CO3 Critically analyse the role of media on social cognition and action.  
CO4 Devise ways to build better environment by identifying social barriers to change  
CO5 Apply psychology principles in the field of forensic.

#### **Unit I Introduction to Applied Psychology (18 Hours)**

Meaning and definition of applied Psychology as a Science, The Role of personal values, Areas of Focus and Various roles of applied psychologists.

#### **Unit II Technology and Psychology (Applied Cognitive Psychology) (18 Hours)**

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

### **Unit III Forensic Psychology (18 Hours)**

Definition and meaning of Forensic and its application in psychology, nature and scope of Forensic Psychology, application areas of Forensic Psychology, Role of Forensic Psychologist.

### **Unit IV Media Psychology (18 Hours)**

Effects of Media violence: The Consequences of Viewing Media Violence, Imitation of Violence, Media and Aggressive Thoughts, Media Violence and Fear, Effects of long term exposure to Pornography, Effects of negative Media Coverage. Media and Perceptions on Mental Illness. Media and Positive Social Change.

### **Unit V Community Psychology (18 Hours)**

Community Psychology: Definition, Origins, Community psychology values and approaches. Sense of Community: Person and Environment fit. The Internet as a source of community and help. Diversity versus prejudice and stigmatization, bringing about social change, influencing policy and changing structural/social barriers.

## **TEXT BOOKS**

- Coutts M.L., Gruman A.J. & Schneider W.F. (2012) *Applied Social Psychology* (2<sup>nd</sup> Ed.) New Delhi: Sage Publications.
- Bartol RC. (2012) *Forensic Psychology*. New Delhi: Sage Publications.
- Gregory W.L. & Burroughs W.J. (1989) *Introduction to Applied Psychology*. Scott, Foresman and Company.
- Schaie W. & Willis S.L. (2011) *Hand Book of the Psychology of Aging*. New York: Elsevier Publication.
- Sharma R. (2004) *Advanced Applied Psychology* Atlantic. New Delhi.
- Groome D. & Eysenck M.W. (2016). *An Introduction to Applied Cognitive Psychology*. London; Routledge, Taylor & Francis.
- Martin P. R., Cheung F. M., Knowles M. C., Kyrios M., Littlefield L., Overmier J. B., Prieto J. M. (Eds) (2011). *IAAP Handbook of Applied Psychology*. UK: Wiley Blackwell.

## **RECOMMENDED BOOKS**

- Kassin S., Fein S. & Markus H.R. (2014) *Social Psychology* (9<sup>th</sup> Ed.) New Delhi: Cengage Learning.
- Davey G. (2011) *Applied Psychology* (1<sup>st</sup> Ed.) Britain: BSP Blackwell and British Council Library.

## **JOURNALS**

1. Basic and Applied Social Psychology (<https://www.tandfonline.com/loi/hbas20>)
2. Journal of Applied Psychology (<https://onlinelibrary.wiley.com/loi/15591816>)

## **E- LEARNING RESOURCES**

1. [https://assets.cambridge.org/97805218/69799/excerpt/9780521869799\\_excerpt.pdf](https://assets.cambridge.org/97805218/69799/excerpt/9780521869799_excerpt.pdf)
2. <https://memberfiles.freewebs.com/37/84/82578437/documents/1841695815>
3. [https://elibrary.bsu.az/books\\_163/N\\_55.pdf](https://elibrary.bsu.az/books_163/N_55.pdf)
4. <https://www1.psych.purdue.edu/~willia55/120/LectureSocialF10.pdf>
5. <https://www.apadivisions.org/division-46/about/what-is>

## **SEMESTER - III**

## **DEVELOPMENTAL PSYCHOLOGY –I**

**Semester: III**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To Compare the different theories of development
- To understand Prenatal development, the birth process and postpartum period
- To learn Physical, cognitive, language, emotional and personality development in infancy, early childhood and middle and late childhood
- To have Knowledge on attachment styles and Influence of social contexts in infant's development
- To comprehend the influence of families, school and cultural environment on various domains of development in childhood.

### **COURSE OUTCOMES**

On successful completion of the course, students will be able to

- CO1 Describe the course of development of human and the influence of genetic and environmental factors on human life.
- CO2 Explain the significance of development in various domains
- CO3 Examine the influence of attachment styles and social contexts in the process of development
- CO4 Compare and contrast healthy and unhealthy family environments on the developing child, relate it to real life situations and utilize this knowledge for fostering healthy environment
- CO5 Infer the outcomes of development influenced by other environmental factors and plan strategies to create positive environment.

#### **Unit I Human Development**

**(15 Hours)**

Introduction to Human Development through the Life Span, Psychosexual development (Freud), Cognitive Development (Piaget), Psychosocial Development – Eric Erickson, Moral Development – Kohlberg, Social Learning theory – Albert Bandura

**Unit II Conception through Birth** **(15 Hours)**

Meaning of developmental changes, significant facts about development, Developmental stages, Developmental Issues, Conception of Age. Characteristics of the Prenatal Period, How Life begins, Importance of Conception, Periods of Conception, Periods of Prenatal development, Stages of child Birth, Types of childbirth, Attitudes of significant people, Prenatal hazards & complications of low birth weight.

**Unit III Infancy and Babyhood** **(15 hours)**

Characteristics of Infancy, developmental tasks, Major adjustment of Infancy, Conditions influencing adjustment to Post-natal life, Characteristics of the Infant, Hazards of Infancy. Characteristics of Babyhood, Developmental tasks of babyhood, Physical development, Physiological development, Muscle Control, Speech development, Emotional behaviour, Socialization, Interesting Play, Development of Understanding, Beginnings of Morality, Beginnings of Sex, Role typing, Family Relationships, Personality development, Hazards and Happiness.

**Unit IV Early Childhood** **(15 hours)**

Characteristics of Early Childhood, Developmental tasks, Physical development, Physiological habits, Skills of Early Childhood, Improvement in Speech, Emotions, Socialization, Play, Development of Understanding, Moral development, Common Interests, Sex, Role typing, Family Relationship, Personality development, Hazards and Happiness.

**Unit V Late Childhood** **(15 hours)**

Characteristics of Late Childhood, Developmental tasks, Physical development, Skills, Speech improvement, Emotions and Emotional Expressions, Social groupings and Social behaviour, Play interest and activities, Increase in Understanding, Moral attitudes and behaviour, Interests, Sex, role typing, Changes in Family relationships, Personality Changes, Hazards and Happiness.

**TEXT BOOKS**

- Papalia D. E, Olds S. W.& Feldman R.D. (2004) *Human Development* (9<sup>th</sup>Ed.)  
Chennai: McGraw-Hill Education (India) Private Limited.

- Santrock J.W. (2011) *Life-Span Development* (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.
- Santrock J.W. (2013) *Child Development* (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.
- Hurlock E.B. (2010) *Developmental Psychology: A Life Span Approach*, Tata McGraw, Hill Education Pvt Ltd

## **RECOMMENDED BOOKS**

- Bee H. & Boyd D. *The Developing Child* (10<sup>th</sup> Ed.) Delhi: Pearson Education.
- Berk L.E. (2013) *Child Development* (9<sup>th</sup> Ed.) New Delhi: PHI Learning Pvt Limited.
- Feldman R.S. & Babu N. (2019) *Child Development* (8<sup>th</sup> Ed.) Noida: Pearson.
- Feldman R.S. (2015) *Development across the lifespan* (7<sup>th</sup> Ed.) Delhi: Pearson.
- Shaffer D.R. & Kipp K. (2007) *Developmental Psychology – Childhood and Adolescence* (7<sup>th</sup> Ed.) Haryana: Thomson Wadsworth.

## **JOURNALS**

1. Genes and Environment (<https://genesenvironment.biomedcentral.com/>)
2. Developmental psychology commons (<http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/>)

## **E LEARNING RESOURCES**

1. <https://courses.lumenlearning.com/wmopen-psychology/chapter/stages-of-development/>
2. <https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10107-infancy-physical-development>
3. <https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10116-infancy-emotional-social-development-emotional-expression-and-understanding>
4. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-age-26/physical-development-age-26>
5. [https://us.sagepub.com/sites/default/files/upm-binaries/97496\\_Chapter\\_9\\_Physical\\_and\\_Cognitive\\_Development\\_in\\_Middle\\_Childhood.pdf](https://us.sagepub.com/sites/default/files/upm-binaries/97496_Chapter_9_Physical_and_Cognitive_Development_in_Middle_Childhood.pdf)
6. <https://www.webmd.com/children/piaget-stages-of-development#1>

## **SUGGESTED PRACTICALS**

1. Learning Social development through play: Observation of children playing in the park: participant or non-participant observation. Using Patton's typology to understand different types of plays and children's socio-emotional development.
2. Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

## **SOCIAL PSYCHOLOGY –I**

**Semester: III**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To identify the aspects of social psychology in real life.
- To understand how attitudes can be formed and changed.
- To demonstrate understanding of social pressure and prosocial behaviour.
- To evaluate and critique the theoretical concepts of social psychology.
- To communicate knowledge of the various theoretical underpinnings of interpersonal attraction.

### **COURSE OUTCOMES**

On successful completion of the course, students will be able to

- CO1 Understand human behaviour in social setting
- CO2 Compare and contrast the reasons for difference in behaviours of individuals in the presence of others
- CO3 Infer and predict causal factors for social behaviour and thought
- CO4 Examine the sources of prejudice and devising ways to reduce it
- CO5 Analyse reasons for being with and deviating from the group

#### **Unit I Introduction to Social Psychology (15 Hours)**

Meaning and Definition of Social Psychology, Nature of Social Psychology, Scope of Social Psychology (Traditional theoretical perspective).

#### **Unit II Social Perception (15 Hours)**

Definition of Self-concept: self- image, self-esteem, self-presentation, Impression Formation and Impression Management, Attribution- Meaning and definition, Theories of attribution; attribution errors and Cognitive dissonance.

**Unit III Social Attitude** **(15 Hours)**

Nature and Formation of Attitudes, Theories of attitude change, Persuasion- meaning and definition, Resistance to Persuasion, Change of Attitude within Cultural Context.

**Unit IV Group and Social Influence** **(15 Hours)**

Definition of Conformity, Factors influencing conformity, Classic studies- Sheriff, Asch, Milgram's obedience studies, Resisting Social Pressure and Social Power

**Unit V Interpersonal Attraction and Altruism** **(15 Hours)**

The Beginning of Attraction: Proximity, physical attraction, similarity, the need to affiliate, Theories of interpersonal attraction- Sternberg's love triangle, learning and cognitive theory, Altruism, Prosocial Behaviour: meaning and definition, Internal and external influences on decision to help, Increasing helping Behaviour.

**TEXT BOOK**

- Baron R.A. & Byrne D. (2014) *Social Psychology* (13<sup>th</sup> Ed.) Prentice-Hall of India.
- Myers D.G. (2012) *Social psychology* (11<sup>th</sup> Ed.) New York, NY: McGraw.

**BOOKS FOR REFERENCE**

- Fiske S.T. (2010) *Handbook of Social Psychology*. New Jersey: John Wiley and Sons.
- Gruman J.A., Schneider F.W. (2012) *Applied Social Psychology-Understanding Social problems and Practical Problems*. New Delhi: Sage South Asia.

**JOURNALS**

1. Journal of Social and Political Psychology (<https://jspp.psychopen.eu/index.php/jspp>)
2. International Review of Social Psychology (<https://www.rips-irsp.com/about/>)

**E LEARNING RESOURCES**

1. [https://us.sagepub.com/sites/default/files/upm-binaries/90582\\_ch\\_1\\_heinzen.pdf](https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf)
2. <https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf>
3. <https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/>

4. <https://courses.lumenlearning.com/wsu-sandbox/chapter/prejudice-and-discrimination/>
5. <https://courses.lumenlearning.com/boundless-psychology/chapter/social-influence/>
6. <https://www.youtube.com/watch?v=wdUu3u9Web4>
7. <https://www.youtube.com/watch?v=NyDDyT1lDhA>

### **SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)**

1. Assessment of implicit and explicit attitudes towards homosexuality using Implicit association test (Conducting Harvard University's IAT for attitude towards homosexuality) Other issues that can be taken up for study/discussion are ageism/casteism/ sexism etc., enabling awareness of subtle and unconscious level at which prejudices exist and discrepancies between explicit and implicit attitudes amongst the students.
2. To study bystander effect: Using actor and confederates to see how children standing outside the canteen/ garden of college respond to the actor fainting. Behavioural response as well as the time taken by children in responding to the “fainting” actor is recorded and analysed.
3. Role of gender in impression formation: Subjects are given the same verbal description for male/female targets, but gender is manipulated by changing the name (like using Kumar / Kumari or Ankit/Ankita). Subjects are asked to rate the given person "Ram/Rama" on the basis of the description provided on different dimensions.
4. Analysis of news in National daily's (Newspapers in Hindi, English and other languages), identifying news of unethical/immoral incidents, making a list of incidents for a month, then classifying it according to types of incidents and also analysing underlying values and bases of moral behaviour, and the kind of social problem associated with it.

## **STATISTICS IN PSYCHOLOGY –I**

**Semester: III**

**Credits: 5**

**Nature of the Course: Allied**

**Teaching Hours: 90 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To emphasize basic concepts, need and importance of statistics and education.
- To impart knowledge on graphical representation of data
- To enable students to plan, collect and organize data.
- To familiarize students with steps and procedures involved in computing measures of central tendency and variability.
- To enable them to select and choose appropriate statistical tools for analysing and interpreting data.

### **COURSE OUTCOME**

On successful completion of the course, students will be able to

- CO1 List the need and importance of statistics in psychology
- CO2 Draw and make charts for easy analysis and interpretation of data
- CO3 Organize and categorize data
- CO4 Select and use relevant computational procedures for describing data
- CO5 Apply appropriate statistical techniques for data analysis and interpretation.

### **COURSE OUTLINE**

#### **Unit I Introduction (18 Hours)**

Meaning of statistics, need and importance of statistics in psychology and education, Branches of statistical methods. Basic Concepts: Variables, Values and Scores. Scales of measurement- nominal, Ordinal, interval and ratio; organization of data- statistical tables, Frequency distribution.

#### **Unit II Graphical and Diagrammatic representation of data (18 Hours)**

Objectives, Utility and Limitations. Types of Diagrams. Rules for drawing diagrams. Construction of frequency distribution graphs: Histograms, Pie chart and Bar graphs, Frequency Polygon and O-give. Percentiles and percentile ranks.

**Unit III Measures of Central Tendency (18 Hours)**

Mean, Median and Mode; Process of Computation and its Properties. Selecting a measure of central tendency.

**Unit IV Measures of Variability (18 Hours)**

Range, Quartile deviation, Average deviation. Standard deviation and variance. Selecting a measure of variability.

**Unit V Correlation (18 Hours)**

Meaning and Types; Correlation and Causation; coefficient of correlation and its interpretation; Rank difference method and product moment method (computation in ungrouped data)

**TEXT BOOKS**

- Garrett H.E. (1981) *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd
- Gravetter F.J. & Wallnau L.B. (2013) *Statistics for behavioural sciences* (9<sup>th</sup> Ed.) Cengage Learning India Private Ltd
- Gupta S.P. (2014) *Statistical Methods*. (44<sup>th</sup> ed.) New Delhi: Roopak Printers.
- Mangal S.K. (1987). *Statistics in Psychology and Education*. New Delhi: PHI Learning PrivateLtd

**RECOMMENDED BOOKS**

- Aron E.N., Coups E. (2012) *Statistics for Psychology* (3<sup>rd</sup> Ed.) Prentice Hall.
- Bali N.P, Gupta P.N. & Gandhi C.P. (2015) *Quantitative Techniques* (2<sup>nd</sup> Ed.) Laxmi Publication Pvt Ltd
- Gravetter F.J. & Wallnau L.B. (1995) *Essentials of statistics* (2<sup>nd</sup> Ed.) West Publishing Company.
- Haslam S.M. & McGarty C. (2003) *Research Methods and statistics in Psychology* Sage Publications Ltd
- King B.M. & Bear G. (2001) *Statistical Reasoning in Psychology and Education* (3<sup>rd</sup> Ed.) John Wiley & Sons Inc.

## **JOURNALS**

1. Statistics Education Research Journal([https://iase-eb.org/Publications.php?p=SERJ\\_issues](https://iase-eb.org/Publications.php?p=SERJ_issues))
2. Open Journal of Statistics(<https://www.scirp.org/journal/ojs/>)

## **E LEARNING RESOURCES**

1. <https://www.mv.helsinki.fi/home/jmisotal/BoS.pdf>
2. <https://byjus.com/math/graphical-representation/>
3. <https://www.psychologydiscussion.net/educational-psychology/statistics/measures-of-central-tendency-and-how-it-helps-in-educational-psychology/2741>
4. [https://us.sagepub.com/sites/default/files/upm-binaries/66956\\_Tokunaga\\_Chapter\\_4.pdf](https://us.sagepub.com/sites/default/files/upm-binaries/66956_Tokunaga_Chapter_4.pdf)
5. <https://www.simplypsychology.org/correlation.html>

## **PSYCHOLOGY OF RELATIONSHIP**

**Semester: III**

**Nature of the Course: Inter disciplinary**

**Credits: 3**

**Teaching Hours: 60 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To emphasize philosophical and psychological Basis of Relationship.
- To impart knowledge on basics of relationship science
- To comprehend psychological consequence of loss and grief
- To understand the importance of positive relational attitudes and also practice them in their own lives.

### **COURSE OUTCOME**

On successful completion of the course, students will be able to

- CO 1 Understanding of the philosophical and psychological basics of relational interconnectedness that exists between and among members.
- CO 2 Acquainting with the basics of relationship science so as to foster an appreciation of the dynamics of establishing, maintaining, and dissolving relationships
- CO 3 Appreciating the developmental and social origins of human relationships
- CO 4 Developing insights about the psychological consequences of loss and grief (death, divorce, break-up) as well as the healing process; through both theories grounded in empirical research as well as through their own self reflexivity grounded in introspection and sharing with peers and friends.
- CO5 Appreciating the importance of positive relational attitudes like self-acceptance, gratitude, forgiveness in establishing and maintaining healthy relationships and also practice them in their own lives

### **COURSE OUTLINE**

**Unit I Relational Interconnectedness**

**(15 Hours)**

Understanding our ‘connected self’, Importance of nurturing the self and practicing self-extension to nurture others, exploring relationship with animals, plants and nature and cosmos.

**Unit II Social Psychology of Relationships (15 Hours)**

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

**Unit III Young Adult Relationship (15 Hours)**

Interpersonal attraction, love and attachment, Relationship satisfaction: social exchange, equity, power, biased attribution and Illusions, sex, Relationship Problems: Jealousy, loneliness, conflict, possessiveness.

**Unit IV Loss, Grief and Healing (15 Hours)**

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

**Unit V Healthy Relationship (15 Hours)**

Understanding the dynamics of broken and flourishing relationships, practicing positive relational attitudes like self-acceptance, gratitude, forgiveness, emotional calm and somatic awareness etc. creating future flourishing communities – friendship, family and social support.

**TEXT BOOKS**

- Axiline V.M. (1964). *Dibs: In Search of Self*. London: Penguin Books.

**REFERENCE BOOKS**

- Diener E., & Oishi S. (2005). The non-obvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.
- Diener E., & Seligman M.E.P. (2002). Very happy people. *Psychological Science*, 13, 81- 84
- Gala J., & Kapadia S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*. 58(4), 406-418.
- Gordon A.M., Impett E.A., Kogan A., Oveis C., & Keltner D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.
- Kumar S. (2002). *You are therefore I am: A declaration of dependence*. New Delhi, India: Viveka Foundation.

- Saint-Exupery, Antoine de. (1977). *The Little Prince*. London: Piccolo Books.
- Snyder C.R., Lopez S.J., & Pedrotti J.T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi, India: Sage Pub. Chapter 12: Attachment, love and Flourishing relationships.
- Valmiki O. P. (2008). *Joothan: An Untouchable's life*. New Delhi, India: Timeless Books.

**Suggested Practical Work (Illustrations only)**

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

## **SEMESTER - IV**

## **DEVELOPMENTAL PSYCHOLOGY –II**

**Semester: IV**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To learn the physical and cognitive changes in adolescence and adulthood and address the various issues in health.
- To comprehend the self, identity, spiritual and religious development along with understanding sexuality and influence of families and peers in adolescence.
- To explicit socio-emotional development and aspects of sexuality, attraction, love and close relationships in all stages of adulthood.
- To learn the factors influencing longevity, course of physical and cognitive functioning, ageing, work and retirement and mental health problems in older adults.
- To compare different theories of socio-emotional development, personality development and discussing families and social relationships of aging adults.

### **COURSE OUTCOME**

On successful completion of the course, students will be able to

- CO1 List and describe critical biological changes during adolescence and adulthood.
- CO2 Explore the influence of structured learning environments on cognitive functioning.
- CO3 Analyse the role of psychosocial factors on the developing self.
- CO4 Evaluate and differentiate changes in development with respect to physical, cognitive and sexual self from different stages of development and its implications for everyday life.
- CO5 Understand and devise ways to initiate and sustain positive interpersonal relationships.
- CO6 Evaluate the experience of aging, death and Dying in different cultural contexts.

## **COURSE OUTLINE**

### **Unit I Puberty (15 Hours)**

Meaning, Characteristics, Criteria, Process of Puberty, growth spurt, Body changes, Effects of puberty changes, Hazards & Happiness.

### **Unit II Adolescence (15 Hours)**

Characteristics of Adolescence, Developmental tasks, Physical changes, Emotional changes and Social change, Interests, Morality, Sex interest and Behaviour, Family relationships, Personality change, Hazards& Happiness.

### **Unit III Young Adulthood (15 Hours)**

Characteristics of Adulthood, Developmental tasks, Changes in interest, Social Mobility, Sex role adjustments, Vocational adjustments, Marital Adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and Marital adjustment, Success of Adjustment to adulthood.

### **Unit IV Middle Age (15 Hours)**

Characteristics of Middle Age, Developmental tasks, Adjustment to physical changes and mental changes. Social Adjustment, Vocational Adjustment: Adjustment to changed family patterns, being single, loss of a spouse, Adjustment to approaching retirement, Vocational and Marital Hazards, Adjustment to approaching old age.

### **Unit V Old Age (15 Hours)**

Characteristics of Old Age, Developmental tasks, Adjustment to physical changes, Change in motor and mental abilities - Changes in interests, Vocational Adjustment, Retirement, Changes in family life, loss of spouse, Living arrangement for elderly hazards.

## **Text Books**

- Santrock J.W. (2011) *Life-Span Development* (13<sup>th</sup> Ed.) New Delhi: Tata McGraw Education Private Limited.
- Hurlock E.B. (2010) *Developmental Psychology: A Life, Span Approach*. Tata McGraw, Hill Education Pvt Ltd

## **BOOKS FOR REFERENCE**

- Birren E. James. & Schaie K Warner (2001) *Handbook of the Psychology of Aging*. San Diego: Academic Press. 5<sup>th</sup>Ed.
- Hurlock E.B. (1980) *Developmental Psychology – A Lifespan Approach* (5<sup>th</sup> Ed.) New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Santrock J.W. (2007) *Adolescence* (11<sup>th</sup>Ed.) New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Shaffer D.R. (1996) *Developmental Psychology – Childhood and Adolescence* (4<sup>th</sup> Ed.) California: Brooks/Cole Publishing Company.
- Shaffer D.R. & Kipp K. (2007) *Developmental Psychology – Childhood and Adolescence* (7<sup>th</sup>Ed.) Haryana: Thomson Wadsworth.
- Sigelman C.K. & Shaffer D.R. (1995) *Life span Development* (2<sup>nd</sup> Ed.) California: Brooks/Cole Publishing Company.

## **JOURNALS**

1. Work, Aging and Retirement (<https://academic.oup.com/workar/issue>)
2. Journal of Youth and Adolescence (<https://link.springer.com/journal/10964>)
3. Journal of Aging and Geriatric Psychiatry (<http://www.alliedacademies.org/aging-and-geriatric-psychiatry/>)

## **E LEARNING RESOURCES**

1. [https://socialsci.libretexts.org/Bookshelves/Human\\_Development/Map%3A\\_Lifespan\\_Development\\_-\\_A\\_Psychological\\_Perspective\\_\(Lally\\_and\\_Valentine-French\)/8%3A\\_Middle\\_Adulthood/8.01%3A\\_Physical\\_Development\\_in\\_Middle\\_Adulthood](https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspective_(Lally_and_Valentine-French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood)
2. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/psychosocial-development-age-4565/crisis-in-middle-adulthood-age-4565>
3. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/physical-cognitive-development-65/physical-development-age-65>
4. <https://courses.lumenlearning.com/lifespandevelopment2/chapter/psychosocial-development-3/>
5. <https://www.cliffsnotes.com/study-guides/psychology/development-psychology/death-and-dying/the-stages-of-dying-and-death>

## **SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)**

1. Interview of elderly participants (staying with family and in old age homes). This helps build conversational skills, interviews skills, qualitative/Content analysis, professional ethics, sensitivity to the problems of aged, responsibility, awareness of policies etc. in the students.
2. Life review of an old person or a middle aged person. They also learn how to transcribe data from audio-recording.
3. Learning Social development through play: Observation of children playing in the park: participant or non-participant observation. Using Patton's typology to understand different types of plays and children's socio-emotional development.
4. Discussion on moral dilemmas like from the movie “Rang de Basanti”, asking students voice their opinions and whether the protagonists behaved ethically.
5. The clinical interview method, particularly the moral judgment interview if combined with self-constructed dilemmas offers a more in-depth valence into how moral intentions and behaviours are shaped. The vignettes on personally relevant topics of personal relationships; life death situations etc. when constructed by students themselves teach not just the intricacies of how a situation can be construed differently from different perspectives but also how responses differ according to individuals' stances. Such activities help to build the critical thinking skill while dilemma construction leads to enhance in-depth knowledge of the stages and sub levels of Kohlberg's Theory and also allows for critical appreciation of Gilligan's critique. It also helps in perspective taking while creating a scoring scheme which allows for nuances in responses to be picked up and classified in the stage model.
6. Observation based study on the interaction between individuals and contexts (family, school, peers, culture)
7. Evaluating quality of service in old-age homes or orphanages
8. Identifying the moral challenges by noting the incidents reported over certain time duration in newspapers and classifying them according to the age of offender.

## **SOCIAL PSYCHOLOGY –II**

**Semester: IV**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group.
- To understand the dynamics of intimate relationships such as friendship and love.
- To get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour.
- To comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression.
- To understand the nature of conflict and ways to promote peace in the society.

### **COURSE OUTCOME**

On the successful completion of this course, students will be able to

- CO1 Illustrate group influences and apply the knowledge to explain day to day events
- CO2 Critically examine intimate relationships and infer the dynamics of intimate relationship such as friendship and love.
- CO3 Identify reasons for why, when people help and devise strategies to promote pro-social behaviour
- CO4 Summarize factors that cause aggression and apply the knowledge to avert and reduce aggression
- CO5 Understand the dynamics involved in conflict and explore ways of Peace Making.
- CO6 Summarize different applied areas of social psychology

### **COURSE OUTLINE**

**Unit I Group Dynamics**

**(15 Hours)**

Meaning and Definition Group, Formation of groups, Types of Groups, Social facilitation, social loafing, Deindividuation, Group Polarization, Group thinking and leadership influence.

**Unit II Aggression** (15 Hours)

Meaning and Definition of aggression, Types of Aggression, Theoretical Perspectives- Biological theories, Drive theories, Social learning theories, frustration-aggression theory, Influence on aggression- Social determinants, Situational determinants and Management of aggression.

**Unit III Prejudice and Confirmation bias** (15 Hours)

Meaning and definition of prejudice, The Nature of Prejudice, Sources of Prejudice- Social, cognitive, motivational sources, features of prejudice- discrimination, Stereotypes, Racism, Sexism, Ageism, Consequences of prejudice; methods to reduce prejudice, Confirmation bias and favouritism.

**Unit IV Conflict and Peace Making** (15 Hours)

Meaning and Definition of conflicts, Conflict: Social dilemmas, competition, perceived injustice, Misperception, Conflict resolution – concept and strategies and theories, peace-making; meaning and definition, Strategies for peace.

**Unit V Application of Social Psychology** (15 Hours)

Legal System: Effects of police procedures and media coverage; Eyewitness, Testimony- Effects of judges and defendants, Clinical Settings-accuracy of clinical judgments, social-psychological approaches to treatment. Applying Social Psychology in political behaviour- causes of political behaviour, political attitudes and beliefs.

**TEXT BOOKS**

- Baron A & Byrne (2003) *Social Psychology* 10<sup>th</sup> Edition, Prentice Hall.
- Bramcombe N.R., Baron R.A. & Kapur P. (2017). *Social Psychology*. (14<sup>th</sup> ed.) Noida: Pearson India Education Services Pvt Ltd
- Myers, David G. (2002) *Social Psychology* 7<sup>th</sup> Edition, McGraw Hill Book Co.

**BOOKS FOR REFERENCE**

- Kool V.K. & Agarwal R. (2006) *Applied Social Psychology*. A Global perspective. Atlantic Publishers (P) Ltd

## **JOURNALS**

1. Journal of Social and Political Psychology (<https://jspp.psychopen.eu/index.php/jspp>)
2. International Review of Social Psychology (<https://www.rips-irsp.com/about/>)

## **E LEARNING RESOURCES**

1. <https:// facultystaff.richmond.edu/~dforsyth/pubs/ForsythBurnette2010Proofs.pdf>
2. [https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia\\_Insights\\_1e\\_Ch10.pdf](https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia_Insights_1e_Ch10.pdf)
3. <https://opentextbc.ca/socialpsychology/chapter/understanding-altruism-self-and-other-concerns/>
4. <https://2012books.lardbucket.org/pdfs/social-psychology-prInc.iples/s13-aggression.pdf>
5. [https://www.slideshare.net/Davis\\_1304/conflict-and-peacemaking](https://www.slideshare.net/Davis_1304/conflict-and-peacemaking)

## **STATISTICS IN PSYCHOLOGY - II**

**Semester: IV**

**Credits: 5**

**Nature of the Course: Allied**

**Teaching Hours: 90 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To understand the concepts in inferential statistics
- To familiarize students with the procedure for hypothesis testing and procedure for estimating the population mean
- To understand procedure involved in determining significance of mean
- To understand procedure involved in determining significance of mean difference
- To throw light on the difference between parametric and non-parametric tests and enable computation of chi-square analysis.

### **COURSE OUTCOME**

On the successful completion of this course, students will be able to

- CO1 Comprehend basic ideas about making conclusions about population from data collected from samples
- CO2 Develop skills to generate hypothesis depending on the nature of the research Question
- CO3 Understand the process involved in testing the population mean from sample mean and infer appropriately
- CO4 Compare the populations with respect to variable under study to evaluate whether statistical significant difference indicate real difference
- CO5 Gain knowledge on non-normal distributions and statistics associated with it

### **COURSE OUTLINE**

**Unit I Key concepts in Inferential Statistics** **(18 hours)**

Introduction to inferential statistics, Measures of asymmetry: Skewness & kurtosis, Applications of the normal curve, Sample vs. Population, Distribution of sample means, Standard error and Probability. Z scores, the normal curve- Characteristics and properties

**Unit II Introduction to hypothesis testing and Estimation (18 hours)**

The logic of hypothesis testing, Uncertainty and errors in hypothesis- Type I and Type II errors, Factors that influence a hypothesis test, assumptions for hypothesis test with z scores, Directional and non-directional hypothesis test. Comparison of one tailed versus two –tailed tests of significance. Introduction to Parametric test.

**Unit III Introduction to the t statistic (18 hours)**

The t statistic: An alternative to Z Hypothesis tests with the t statistic. The t statistic for Independent measures and related measures research design.

**Unit IV Introduction to ANOVA (18 hours)**

Procedure for determining significance of difference. ANOVA- Meaning; Logic of ANOVA, Computation of one-way analysis of variance.

**Unit V Introduction to Non-parametric test (18 Hours)**

Non- Parametric test, Difference between parametric and non-parametric test. Chi Square Statistic: Tests of goodness of fit and independence. Assumptions, Uses and Limitations of chi square test. Non-Parametric Alternatives to t- test, ANOVA and Correlation - The Mann Whitney U Test, Kruskal Wallis Test and Spearman's Rank Correlation.

**TEXT BOOKS**

- Garrett H.E. (1981) *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd
- Gupta S.C. & Kapoor V.K. (2000) *Fundamentals of Mathematical Statistics* (10<sup>th</sup> Ed.) Sultan Chand and Sons
- Gravetter J. & Wallnau L.B. (1995) *Essentials of statistics* (2<sup>nd</sup>Ed.) West Publishing Company.
- Gravetter F.J. & Wallnau L.B. (2013) *Statistics for behavioural sciences* (9<sup>th</sup> Ed.) Cengage Learning India Private Ltd
- Mangal S.K. (1987) *Statistics in Psychology and Education*. New Delhi: PHI Learning Private Ltd

## **RECOMMENDED BOOKS**

- Aron., E. N. Coups E. (2012) *Statistics for Psychology* (3<sup>rd</sup> Ed.) Prentice Hall.
- Bali N.P., Gupta P.N. & Gandhi C.P. (2015) *Quantitative Techniques* (2<sup>nd</sup> Ed.) Laxmi Publication Pvt Ltd
- King B.M. & Bear G. (2001) *Statistical Reasoning in Psychology and Education* (3<sup>rd</sup> Ed.) John Wiley& Sons Inc.
- Haslam S.M. & McGarty C. (2003) *Research Methods and statistics in Psychology* Sage Publications Ltd
- Gupta, S.P. (2014) *Statistical Methods* (44<sup>th</sup> Ed.) New Delhi: Roopak Printers.

## **JOURNALS**

1. *Statistics Education Research Journal* ([https://iase-web.org/Publications.php?p=SERJ\\_issues](https://iase-web.org/Publications.php?p=SERJ_issues))
2. Open Journal of Statistics (<https://www.scirp.org/journal/ojs/>)

## **E-LEARNING RESOURCES**

1. <https://allpsych.com/researchmethods/distributions/>
2. [https://www.sagepub.com/sites/default/files/upm-binaries/40007\\_Chapter8.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/40007_Chapter8.pdf)
3. <https://www.statisticshowto.datasciencecentral.com/probability-and-statistics/t-test/>
4. <https://www.statisticshowto.datasciencecentral.com/probability-and-statistics/hypothesis-testing/anova/>
5. [http://sphweb.bumc.bu.edu/otlt/mph-modules/bs/bs704\\_nonparametric/BS704\\_Nonparametric\\_print.html](http://sphweb.bumc.bu.edu/otlt/mph-modules/bs/bs704_nonparametric/BS704_Nonparametric_print.html)

## **SEMESTER - V**

## **PSYCHOPATHOLOGY – I**

**Semester: V**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To understand the evolution of Abnormal Psychology and the Classification Systems.
- To know the Causes and Treatment of the Problem of Mood.
- To classify the causes and treatment of Panic and Obsessive Compulsive Disorder
- To delineate the manifestation, causes and treatment of Somatoform and Trauma Related disorder
- To learn the Types and Treatment of Sexual Disorder and Gender identity disorder

### **COURSE OUTCOME**

On the successful completion of this course, students will be able to

- CO1 Understand abnormal behaviour patterns and apply the knowledge to assessment. Diagnosis and classification systems
- CO2 Enhance personal and social functioning by understanding and analysing reasons for neurotic conditions
- CO3 Identify symptoms of panic and obsession, analyse the impact of these conditions and control them
- CO4 Comprehend the categories of sexual and gender identity disorder and its treatment
- CO5 Examine the manifestations of somatoform and trauma related disorder and critically evaluate the trauma informed care and treatment.

### **COURSE OUTLINE**

#### **Unit I Introduction to Abnormal Psychology**

**(15 Hours)**

Psychological Abnormality -Definition of abnormal behaviour, Historical views of abnormal behaviour and its treatment, Current Perspectives of abnormality, Incidence of mental disorders. Classification of mental disorders. International Classification of Diseases: 10 (ICD-10) and Diagnostic and Statistical Manual of Mental Disorders (DSM): An Overview, Humanitarian approach, Contemporary views of abnormal behaviour

**Unit II Mood Disorders** **(15Hours)**

Mood Disorders- Unipolar Mood Disorders, Biological, psychosocial, socio-cultural causal factors in Unipolar Mood Disorders, Bipolar Disorders, Biological, Psychosocial and socio cultural causal factors affecting Bipolar Disorders, Treatment and Management.

**Unit III Anxiety and obsessive-compulsive related disorders** **(15 Hours)**

Anxiety disorders – Generalized Anxiety Disorder, Panic Disorders, Phobias - Specific Phobias, Social Phobia, Biological, Psychosocial and Socio Cultural causal factors of anxiety disorders, Treatment of anxiety disorders, Obsessive compulsive disorder- causes, diagnostic criteria, and treatment outcomes. Overview of intermittent explosive disorder, pyromania, kleptomania, gambling, excoriation disorder, trichotillomania.

**Unit IV Somatoform and Trauma Related disorder** **(15 Hours)**

Somatoform Disorder- Conversion Disorder, Somatization Disorder, Pain Disorder, Hypochondriasis and Body Dysmorphic Disorder, Dissociative Disorders- Dissociative Amnesia and Fugue, Depersonalization Disorder, Dissociative Identity Disorder, Stressor and Trauma Related Disorders, Acute Stress Disorder and Post Traumatic Stress Disorder, Overview of Adjustment Disorders, Biological, Psychosocial and Socio cultural causal factors of Somatoform, Dissociative, Stress and Trauma Related Disorders, Treatment and Management.

**Unit V Sexual Disorders and Gender Identity Disorder** **(15 Hours)**

Sexual dysfunctions, Causes and treatment of sexual dysfunctions, Paraphilia – causes and treatment. Sexual variants, Sexual and gender variants, Gender Identity Disorder, Treatment and Management.

**TEXT BOOKS**

- Butcher J.N., Hooley J.M., Mineka S. & Dwivedi C.B. (2017) *Abnormal Psychology*. (16<sup>th</sup> Ed.) India: Pearson Education, Inc.
- Carson R.C., Butcher J.V. & Mineka S. (2000) *Abnormal Psychology and Modern Life* (13<sup>th</sup> Ed.) Allyon & Bacon Publishers.
- Yarhouse, M. A., Butman, R. E., & McRay, B. W. (2005). Modern psychopathologies: A comprehensive Christian appraisal. Inter-Varsity Press.

## **RECOMMENDED BOOKS**

- Barlow H David & Durand V Mark (2002) *Abnormal Psychology* 2<sup>nd</sup>Ed. Brooks/Cole Publishing Company
- Sarason I.G. & Sarason B.R. (2002) *Abnormal Psychology*- Problem of maladaptive behavior, 11<sup>th</sup> edition, Pearson education INC.
- Nietzel S., McCauley & Bernstein (1998) *Abnormal Psychology* Allyn & Bacon.
- Ray W.J. (2015) *Abnormal Psychology- Neuroscience perspectives on human behaviour and experience*. New Delhi: Sage Publications.
- Bennet P. (2010) *Abnormal and Clinical Psychology- An Introductory Textbook*. (2<sup>nd</sup> Ed.) New Delhi: Tata McGraw Hill Education Private Limited

## **JOURNALS**

1. Journal of Psychiatry and Neuroscience(<https://jpn.ca/>)

## **E LEARNING RESOURCES**

2. <https://courses.lumenlearning.com/abnormalpsychology/chapter/history-of-abnormal-behavior/>
3. <https://courses.lumenlearning.com/wsu-sandbox/chapter/anxiety-disorders/>
4. <https://www.mayoclinic.org/diseases-conditions/obsessive-compulsive-disorder/symptoms-causes/syc-20354432>
5. [http://www.csun.edu/~hcpsy002/0135128978\\_ch07.pdf](http://www.csun.edu/~hcpsy002/0135128978_ch07.pdf)
6. <https://www.psychiatry.org/patients-families/personality-disorders/what-are-personality-disorders>

## **SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)/ CLASS ACTIVITY**

1. Watching the video recording of the counselling sessions of Carl Rogers, Fritz Perls and Albert Ellis with the client Gloria and doing a comparative analysis.
2. Formulating a case using diagnostic techniques on a subject: behavioural assessment, psychological assessment, cognitive and personality assessment
3. Mental health in the youth and creating an awareness campaign: A two phase project with the students can be designed.
4. One phase involving Focus group discussion with youth in different colleges/institutes and collecting data on the nature of psychological issues, concerns and problems faced

by them, barriers in seeking help, their response to someone who is having mental health problems, their support system etc.

5. Based on the needs analysis conducted in phase 1, an awareness campaign can be created (video on awareness or any other form of campaign)
6. Helps in building societal competence: *Analysing social problems and understanding social dynamics*

## **EXPERIMENTAL PSYCHOLOGY**

**Semester: V**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To gain knowledge of test conduction procedures.
- To acquire knowledge on how to record, present and draw conclusions from the data, from the observations made.

### **COURSE OUTCOMES**

On the successful completion of this course, students will be able to

- CO1 Experiment with testing human capacities such as perception, attention, learning and memory.
- CO2 Relate the acquired knowledge of psychological processes to the method employed in testing.
- CO3 Demonstrate understanding of how psychological processes can be established objectively.
- CO4 Make observation, interpret and use the data obtained from measurement to analyse individual differences in human capacities

### **CONCEPTS**

1. Attention
2. Perception
3. Learning
4. Motivation & Emotion
5. Psychomotor abilities
6. Intelligence tests

- A minimum of 10 experiments should be conducted.
- At least one experiment from each concept should be chosen

## **REFERENCES**

1. Wood Worth and Scholerberg. (2018). *Experimental psychology*. New Delhi: Oxford & IBH publishing Co.
2. Postman and Egan (1960). *Experimental psychology*. New York: Harper and Row.
3. Anastasi, A and Urbina, S. (2002). *Psychological testing*. New Delhi: Pearson Education.
4. Cohen, R, J and Swerdlik, M, E. (2010). *Psychological testing and Assessment: An Introduction to Tests and Measurement*. Boston: McGraw-Hill Higher Education.
5. Harris, P. (2002). *Designing and Reporting Experiments in Psychology*. Buckingham: Open University Press.
6. Myers, Anne., Hansen, Christine. (2011) *Experimental Psychology*. Wadsworth Publishing.
7. Francis, G. and Neath, I. (2015). *Introduction to Psychology*, Cengage Learning

## **WEB RESOURCES**

1. The beginners guide to personality psychology: Big five traits – [www.udemy.com](http://www.udemy.com)

## **JOURNALS**

1. The Quarterly Journal of Experimental Psychology  
(<https://www.tandfonline.com/loi/pqje20>)

## **E LEARNING RESOURCES**

1. <https://courses.lumenlearning.com/boundless-psychology/chapter/theories-of-motivation/>
2. <https://webpages.uidaho.edu/psyc325/secure/14/14.slides.pdf>
3. <http://static1.squarespace.com/static/55d262f2e4b05b3ce73b91a7/t/56313343e4b0afb11c59914a/1446064963519/%5BLena+H.+McCain%5D+Thesis+2013.pdf>

## **INTRODUCTION TO RESEARCHMETHODODOLOGY**

**Semester: V**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To learn basic research concepts.
- To understand the process involved in the formulation of the research problem.
- To get knowledge on the criteria for selecting appropriate sample.
- To understand techniques of observation and data collection
- To enable the students to make use of report writing skills in their project work.

### **COURSE OUTCOMES**

On the successful completion of this course, students will be able to

- CO1 Explain the fundamental research concepts
- CO2 Examine and develop a feasible research question and generate hypothesis
- CO3 Select appropriate sampling techniques for choosing participants for the research study.
- CO4 Explain and use appropriate methods to collect data
- CO5 Produce scientific report of the obtained research results

### **COURSE OUTLINE**

#### **Unit I Research Methodology: An Introduction (15 Hours)**

Definition; Meaning of Research, Objectives of Research, Motivation in Research, Types of Research, The Research Process, Criteria of a Good Research; Problems encountered by Researchers in India.

#### **Unit II The Research Problem, the Hypothesis and Reviewing the Literature (15 Hours)**

Research Problem: Meaning and characteristics of a problem, ways in which a problem is manifested, Types of Problems. Hypothesis: Meaning and characteristics of a good hypothesis, Types of hypotheses, Sources of Hypotheses and Functions of Hypotheses. Reviewing the Literature: Purpose of Review, Sources of Review.

**Unit III Sampling Design and Data Collection** (15 Hours)

Sampling Design: Census and sample survey, Criteria of selecting a sampling procedure, Characteristics of a Good sample design, Different types of sample design. Questionnaire and schedule, Interview, Observation as a tool of Data Collection, Difference between Participant observation and non- participant observation, Processing and Interpretation of Data

**Unit IV Measurement and Scaling Techniques** (15 Hours)

Measurements in Research, Levels of Measurements, scaling techniques, - Guttman, Likert, Thurstone and semantic differential scales. Reliability: test – retest, split half, parallel forms, Interrater. Validity: content, construct, criterion. Sources of error in measurement.

**Unit V Writing a Research Report** (15 Hours)

General purpose of writing a research report, Structure of a research report, Styles of writing a research report, typing the research report, evaluating a research report.

**TEXT BOOKS**

- C.R. Kothari (2004) *Research Methodology: Methods & Techniques*. New Delhi: New Age International Pvt Ltd
- Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001) *Essentials of Research Methods in Psychology*. Singapore: McGraw-Hill International Edition.
- Singh A.K. (2012) *Tests, Measurements and Research Methods in Behavioral Sciences*. (5<sup>th</sup>Ed). Patna: B.B. Printers

**RECOMMENDED BOOKS**

- Cochran W.G. (1999) *Sampling Techniques* (3<sup>rd</sup>Ed.) New Delhi: Wiley India.
- Harris P. (2007) *Designing and Reporting Experiments in Psychology* (2<sup>nd</sup> Ed.) UK: Open University Press.
- Haslam S Alexander & McGarty Craig (2003) *Research Methods and Statistics in Psychology*. New Delhi: Sage Publications
- MLA Handbook for Writers of Research Papers (7<sup>th</sup> Ed.) (2009) New Delhi: East-West Press Pvt Ltd
- Ramadass P., Aruni Wilson A. (2009) *Research and writing across the disciplines*, Chennai; MJP Publishers.

## **JOURNALS**

1. Methods in Psychology (<https://www.journals.elsevier.com/methods-in-psychology/>)
2. Journal of Research Practices (<http://jrp.icaap.org/index.php/jrp>)

## **E LEARNING RESOURCES**

1. <https://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>
2. [https://shodhganga.inflibnet.ac.in/bitstream/10603/94178/10/10\\_chapter%204.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/94178/10/10_chapter%204.pdf)
3. <https://stattrek.com/survey-research/sampling-methods.aspx>
4. <https://courses.lumenlearning.com/boundless-psychology/chapter/methods-of-collecting-data/>
5. [https://www.sas.upenn.edu/~baron/from\\_cattell/labrep.html](https://www.sas.upenn.edu/~baron/from_cattell/labrep.html)

## **COUNSELLING PSYCHOLOGY**

**Semester: V**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To understand the basic skills and ethics required of a counsellor
- To know the steps and stages in the process of counselling
- To understand the various theoretical approaches and their implications in practice
- To be introduced to the special areas of counselling and specific skills required of a counsellor to handle these special groups

### **COURSE OUTCOMES**

On the successful completion of this course, students will be able to

- CO1 Comprehend the basic concepts and requirements to become a counsellor
- CO2 Demonstrate verbal and non-verbal skills required in the process of Counselling
- CO3 Explain key assumptions and apply strategies to relevant cases
- CO4 Apply counselling skills appropriately to monitor, regulate and develop self
- CO5: Apply counselling skills appropriately various special populations

### **COURSE OUTLINE**

#### **Unit I Introduction to Counselling (15 hours)**

Counselling: Definition, History of counselling, current trends in counselling, Counselling in the Indian context, Qualities of an effective Counsellor – Ethics and counselling, counsellor as a professional: attitude, values, beliefs, relationships, burn – out. Stress management and self-renewal. Client as a person: voluntary client, involuntary client, expectations and client's behaviour.

#### **Unit II Counselling Process and Approaches (15 Hours)**

Building counselling relationships, Factors that influence the counselling process. Stages of counselling and required skills, Exploration and Identification of goals, Counsellors kills, closing counselling relationships. Respectful Model, Overview of alternate approaches.

### **Unit III Psychoanalytic, Adlerian, and Humanistic theories of counselling (15 hours)**

Introduction, View of Human Nature, Role of the Counsellor, Goals, Techniques, Strengths, Limitations – Psychoanalytic, Adlerian, Existential, Person centred, Gestalt approaches

### **Unit IV Behavioural, Cognitive, Systemic, and Brief theories of Counselling (15 hours)**

Introduction, View of Human Nature, Role of the Counsellor, Goals, Techniques, Strengths, Limitations – Behavioural, Cognitive and Cognitive, Behavioural, Systems, Brief approaches.

### **Unit V Special areas of Counselling (15 hours)**

Career Counselling, Marriage, Couple and family counselling, Counselling in Schools and Colleges, Abuse, Addiction, Grief Counselling, Rehabilitation and Counselling.

#### **TEXT BOOKS**

- Ivey Allen E. (2003) *Intentional interviewing and counseling: facilitating client development in a multicultural society*. Australia; Pacific Grove, CA: Thomson/Brooks/Cole
- Okun F Barbara (2002) *Effective helping – Interviewing and counseling technique*. 6<sup>th</sup> edition. USA: Brooks / Cole Thomson Learning.
- Hough Margaret (2002) *A practical approach to counseling*. Harlow: Pearson Education Limited.
- Gibson R.L. & Mitchell H.M. (2003) *Introduction to counselling and guidance* (6<sup>th</sup>Ed.) New Delhi: Pearson education.
- Nelson, Jones R. (2011) *Theory and Practice of Counselling and Therapy*. 5<sup>th</sup> edition. New Delhi: Sage Publications India Pvt Ltd

#### **RECOMMENDED BOOKS**

- Egan Gerard (1994) *The Skilled Helper, A Problem management approach to helping*. 5<sup>th</sup> edition. California: Brooks / Cole Publishing Company.
- Patrika R Vasantha (2003) *Counselling Psychology*. New Delhi: Authors Press.
- Jones Nelson Richard (2008) *Basic Counselling skills – A Helper's Manual*. 2<sup>nd</sup> Edition. New Delhi: Sage Publications India Pvt Ltd
- Burnard Philip (1995) *Counselling Skills Training – A sourcebook of Activities*. New Delhi: Viva Books Private Limited

- Gerald Corey (2001) *Theory and Practice of Counseling and Psychotherapy*. USA: Cengage Learning

## **JOURNALS**

1. The European Journal of Counselling Psychology  
(<https://ejcop.psychopen.eu/index.php/ejcop>)
2. Journal of Psychology & Psychotherapy  
(<https://www.longdom.org/psychology,psychotherapy.html>)
3. Research in Psychotherapy: Psychopathology, Process and Outcome  
(<https://www.pagepressjournals.org/public/news/rippo.html>)
4. Indian Journal of Applied Psychology
5. Journal of the Indian Academy of Applied Psychology
6. Journal of Psychological Researches – An International Journal
7. International Journal of Social Sciences Review

## **ELEARNING RESOURCES**

1. [http://www.universityofcalicut.info/SDE/Counselling\\_psych\\_27Sept2013.pdf](http://www.universityofcalicut.info/SDE/Counselling_psych_27Sept2013.pdf)
2. <https://www.mhinnovation.net/sites/default/files/downloads/innovation/tools/PMHP,Basic,Counselling,Skills.pdf>
3. <https://eclass.upatras.gr/modules/document/file.php/PDE1367/Theories%20of%20counseling.pdf>
4. <https://www.lcia.com.au/masteryaudios/Solution%20Focused%20Therapy.pdf>
5. <http://www.al.edu.com/wp-content/uploads/2014/05/Carr,Family,Therapy,Concepts,Process,and,Practice.pdf>
6. [www.isabs.org](http://www.isabs.org)
7. [www.counseling.org](http://www.counseling.org)
8. [www.AAMFT.org](http://www.AAMFT.org)

# **ORGANISATIONAL PSYCHOLOGY**

**Semester: V**

**Credits: 5**

**Nature of the Course: Core Elective**

**Teaching Hours: 75 Hours**

## **COURSE OBJECTIVES**

To enable the students

- To identify the role of attitudes, personality, values and decision making of individuals in organization
- To learn the various motivation theories and its organizational applications
- To understand the basis of team working, effective communication and conflict resolution in organizations
- To comprehend the effect of leadership on organizational effectiveness
- To emphasize the influence of organizational culture and structure in organizational effectiveness

## **COURSE OUTCOME**

On successful completion of the course, students will be able to

- CO1 Explain the influence of human attributes in the functioning of organization
- CO2 Identify the factors that motivate individuals at work
- CO3 Critically examine interpersonal skills for effective organizational functioning
- CO4 Analyse and inspect the human factor behind optimal functioning of an organization
- CO5 Compare and Contrast various organizational practices and structure contributing to organizational effectiveness

## **COURSE OUTLINE**

### **Unit I The Individual: Attitudes, Personality, Values, Motivation and decision making**

**(15 hours)**

Organizational Behaviour: Definition; Attitudes; Personality, Values, linking an Individual's personality and values to the workplace, International values; Decision making in organizations, ethics in decision making, Creativity, Creative Decision-Making and Innovation in Organizations. Defining Motivation: Early theories of motivation, Contemporary theories of

motivation, integrating contemporary theories; Motivating by job design: Job Characteristics Model, Employee Involvement, rewards to motivate employees.

**Unit II The Group: Understanding work teams, Conflict and Negotiation, Communication**

**(15 hours)**

Differences between groups and teams, types of teams, creating effective teams, turning individuals into team players; The conflict process, Negotiation; Organizational Communication, Choice of communication channel, Persuasive channel, Barriers to effective communication.

**Unit III The Group: Leadership**

**(15 hours)**

Leadership; Trait theories, Behavioural theories, Contingency theories, LMX theory, Charismatic leadership and transformational leadership, Authentic leadership: Ethics and trust, leading for the future: Mentoring, Challenges to the leadership construct, Finding and creating effective leaders.

**Unit IV Assessment of job, performance and people**

**(15 hours)**

Job analysis- definition, Job oriented approach, person oriented approach, Purpose of job analysis, Performance appraisal- definition, Reasons for appraisal, Methods of performance appraisal, Selecting employees- definition, Recruitment process, interviews and psychological tests, Training-Definition, Training methods- on the job and off the job training.

**Unit V Organization System: Foundations of Organization structure, Organizational culture**

**(15 hours)**

Organizational structure, Common organizational designs, new design options, Reason for structures to differ, Organizational culture, Role of cultures, Creating and sustaining culture, Employees learning culture, creating an ethical organizational culture, Creating a positive organizational culture, Spirituality and organizational culture.

**TEXT BOOKS**

- Luthans Fred (2013) *Organizational Behaviour, An Evidence-based approach*(12<sup>th</sup>Ed.)  
Tata McGraw Hill
- Robbins, Judge and Vohra (2019) *Organizational Behavior* (18<sup>th</sup> Ed.) Pearson India Educational Services.

- Schultz D. & Schultz S.E. (2015) *Psychology and Work Today*: Pearson New International Edition Course Smart e Textbook. New Delhi, England: Pearson India.
- Spector P.E. (2016) *Industrial and Organisational Psychology*: Research and Practice, 7<sup>th</sup> Edition: Research and Practice. Hoboken, NJ: Wiley Global Education.

## **BOOKS FOR REFERENCE**

- Keith Davis (2000) *Human Behavior at work*, Tata McGraw Hill
- Moorhead and Griffin (2001) *Organizational Behaviour* (5<sup>th</sup> Ed.) AITBS Publishers & Distributors.
- Afsaneh Nahavandi; Robert B Denhardt & Maria P Aristigueta (2015) *Organizational Behavior* New Delhi: Sage Publications.
- Aswathappa K. (2018) *Organizational Behavior* (13<sup>th</sup> Ed.) Mumbai: Himalayan Publishing House.
- Robbins, Judge and Vohra (2017) *Organizational Behavior* (6<sup>th</sup> Ed.) Pearson India Educational Services.

## **JOURNALS**

1. Journal of Work and Organizational Psychology (<https://journals.copmadrid.org/jwop/>)
2. Journal of Organizational Behavior (<https://onlinelibrary.wiley.com/journal/10991379>)
3. Journal of Organizational Behavior Management  
(<https://www.tandfonline.com/toc/worg20/current>)

## **E LEARNING RESOURCES**

1. <https://elibrarywcl.files.wordpress.com/2015/02/introduction-to-organizational.pdf>
2. [https://shodhganga.inflibnet.ac.in/bitstream/10603/21361/10/10\\_%20chapter%202.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/21361/10/10_%20chapter%202.pdf)
3. [http://ebooks.lpuude.in/commerce/mcom/term\\_1/DMGT103\\_ESSENTIALS\\_OF\\_ORGANIZATION\\_BEHAVIOUR\\_DCOM401\\_ORGANISATION\\_BEHAVIOUR.pdf](http://ebooks.lpuude.in/commerce/mcom/term_1/DMGT103_ESSENTIALS_OF_ORGANIZATION_BEHAVIOUR_DCOM401_ORGANISATION_BEHAVIOUR.pdf)
4. <http://repository.up.ac.za:8080/bitstream/handle/2263/25691/04chapter4.pdf?sequence=5&isAllowed=y>
5. [http://dl.motamem.org/organizations\\_behavior\\_structure.pdf](http://dl.motamem.org/organizations_behavior_structure.pdf)

## **SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)**

1. A study of women leaders in organizations through the use of secondary data (website, online interviews, newspaper articles etc.) Themes like traits of women leaders, work-life balance etc. is quite interesting to be discussed in class.
2. Experiential activities/ workshops for skill building.

Team building: Walking as a team with balloons in between without touching the balloon, ensuring that the balloon doesn't fall off. The group is lead to do some physical tasks without letting the balloon fall.

Leadership emergence: With a group of participants standing on the bed-sheet, asking them to flip the bed sheet upside down, without anyone's foot touching the floor.

3. Case study of an organization

A group wise visit to an organization multiple times, interviewing employees (related to one or the other aspects of organizational functioning), collating the data, analysing it. Data from observation as well as records of the organization may be studied.

4. Self-reflection exercises on the relevance of motivation and emotion referring to one's personal goals

## **EDUCATIONAL PSYCHOLOGY**

**Semester: V**

**Nature of the Course: Core Elective**

**Credits: 5**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVE**

To enable the students to

- Understand the meaning and purpose of education
- Explain the theoretical perspectives of learning and cognition
- Comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity
- Differentiate the social process of learning in various societal contexts

### **COURSE OUTCOME**

On the successful completion of the course, students will be able to

- CO1 Understanding the meaning and processes of education at individual and social plains in the Indian context.
- CO2 Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- CO3 Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self-processes.
- CO4 Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

### **COURSE OUTLINE**

#### **Unit I Introduction**

**(15 Hours)**

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

**Unit II Cognition and Learning** (15 Hours)

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

**Unit III Learning and Motivation** (15 Hours)

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

**Unit IV Learning theories and schooling** (15 Hours)

Application of learning theories in school, the child and the curriculum, the process of education, learning in and out of school in diverse environment, exploring sociocultural perspectives on culture, gender, environment and learning. Understanding the design of learning environments – brain, mind, experience and school.

**Unit V Education in the Indian Context** (15 Hours)

Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.

**TEXT BOOK**

- Badheka G. (1997). *Divaswapan*. New Delhi, India: NBT.
- Bruner J. (1996). *The culture of education*. Cambridge: Harvard University Press.
- Cornelissen M., Misra G., & Varma S. (2010). *Foundations of Indian psychology* (Vol. 2). New Delhi, India: Pearson.
- Dewey, J. (1937) *The child and the curriculum*. Chicago: University of Chicago Press.
- Krishnamurti J. (1974). *On education*. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In *National Curriculum Framework 2005*. New Delhi, India: NCERT.
- Rogers C. (1983). *Freedom to learn in the 80s*. USA: Charles R. Merrill Pub. Co.

- Thapan M. (Ed.) (2014). *Ethnographies of schooling in contemporary India*. New Delhi, India: Sage Pub.
- Woolfolk A., Misra G., & Jha A. (2012). *Fundamentals of educational psychology*. New Delhi, India: Pearson Pub.

#### **SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)**

1. A focus group discussion on how to create an emotionally secure classroom environment with openness to share ideas.
2. Case studies on bullying, examination stress, parental pressure, coaching centres like Kota in Indian context.
3. Interviewing one's grandparents and parents and drawing a comparative analysis of change in education system with reference to one's own schooling.

## **MULTICULTURAL COMPETENCE**

**Semester: V**

**Nature of the Course: Elective**

**Credits: 5**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To describe key concepts, principles, and overarching themes in multicultural psychology.
- To understand the historical backgrounds, cultural values, and worldviews of individuals from different socio cultural groups, and of the diversity within these socio cultural groups.
- To differentiate issues related to diversity and multiculturalism as related to the various professional activities of psychologists (i.e., clinical practice, education and training, research, and social advocacy).
- To understand the applications of multicultural psychology theory and research.
- To apply the skills for being an ally/ advocate for social justice in their personal lives and professional roles

### **COURSE OUTCOME**

On the successful completion of this course, students will be able to

- Recognize that social and cultural systems develop out of adaptation to environmental and World views.
- Communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed.
- Evaluate pertinent information and assertions for relevance, bias, stereotyping, manipulation, and completeness.

### **COURSE OUTLINE**

**Unit I Introduction to the Multicultural Psychology (15 Hours)**

What is Multicultural Psychology? Cultural Differences in Worldviews and communications, Multi-cultural competence, making psychology work through strength and wellness approach. Culture in Context (Ours vs. Theirs), cultural competence, framing the issues

**Unit II Diversity and Multiculturalism (15 Hours)**

Social Class, Classism, and Social Justice, Sex, Gender, and Gender Identity; and Sexism and Transgender Oppression the Social Construction of Feminism and Psychology, Sexual Orientation and Heterosexism, Homophobia, LGBTQ issues. Working with diverse population.

**Unit III Diversity and Multiculturalism (15 Hours)**

Disabilities and Prejudice, Abelism, young people and disabilities, Ageism and the cultural issues with aging. Race, ethnicity and racism, Religion, spirituality and religious oppression

**Unit IV Cultural Intelligence (15 Hours)**

A general Lens of culture, subculture and cultural changes, cultural frames, culture and cognition, culture and memory, process models linking cultural process and social psychological process.

**Unit V Cultural Literate Practitioner (15 Hours)**

Stepping back – Understanding the others perspective, Individual Impact, Internal Psychological Dynamics. The culturally literate practitioner, Increasing cultural literacy, the cultural “other”, stereotypism, prejudice and bias, social justice advocacy.

**TEXT BOOKS**

- Mendoza Denton R. & Worrell F. (2019) *Culture, race, ethnicity, and personality*, pp 748, 767. In Cohen D. & Kitayama S. (Eds.) *Handbook of Cultural Psychology*. NY: Guilford Press.
- Pope Davis D.B., Coleman H.L.K., Liu W.M. & Toporek R.L.(Eds.). (2003) *Handbook of multicultural competencies: In counseling & psychology*. Sage Publications, Inc.
- Mio J.S., Barker L.A. & Tumambing J.S. (2012) *Multicultural psychology: Understanding our diverse communities* (3<sup>rd</sup> Ed.) New York, NY: Oxford University Press.

## **BOOKS FOR REFERNCE**

- Fu M., Nee J. & Shen Y.C. (2016) *Gender, sexism, heterosexism, and privilege across cultures*. In P.B. Pedersen W.J. Lonner J.G. Draguns J.E. Trimble & M. R. Scharrón, del Río (Eds.), *Counseling across cultures* (7<sup>th</sup>Ed.) (pp. 273,295). Los Angeles: Sage.
- Solomon D.T., Heck N., Reed O.M. & Smith D.E. (2017) Conducting culturally competent intake interviews with LGBTQ youth. *Psychology of Sexual Orientation and Gender Diversity*, 4(4), 403–411. DOI:10.1037/sgd0000255.
- Sue D.W. (2010) *micro aggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: Wiley.
- Sue D.W. (2015) *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. Hoboken, N.J.

## **PSYCHOLOGY OF LEADERSHIP**

**Semester: V**

**Credits: 3**

**Nature of the Course: General Elective**

**Teaching Hours:45 Hours**

### **COURSE OBJECTIVES**

To enable the students to

- Have better understanding and recognize the psychological, social, and cultural forces involved with leadership and followership;
- Appreciate the complexity of the leadership role from a psychological and managerial point of view;
- Have learned how to navigate cross-cultural differences first hand
- Have developed an understanding of one's own leadership style and abilities

### **COURSE OUTCOME**

On successful completion of the course, students will be able to

- Understand the process of becoming a leader.
- Identify the significant aspects that cultivate strong teams and foster positive group dynamics.
- Distinguish effective and ineffective leadership in complex systems.
- Value the significance of multiculturalism, diversity, and social justice in effective leadership.
- Understand how ethics influences leadership behaviours.
- Impact of emotional Intelligence on leadership
- Assemble a personal profile of skills and characteristics for effective leadership.

### **COURSE OUTLINE**

**Unit I Becoming a Leader**

**(9 Hours)**

Emotional needs of the Leader, responsibility and learned behaviours, emotional intelligence, self-awareness, interpersonal relations, leadership skills and mind sets, avoiding the trap of derailment, and building personal development plan.

**Unit II Nature of Leadership** (9 Hours)

The Nature in Leadership: Evolutionary, Biological and Social Neuroscience Perspectives.  
Nature of leadership development.

**Unit III Characteristics of a Leader** (9 Hours)

Relationship Builder - listening, coaching and feedback, delegation and building effective teams. Influencer -influence, conflict management, handling difficult conversations, negotiation and decision making. Change agent - Lewin's foundational model of change, Kotter's influential framework of change management, levels of resistance to change and change leadership competencies.

**Unit IV Types of Leadership** (9 Hours)

Transformational leadership, Servant Leadership, Authentic leadership, Team Leadership, Charismatic leadership, Relational Leadership – Resonance and dissonance leadership

**Unit V Culture and Leadership** (9 Hours)

Culture defined, Dimensions of culture, leadership behaviour and culture cluster, Gender and leadership, Centrality of Ethics to leadership and Principles of leadership.

**TEXT BOOK**

- *Psychology of Success: Finding Meaning in Work and Life*, 5e, (2010), by Denis Waitley, McGraw-Hill Higher Education, ISBN-13: 978-0-07-337517-5.
- *The Nature of Leadership*, 2e, (2012), by David V. Day and John Antonakis, eds., Sage Publications, ISBN-13: 978-1-4129-8020-3.
- *Mindset: The New Psychology of Success* by Carol S. Dweck, Ph.D. Publisher: Ballantine Books; 2006; 246 pages; ISBN 978-0-345-47232-8;
- *On Becoming a Leader* by Warren Bennis, PhD. Publisher: Basic Books, 2009; 254 pages; ISBN 978-0-465-01408-8,
- Haslam S. A., Reicher S. D. & Platow M. J. (2011): *The New Psychology of Leadership: Identity, Influence and Power*. New York, NY: Psychology Press
- Messick, David M. and Roderick M. Kramer (2005): *The Psychology of Leadership. New Perspectives and Research*. New York: Lawrence Erlbaum Associates

## REFERENCES

- Brinkmann, Svend (2017), *Stand Firm. Resisting the Self-Improvement Craze.* Cambridge: Polity Press
- Eysenck, Michael (2010, 6<sup>th</sup>Ed.): *Cognitive Psychology. A Student's Handbook.* Hove: Psychology Press
- Goffee R., & Jones G. (2007). *Leading Clever People.* Harvard Business Review, www.hbrreprints, Preview the document reprint R0703D
- Gordon, Nathan & William Fleischer (2011), *Effective Interviewing and Interrogation Techniques.* Elsevier.
- Hammerich, K., & Lewis, R. D. (2013). *Fish can't see water.* Wiley.
- Häuser, Ivan (2017). Compendium. Not published, only for use at DIS.
- Hersey, P., Blanchard, K. H., Dewey E., & Johnson (2008). *Management of Organizational Behavior.* 9<sup>th</sup>Edition. New Jersey: Pearson/Prentice Hall.
- Hofstede, Geert (2009). *Culture's Consequences.* London: Sage Publications.
- Ibarra, Herminia (2015), *The Authenticity Paradox.* Harvard Business Review, January-February 2015.

## **BASIC COUNSELLING SKILLS**

**Semester: V**

**Credits: 3**

**Nature of the Course: Skill-based Course**

**Teaching Hours: 30 Hours**

### **COURSE OBJECTIVES**

To enable the students to

- Understand counselling and its importance
- Differentiate Counselling and guidance and from related professions
- Have learned the stages of counselling and the process involved
- Have learned the models of counselling and theories
- Apply the counselling skill in the case conceptualisation

### **COURSE OUTCOME**

On successful completion of the course, students will be able to

- Understand the definition of counselling, characteristics of counsellor and other values of helping profession
- Comprehend different stages of counselling and the process involved.
- Apply different models of counselling relevant to individual cases.
- Understand and practice the counselling skills required in different stages.

### **COURSE OUTLINE**

**Unit I Counselling – an overview** **(6 Hours)**

Definition and Goals of Counselling, Characteristics of a Counsellor, Concepts of Advice, Guidance and Psychotherapy in relation to counselling, Ethics in counselling, Individual and Group Counselling.

**Unit II Basic Counselling Approaches** **(6 Hours)**

Techniques and skills of the following counselling approaches: person centred, psychodynamic, behavioural and cognitive behavioural approaches

**Unit III Models of Counselling Skills (6 Hours)**

Nature and importance of counselling skills and working alliance, Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training.

**Unit IV Specific Counselling Skills- I (6 Hours)**

Attending Behaviour: the foundation of Listening, skills of Listening, Visual/ Eye Contact, Vocal qualities tone and speech rate, Verbal tracking, Body language, Empathy, Attending in challenging situation.

**Unit V Specific Counselling Skills- II (6 Hours)**

Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving, inside and outside skills of counselling. Self-monitoring skills as a counsellor, Training clients in relaxation, Improving client's self-talk and self-perceptions, termination process.

**TEXT BOOK**

- Ivey, Allen E. (2003) *Intentional interviewing and counseling: facilitating client development in a multicultural society*. Australia; Pacific Grove, CA:Thomson/Brooks/Cole

**BOOK FOR REFERNCE**

- Baron A. Robert Psychology. New Delhi: Prentice Hall, 2007.
- Patterson Lewis, Welfel. Reynolds, Elizabeth. *The Counselling Process*. Bangalore: EasternPress, 2001

**WEB RESOURCES**

1. <https://youtu.be/OwW8x0YGLI>
2. <https://www.youtube.com/watch?v=iMi7uY83z>

## **SEMESTER - VI**

## **PSYCHOPATHOLOGY- II**

**Semester: VI**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours: 90 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To learn the clinical picture, causal factors and treatment for Disruptive, Impulsive – control and conduct disorder
- To understand the clinical picture, causal factors and treatment for Schizophrenia.
- To analyse the pattern and effects of substance use, causes and treatment of Alcohol Related Disorders and an overview of Psychoactive Drugs.
- To classify personality disorder and its attributes.
- To understand the causes and treatment of Neuro-developmental disorders.

### **COURSE OUTCOMES**

On successful completion of the course, students will be able to

- CO1 Comprehend the cause, symptom presentation, course and treatment for Disruptive, impulse – control and conduct disorder.
- CO2 Explain causes, onset, course, treatment and prognosis for schizophrenia
- CO3 Analyse the patterns and effects of substance use, abuse and dependence and gain knowledge on treatment options available for alcohol related disorders.
- CO4 Examine the different types of personality disorder and its characteristics.
- CO5 Examine and understand the categories, causes and treatment for neuro-developmental disorders in the course of the developmental period.

### **COURSE OUTLINE**

**Unit I Disruptive, impulse-control, and conduct disorders (18 hours)**

Disruptive, Impulse- control and conduct disorder: An Overview, Type and Causal Factors: biological and psychological Causal Factors, social – cultural and spiritual factors and the case conceptualization and the treatment modalities.

**Unit II Psychosis** **(18 hours)**

Schizophrenia- Clinical features, causes, subtypes and treatments of schizophrenia. Causal factors, treatment of other Psychotic Disorders.

**Unit III Substance Related Disorders** **(18 Hours)**

Introduction to substance related disorder. Alcohol Related Disorders: Prevalence, Co-morbidity and Demographics. The Clinical Picture of Alcohol Related Disorders, Causal factors and treatment of Drug Abuse and Dependence.

**Unit IV Personality Disorder and Neuro cognitive, developmental Disorders (18 hours)**

Personality Disorders: Clinical features, causal factors, treatment and outcomes of Personality Disorders- Cluster A Personality Disorder, Cluster B Personality Disorders, Cluster C Personality Disorders. Clinical Features, Causes treatment and management of Neurocognitive and developmental Disorders.

**Unit V Prevention and Treatment** **(18 Hours)**

Types of prevention- Primary, Secondary and Tertiary prevention, psychological approaches to treatment: Psycho dynamics therapy, Behaviour therapy, Cognitive and Cognitive Behavioral therapies, Humanistics, existential, Eclecticism and Indigenous therapies.

**TEXT BOOKS**

- Butcher J.N., Hooley J.M., Mineka S. & Dwivedi C.B. (2017), *Abnormal Psychology* (16<sup>th</sup>Ed.) India: Pearson Education, Inc.
- Carson R.C., Butcher J.V. & Mineka S. (2000). *Abnormal Psychology and Modern Life*. (13<sup>th</sup>Ed.) Allyon & Bacon Publishers.

**RECOMMENDED BOOKS**

- Barlow H David & Durand V Mark (2002). *Abnormal Psychology* 2<sup>nd</sup> Ed. Brooks/Cole Publishing Company
- Sarason I. G. & Sarason B.R. (2002), *Abnormal Psychology*- Problem of maladaptive behavior, 11<sup>th</sup> edition, Pearson education INC.
- Nietzel S., McCauley & Bernstein (1998), *Abnormal Psychology*, Allyn& Bacon.
- Ray W.J. (2015) *Abnormal Psychology- Neuroscience perspectives on human behaviour and experience*. New Delhi: Sage Publications.

- Bennet P. (2010). *Abnormal and Clinical Psychology- An Introductory Textbook* (2<sup>nd</sup> Ed.) New Delhi: Tata McGraw Hill Education Private Limited

## **JOURNALS**

1. Journal of Psychiatry and Neuroscience (<https://jpn.ca/>)

## **E LEARNING RESOURCES**

1. [https://secure2.convio.net/dabsa/pdfs/brochures/understanding\\_your\\_mood.pdf](https://secure2.convio.net/dabsa/pdfs/brochures/understanding_your_mood.pdf)
2. [https://psychiatryonline.org/pb/assets/raw/sitewide/practice\\_guidelines/guidelines/schizophrenia.pdf](https://psychiatryonline.org/pb/assets/raw/sitewide/practice_guidelines/guidelines/schizophrenia.pdf)
3. <http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%2020157-176.pdf>
4. <http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%2020239-258.pdf>

## **SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)**

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

## **PSYCHOLOGICAL TESTING**

**Semester: VI**

**Credits: 4**

**Nature of the Course: Core**

**Teaching Hours:90Hours**

### **COURSE OBJECTIVES**

To enable the students

- To equip themselves with the knowledge and skills in the practice of psychological assessment for a variety of assessment such as Personality, Intelligence, Thinking and general attitudes and behaviour.
- To learn to administer and Score assessment measures.
- To evaluate objectively the results and draw inferences.
- To be able to write a report based on the data obtained.

### **COURSE OUTCOMES**

On successful completion of the course, students will be able to

- CO1 Assess central human attributes such as personality, intelligence, thought and attitudes through standardized tests.
- CO2 Demonstrate skills in administering and scoring assessment measures.
- CO3 Demonstrate competence in drawing inferences from the results without bias.
- CO4 Demonstrate competence in writing a standard report.

### **CONCEPTS**

1. Personality
2. Aptitude
3. Interest
4. Achievement tests
5. Stress and coping
6. Attitudes and behavior
7. Creativity

- A minimum of 10 experiments should be conducted.
- At least one experiment from each concept should be chosen

## **REFERENCES**

1. Rajamanickam, (2005). *Experimental Psychology with advanced experiments.* (Vol.1). New Delhi: Concept Publishing Company.
2. Rajamanickam, (2005). *Experimental Psychology with advanced experiments.* (Vol.2). New Delhi: Concept Publishing Company.
3. Sharma, R.N. & Sharma, R. (2003). *Experimental Psychology.* New Delhi: Atlantic Publishers & Distributors.
4. Anastasi, A. & Urbina, S. (2017). *Psychological Testing*, Noida: Pearson.
5. Mook, D. (2004). *Classic experiments in Psychology.* Westport: Greenwood Press.
6. Gregory, R. J. (2004). *Psychological Testing – History, Principles, and Applications*, Delhi: Pearson Education.

## **WEB RESOURCES**

1. [nptel.ac.in/courses/109/105/105109118/](http://nptel.ac.in/courses/109/105/105109118/)

## **JOURNALS**

1. International Journal Of Testing (<https://www.tandfonline.com/toc/hijt20/current>)

## **E LEARNING RESOURCES**

1. <http://download.nos.org/srsec328newE/328EL18.pdf>
2. <http://www.gcbtcollege.in/studymaterial/Intelligence%20Theories.pdf>
3. <http://egyankosh.ac.in/bitstream/123456789/23833/1/Unit-2.pdf>

## **HEALTH PSYCHOLOGY**

**Semester: VI**

**Credits: 4**

**Nature of the Course: Core Paper**

**Teaching Hours: 90 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To understand need and perspectives of health psychology.
- To learn various models available to conceptualize health.
- To comprehend the Illness behaviours and importance of patient –practitioner communication.
- To understand the influence of stress and pain on health and the importance of social support in managing stress and pain.
- To learn the nature of pain and its management.

### **COURSE OUTCOME**

On the successful completion of this course, students will be able to

- CO1 Trace the evolution of the field of medicine in the treatment of illness and the need and trends that shaped the emergence of the field of health psychology.
- CO2 Utilize the knowledge on health behaviour models to identify behavioural immunogen and pathogens and apply the understanding to personal health behaviours
- CO3 Comprehend stereotyped responses and behaviours to chronic illnesses and the role of health practitioners in treatment adherence and recovery.
- CO4 Analyse sources of stress and evaluate the effectiveness of various stress management strategies.
- CO5 Identify pain related physiological and psychological effects and explain ways of coping with it

### **COURSE OUTLINE**

#### **Unit I Introduction**

**(18 hours)**

Definition of Health and its Domains, Definition and Goals of Health Psychology, Brief History of Health Psychology, Perspectives in Health Psychology.

**Unit II Theoretical Models of Health Behaviour Change** (18 hours)

Factors determining healthy behaviours: Biological, Psychological and Social. Key theories of Health behaviour change: Trans-theoretical Model, Health Belief Model, Theory of Reasoned Action and Planned Behaviour, The Health Action Process Model, SocialCognitive theory.

**Unit III Chronic Illness and associated Behaviours** (18 hours)

The model of illness Behaviour. Recognizing Symptoms: The confirmation bias, Attribution and Misattribution, Personality and help seeking behaviour. Personal issues in chronic illness, understanding delays, the hospital setting, Staff relations, Adherence to treatment. Patient practitioner Interactions: Nature, Results of poor patient provider communication, improving patient provider communication, Reducing Non-adherence and psycho social interventions.

**Unit IV Pain and grief management** (18 hours)

Pain: Definition and Types of Pain. Theories of pain: Specificity theory, Pattern theory, Affect theory, Gate control theory and Neuromatrix theory. Clinical Issues in pain management: Acute & Chronic pain, Pain & Personality. Cognitive behavioural Methods of pain control: Progressive relaxation, Meditation, Hypnosis &Biofeedback, Cognitive behaviour therapy. Self-Management of Chronic Pain. Definition of grief and the grief model, coping and external resources.

**Unit V Stress, Coping and Social Support** (18 hours)

Definition of Stress and Stressor; Theoretical Explanations of Stress- the General Adaptation Syndrome, Transactional Theory of Stress, Diathesis Stress Model, Life- Events Theory, Tend and Befriend Theory, Theory of Learnt Helplessness; Coping Strategies: Emotion-Focused and Problem-Focused types; Coping Interventions: Relaxation Mindfulness Training, Disclosure and Coping, Relaxation Training, Expressive writing & Self affirmation. Cognitive Therapies: Stress Inoculation Training, Rational Emotive Therapy. Social support: Main Forms of Social support, Theories of Social Support Change: Social Convoy Model and Socio-emotional Selectivity theory.

**TEXT BOOKS**

- Straub O. Richard (2002) *Health Psychology* New York: Worth Publishers.
- Taylor E. Shelley *Health Psychology* (7<sup>th</sup> Ed.) New Delhi: Tata McGraw Hill Education PvtLtd

- Gurang R.A.R. (2014) *Health Psychology - A Cultural Approach* (3<sup>rd</sup> Ed.) U.S.A: Wadsworth Cengage Learning.

## **RECOMMENDED BOOKS**

- Allen F. (2011) *Health Psychology & Behaviour*, New Delhi: Tata McGraw Hill Education
- Dalal K. (2015) *Health Beliefs and Coping with Chronic Diseases*. New Delhi: Sage Publications India Pvt Ltd
- Khatoon N. (2012) *Health Psychology*; India: Pearson Education
- Marks D.F., Murray M., Evans B., Woodall C.W.C.& Sykes C.M. (2005) *Health Psychology - Theory, Research and Practice* (2<sup>nd</sup> Ed.) New Delhi: Sage Publications.

## **JOURNALS**

1. Health Psychology Open (<https://journals.sagepub.com/home/hpo>)
2. International Journal of Clinical and Health Psychology (<https://www.journals.elsevier.com/international-journal-of-clinical-and-health-psychology/>)

## **E LEARNING RESOURCES**

1. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-health-psychology/>
2. <https://www.ruralhealthinfo.org/toolkits/health-promotion/2/theories-and-models>
3. <https://www.blackwellpublishing.com/intropsych/pdf/chapter19.pdf>
4. <https://pdfs.semanticscholar.org/8bdd/71f8ffa51174d160fd67ef99139b243f6dce.pdf>
5. <https://www.apa.org/pubs/journals/releases/amp-a0036735.pdf>

## **TRAUMA PSYCHOLOGY**

**Semester: VI**

**Credits: 5**

**Nature of the Course: Core Elective**

**Teaching Hours: 90 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To understand and critically evaluate the theoretical/research on concept, complexity and impact of traumatic experiences on human lives.
- To understand psychological trauma, recovery and growth pattern among individuals from diverse backgrounds.
- To understand the relationships among multiple factors and complexity involved in traumatic stresses, adaptation and healing processes.
- To understand the role of power/privilege in the experience of different traumatic experiences across individual and family levels. cultures, communities and global contexts.
- To understand scholarship and contributions of writers, researchers and practitioners in the field of trauma, adaptation and psychological well-being.

### **COURSE OUTCOME**

On successful completion of the course, students will be able to

- CO1 Comprehend, critically evaluate, debate, perspective taking and scientific writings in the field of trauma.
- CO2 Explain and evaluate different standpoints and perspectives across familial, communities and cultural contexts of trauma.
- CO3 Analyse concepts and constructs of traumatic experiences.
- CO4 Explain how differences are constructed or reinforced for specific groups affected by trauma.
- CO5 Explain and critically evaluate the contextual issues in post-traumatic stresses, access to healthcare/healing practices and survivors' challenges in the recovery/growth processes.

## **COURSE OUTLINE**

### **Unit I Introduction (18 hours)**

Psychology of Trauma: definition, types, signs and symptoms of trauma, identifying trauma events, trauma and its symptoms in different age group and gender.

### **Unit II Theories of Trauma Psychology (18 hours)**

Theories explaining trauma symptoms, Vulnerability, transmission of trauma across generations, developmental theories and traumatic stress, neuro cognitive psychological theories of trauma.

### **Unit III Impact of Trauma (18 hours)**

Impact on the individual – memory, cognition and relationship making and sustaining, family – influence on the family member and family health after trauma, Impact on particular race or group and coping.

### **Unit IV Post Traumatic stress disorder (18 hours)**

Definition, signs and symptoms, manifestations of complex trauma, psychology of victims and survivors, intergenerational transmission of PTSD.

### **Unit V Trauma and Coping (18 hours)**

Differentiate stress reactions from traumatic ones. Resilient coping with traumatic events and disasters, Post traumatic Growth.

## **TEXT BOOK**

- Herman J.L. (1997) *Trauma and recovery*. NY: Basic Books.
- Joseph S. (2012) *What does not kill us? The new psychology of post traumatic growth*. NY: Basic Books.
- Briere J. & Scott C. (2006) *Principles of trauma therapy: A guide to symptoms, evaluation and treatment*. Thousand Oaks: Sage Publications
- McMackin R.A., Newman E.E., Fogler J.M. & Keane T.M. McMackin R.A. (Eds.) (2012) *Trauma Therapy in Context: The Science and Craft of Evidence, Based Practice*. Washington, D.C: American Psychological Association.

## **RECOMMENDED READING**

- Read J.P., Ouimette P., White J., Colder C. & Farrow S. (2011) Rates of DSM, IV, TR trauma exposure and posttraumatic stress disorder among newly matriculated college students. *Psychological Trauma: Theory, Research Practice, and Policy*, 3(2), 148,156.
- Duax J.M., Bohnert K.M., Rauch S.A., Defever A.M. (2014) *Posttraumatic stress disorder symptoms, levels of social support, and emotional hiding in returning veterans*. *Journal of Rehabilitation Research and Development*. 51(4), 571–78.
- Graham, Bermann S.A., Castor L., Miller L.E. & Howell K.H. (2012) *The impact of additional traumatic events to trauma symptoms and PTSD in children exposed to intimate partner violence (IPV)*. *Journal of Traumatic Stress*, 25(4), 393,400.
- Stein P.T. & Kendall J.C. (2004) *Chapter 4: Complex PTSD in children: Brain and behavior. Psychological Trauma and the Developing Brain: Neurologically Based Intervention for Troubled Children*, pp. 97,132.
- Fallahi C.R. & Lesik S.A. (2009) *The effects of vicarious exposure to the recent massacre at Virginia Tech. Psychological Trauma: Theory, Research, Practice, and Policy*, 1(3), 220,230.
- Schultz T. & Estabrook H. (2012) *Beyond desolate: Hope versus hate in the rubble of sexual abuse*. Winona Lake, IN: BMH Books.

## **E LEARNING RESOURCES**

1. International Society for Traumatic Stress Studies: <http://www.istss.org/>
2. National Center for PTSD: <http://www.ptsd.va.gov/>
3. Posttraumatic Growth Research Group: <https://ptgi.uncc.edu/what,is,ptg/>
4. The National Child Traumatic Stress Network: <http://www.nctsn.org/>
5. Jim Hopper: <http://www.jimhopper.com/>
6. Trauma Healing Institution: <http://thi.americanbible.org/>
7. Forgiveness: <http://www.evworthington,forgiveness.com/research/>
8. Treatment Advocacy Center:  
<http://www.treatmentadvocacycenter.org/someone,i,know,is,in,crisis>

## **POSITIVE PSYCHOLOGY**

**Semester: V**

**Credits: 5**

**Nature of the Course: Core Elective**

**Teaching Hours: 75 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To understand the concepts of positive psychology.
- To understand the implications of positive psychology for the well-being of self and society.
- To generate research questions and strategies based on principles of positive psychology.

### **COURSE OUTCOMES**

On the successful completion of this course, students will be able to

- CO1 Demonstrate an understanding of the aim and scope of positive psychology and implications to well-being and flourishing;
- CO2 Describe the implications of the science and application of positive psychology to biological, psychological, social and emotional outcomes; Identify research that supports the principles, strategies, tools and skills of positive psychology;
- CO3 Utilize their own strengths and virtues and employ strategies to Increase their happiness, overall quality of life and well-being;
- CO4 Integrate and apply core concepts of positive psychology and resiliency factors into their own lives and professional practice;
- CO5 Develop a toolkit of measures and activities for putting positive psychology scientific findings, theories and tools into real-world practice.

### **COURSE OUTLINE**

**Unit I Introduction to Positive Psychology**

**(15 hours)**

Positive Psychology: History and Background, Assumptions, Goals and Definitions, Happiness and Classification, Personal Goals, self - Efficacy and Grit.

**Unit II Positive Emotions, Optimism and Hope** (15 hours)

Positive Emotions, The Broaden and Build Theory of Positive Emotions; Positive Emotions and Well-being; Cultivating Positive Emotions, Flow Experiences, Savouring. Optimism – Dispositional optimism, Optimism as explanatory style, Varieties of Optimism; Hope theory.

**Unit III Altruism and Resilience** (15 hours)

Empathy and Altruism: definition, measures and activities involved. Resilience, Definition; Sources of Resilience, In Children, In Disadvantaged Youth, In Adulthood and Later Life – Growth through Trauma.

**Unit IV Gratitude and Forgiveness** (15 hours)

Definition of Forgiveness and the process of forgiveness. Healing through forgiveness. Gratitude, increasing well-being by counting one's blessings, Neuro scientific evidence of gratitude.

**Unit V Spirituality and Religion** (15 hours)

Religion/Spirituality and well-being; Religious Orientation; Styles of Religious coping. Mindfulness and wellbeing; mindfulness meditation; mindfulness and Positive Psychology Research. Wisdom and courage: definition and its measures and positive social engagements.

**TEXT BOOKS**

- Baumgardner S.R. & Cothers M.K. (2009) *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd
- Joseph S. & Linley P.A. (2006) *Positive Therapy. A meta-theory for positive psychological practice*. London: Routledge.
- Lopez S. & Snyder C. (Eds.) (2011) *Oxford Handbook of Positive Psychology* (2<sup>nd</sup> Ed.) New York City: Oxford Press.

**REFERENCES**

- Carr A. (2004) *Positive Psychology a science of happiness and human strengths*. New York, NY: BR Publishers
- Csikszentmihalyi M. (2002) *Flow, the classic work on how to achieve happiness*. London: Rider.

- Lomas T., Hefferon K & Ivitan I. (2014) *Applied Positive Psychology*. New Delhi.  
Sage Publications Limited

## **JOURNALS**

1. Journal of Positive psychology and wellbeing
2. Journal of positive psychology

## **INTEGRATION OF FAITH AND PSYCHOLOGY**

**Semester: VI**

**Credits: 5**

**Nature of the Course: Core Elective**

**Teaching Hours: 90 Hours**

### **COURSE OBJECTIVES**

The students will be able to

- Get familiarized with approaches in integration
- Nurture a respect and understanding of differing worldviews on psychology and Christian faith
- Integrate Christian beliefs and psychology for themselves.
- Define a personal process to integrate psychological principles and Christian belief.

### **COURSE OUTCOMES**

On successful completion of the course the students will be able to

- CO1 Appraise scholarly material published in the area of integration
- CO2 Identify and evaluate models of integration
- CO4 Examine cultural and personal differences in worldviews
- CO5 Articulate ethical concerns and guidelines for relating to those with differing views
- CO6 Analyse and express a Biblical worldview in relationship to their theory and practice of psychology

### **COURSE OUTLINE**

#### **Unit I Introduction of Integration (18 hours)**

Definition: theology and psychology. Foundation principles of integration, Importance of integration, Interdisciplinary integration and its challenges.

#### **Unit II Towards Spiritual and Psychological Health (18 hours)**

Mapping of spiritual and psychological health, A pattern of Healing, Perspective of Imago Dei with the different waves of psychology, Marker of health in relation to theological views of the Imago - Dei

**Unit III Five View of Christianity and Psychology – I** (18 hours)

Christian's commitment to the discipline of Psychology. Different types of views that link psychology and Christianity. Levels of explanation view, An Integration View and Christian Psychology View.

**Unit IV Five Views of Christianity and Psychology – II** (18 hours)

A transformation Psychological view and a biblical counselling view. Integrative Model – detailed knowledge of human functioning, competing theories of human personality, practical application of psychotherapy and system of professional and institutional arrangements.

**Unit V Concepts of integration** (18 hours)

Establishing healthy sense of self and others with the integration of Psychological Perspective with the core concepts of Christianity like Sin, Scripture, Prayer, Confession, Forgiveness and Redemption.

**TEXT BOOK**

- Johnson E.L. (Ed.) (2010) *Psychology & Christianity: Five Views*. Downers Grove, IL: Inter Varsity Press.
- Entwistle D.N. (2004) *Integrative approaches to psychology and Christianity: An introduction to worldview issues, philosophical foundations and models of integration*. Eugene, OR: Wipf and Stock Publishers.
- Sandage S.J. & Brown J.K. (2018) Relational integration of psychology and Christian theology: Theory, research, and practice. New York, NY: Routledge. ISBN: 113893593X
- McMinn, *Psychology, Theology, and Spirituality in Christian Counseling* (2011).

**BOOKS FOR REFERENCE**

- Gorsuch R.L. (2002) *Integrating psychology and spirituality?* Westport, CN: Praeger.
- Lewis C.S. (1996) *Miracles*. New York, NY: Simon & Schuster.
- Lewis C.S. (1996) *The Problem of Pain*. New York, NY: Simon & Schuster.
- Miller W.R. & Delaney H.D. (Eds.) (2005) *Judeo, Christian perspective on psychology*. Washington, DC: American Psychological Association.

- SlifeB. (2004) *Taking sides: Clashing views on controversial psychological issues*, 13<sup>th</sup> Ed. Columbus, OH: McGraw, Hill/Dushkin.

## E LEARNING RESOURCES

1. Watch “chapter 1” and “chapter 4” (lines on time bar mark each chapter)  
<http://video.pbs.org/video/1757221034>
2. Summary of Entwistle’s Model of Integration
3. <http://paulgrosch.blogspot.com/2009/11/christianity,vs,psychology,5,models,of.html>
4. Thinking Ethically: A Framework for Moral Decision Making  
<http://www.scu.edu/ethics/practicing/decision/thinking.html>

## **SPORTS AND EXERCISE PSYCHOLOGY**

**Semester: VI**

**Credits: 5**

**Nature of the Course: Core Elective**

**Teaching Hours: 90 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To familiarize with the emerging field in sports and exercise psychology as a profession
- To integrate theory and practice in sports and exercise
- To understand the impact of personality and motivation in the performance
- To comprehend the influence of emotional intelligence on the performance
- To familiarize with the psychometric test associated with the sports

### **COURSE OUTCOMES**

On successful completion of the course the students will be able to

- CO1 Familiarizing with the evolving field of sports and exercise psychology as a profession and having knowledge about its specialties particularly clinical-sport psychology and educational psychology
- CO2 Comprehending the links between theory and practice in sports and exercise psychology; understanding the current shifts from traditional paradigms and appreciating the role of practical theory to guide professional practice so that real life issues may be addressed
- CO3 Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.
- CO4 Being able to develop a psychological profile for a sportsperson/team to help assess the psychological skills that can improve self-awareness, goal setting and communication with the coach.
- CO5 Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.

## **COURSE OUTLINE**

### **Unit I Introduction (18 Hours)**

History of sport and exercise psychology; what is sport and exercise psychology? Sport psychology specialties: Clinical-sport psychology, Educational psychology Role of exercise and sport psychologists – teaching, research and consultation Bridging science and practice gap.

### **Unit II Personality and Performance (18 Hours)**

Personality in sports: Approaches to personality, Assessment of personality, Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), Personality theories [Psychoanalysis, Humanistic, Trait Theories and models], Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan). Defining self-confidence, assessing and building self-confidence.

### **Unit III Motivation and Performance (18 Hours)**

Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sports persons. Inter-personnel Communication and Coach-Athlete Relationship Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination model, Techniques for Developing Motivation, Goal Setting –Locke GST, Motivation-Performance Relationship.

### **Unit IV Emotion and Performance (18 Hours)**

Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory & IZOF], Emotion Performance Relationship.

### **Unit V Aggression and Sports (18 Hours)**

Aggression: Aggression in Sports – (Meaning, Definition and Types of Aggression), Dimensions and Theories [Biological and Psychosocial], Violence in Sport, Management of Aggression, Emotional States and their Effect on Performance

## **TEXT BOOKS**

- Cashmore (2004). *Key concepts in sports psychology*. New York: Routledge.
- Jain R. (2005). *Sports Psychology*. New Delhi: D.K Publishers.
- Weinberg R.S., & Gould D. (1995). *Foundations of sport and exercise psychology* (Vol. 4). Champaign, IL: Human Kinetics.
- CrattyB.J. (2000) *Psychology of Contemporary sports*, Human Kinetics Publishers, Champaign Illinois

## **REFERENCES**

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

## **SUGGESTED PRACTICAL WORK (ILLUSTRATIONS ONLY)**

1. Measuring Cohesion (GEQ), Measurement of aggression, Assessment of Leadership style.
2. Measurement of Personality and Personality Profile (Questionnaire – Big Five and EPQ-R), Types, Assessment of Sports Anxiety (STAI by Spielberg, Martens, SCAT) Measurement of Motivation (Incentive Motivation, SMS-28, Achievement Motivation) Goal setting techniques (Task and Ego Orientation).
3. Analysing the personality of team captains of various sports like hockey, cricket, kabaddi etc. and studying its relationship with team motivation and performance. E.g. An analysis of personality and leadership styles of different captains of Indian Cricket team (e.g., MS Dhoni, Sachin Tendulkar, Virat Kohli or Kapil Dev). This can be done by observing their behaviour on ground, listening to/reading their interviews, their communication styles etc.
4. Students can visit the physical education department of their own institution and interact with the faculty as well as the students/players to understand their motivation and self-confidence.

## **GENERAL COURSES**

## **PSYCHOLOGY OF HEALTH AND WELLBEING**

**Semester: I**

**Credits: 2**

**Nature of the Course: General Course**

**Teaching Hours: 60 Hours**

### **COURSE OBJECTIVE**

To enable the students to

- Understand the Basics of Psychology and its different perceptive
- Understand the significant facts about the development and its changes
- Explains stress and its effect on the everyday life and how to cope stress
- Introduce on personality and motivation and its role in the walk of life
- Have insights on human strengths and virtue

### **COURSE LEARNING OUTCOME**

On successful completion of the course, students will be able to

- CO1 Demonstrate an understanding of psychology as the scientific study of human behaviour and how it is important in the everyday life
- CO2 Comprehend the identity formation and Decision making skills
- CO3 Understand stress and its impact on life and also practical ways to cope with stress
- CO4 Understand human strengths and virtues, and gain insights into positive aspects of work.

### **COURSE OUTLINE**

#### **Unit I Foundations of Psychology (12 hours)**

Definition of Psychology; Historical antecedents of Psychology; Psychology and scientific methods; Branches of Psychology; Approaches: Psycho-dynamic, Cognitive, Behavioural and Humanistic; Methods – Introspection, Observation, Case History, Experimental, Survey, Test.

#### **Unit II Development and Decision Making (12 hours)**

Significant facts about Development and its impact on decision making, Meaning of Developmental Changes, Significant facts about development, Factors influencing Mastery of Developmental tasks. Stages in the Life Span, Freud's Psychosexual Development, Jean Piaget's Cognitive Development, Kohlberg's Moral Development and Erik Erikson

Psychosocial Development Theories; Developmental Tasks/Milestones of Development, Developmental Lag.

**Unit III Stress and Coping** **(12 hours)**

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

**Unit IV Personality and Motivation** **(12 hours)**

Introduction to Personality, Approaches to the study of personality, Motivation, Emotions and Emotional regulation

**Unit V Promoting Human strengths and life enhancement** **(12 hours)**

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

**TEXT BOOKS**

- *Let your Life Speak: Listening for the voice of vocation*, Parker J. Palmer., 1<sup>st</sup> Edition, Jossey - Boss, 2000
- Carr A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
- DiMatteo M.R. & Martin L.R. (2002). *Health psychology*. New Delhi: Pearson.
- Forshaw M. (2003). *Advanced psychology: Health psychology*. London: Hodder and Stoughton.
- Hick J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
- Taylor S.E. (2006). *Health psychology*, 6<sup>th</sup> Edition. New Delhi: Tata McGraw Hill.

**RECOMMENDED TEXTS**

1. Ernest R Hilgard, Richard C Atkinson, Rita L Atkinson - 6<sup>th</sup> Edition - 1975, *Introduction to Psychology* - Oxford and IBH Publishing Co. & Pvt Ltd.
2. Saundra K. Ciccarelli & Glenn E. Meyer – 2006 – *Psychology* - Pearson Education
3. Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler - 1986- *Introduction to psychology* - Tata McGraw Hill

## **PSYCHOLOGY AND MENTAL HEALTH**

**Semester: I**

**Credits: 2**

**Nature of the Course: General Course**

**Teaching Hours: 60 Hours**

### **COURSE OBJECTIVE**

To enable the students

- To introduce the concepts of mental health and mental health problems in India and the world
- To comprehend the need for Mental Health Awareness
- To classify different common mental health problems
- To learn the psychological first aid skills

### **COURSE OUTCOME**

On successful completion of the course, students will be

- CO1 Understanding the status of mental health problem in India and the world.
- CO2 Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.
- CO3 Being able to identify people suffering from common mental health problems like anxiety and depression.
- CO4 Learning to provide psychological first aid to people
- CO5 Understanding and enhancing positive mental health and wellbeing

### **COURSE OUTLINE**

#### **Unit I Mental Health (12 Hours)**

Concept of mental health, Issues of mental health in India and the globe: Some common conditions and their epidemiology, Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness.

#### **Unit II Common Mental Health Issues (12 Hours)**

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

**Unit III The invisible monsters: Anxiety, Depression and Suicide (12 Hours)**

Anxiety: Signs and Symptoms, Depression: Signs and Symptoms, Causes. Suicide: Preventative treatment measures, becoming gatekeepers of suicide, QPR Skills training

**Unit IV Reaching out and providing initial help (12 Hours)**

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

**Unit V Mental Health Practice and Care (12 Hours)**

Counselling, guidance, mentoring, Peer mentoring: concept and skills, Self-development and understanding as a first step to help others, self-care and understanding limitations in providing mental health care as lay personnel.

**TEXT BOOK**

- Butcher J.N., Hooly J.M, Mineka S. & Dwivedi C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.
- Muir-Cochrane E., Barkway P. & Nizette D. (2018). *Pocketbook of Mental Health* (3<sup>rd</sup> Edition). Elsevier
- Snider, Leslie and WHO (2011). *Psychological First Aid: Guide for Field Workers*.

**E RESOURCES**

1. [http://www.aaptuk.org/downloads/Psychological\\_first\\_aid\\_Guide\\_for\\_field\\_workers.pdf](http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf)
2. [https://www.who.int/mental\\_health/media/investing\\_mnh.pdf](https://www.who.int/mental_health/media/investing_mnh.pdf)

## **YOUTH, GENDER AND SEXUALITY**

**Semester: II**

**Credits: 2**

**Nature of the Course: General Course**

**Teaching Hours: 60 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To understand the theoretical foundations of gender.
- To promote deconstruction of sexism.
- To develop an appreciation and sensitivity for asymmetries and complexities across genders.

### **COURSE OUTCOMES**

On successful completion of the course, students will be able to

- CO1 Evaluate, compare and critique theories of gender and sexuality.  
CO2 Identify the effect of gender and sexual identities on the experience of privilege, power dynamics and political voice across cultures and time.  
CO3 Critically evaluate the social position of various sexual groups given the Indian context.

### **COURSE OUTLINE**

**Unit I Introduction to human sexuality (12 Hours)**

Difference between gender and sex; gender identity versus sexual identity, Cisgenders, transgender and transsexuals, Sociocultural construction of gender, Gender stereotypes, Gender differences in personality, emotions and sexuality

**Unit II Theoretical perspectives of gender and sex (12 Hours)**

Biological theories, genetic inheritance, role of hormones, Social learning theory in acquiring gender roles, Gender schema theory, Eysenck's theory of gender and sexuality, Kohlberg's theory of cognitive competency development in relation to gender.

**Unit III Sexualities (12 Hours)**

Definition of Sexual orientation, types of sexual orientation, Influence of culture and biology on the sexual orientation. Culture and variation in sex norms and sexualities.

**Unit IV Gender and sexuality in operation across time and culture (12 hours)**

Status of women: pre and post colonization- sati, widowhood, dowry, child marriage and the modern woman. Trans sexuality in India: discrimination at the workplace, social exclusion and the law. Transgender discrimination, laws and their empowerment. Sexcrimes and rape-consent, power and social scripts. Relationships - monogamy and open non-monogamy.

**Unit V Influence of Families and Diversities (12 Hours)**

Social construction of family values, the importance of context development, Impact of community and family in the gender and the sexual identity formation.

**TEXT BOOKS**

- Ember C.R. & Ember M. (2003) *Encyclopaedia of sex and gender: men and women in world's culture*. New York: Kluwer Academic/Plenum Publishers.
- Richards C. & Barker M. (2015) *The Palgrave Handbook of the Psychology of Sexuality and Gender*. Basingstoke, England: Springer.
- Stainton Rogers W. & Stainton Rogers R. (2001) *The Psychology of Gender and Sexuality: An Introduction*. Milton Keynes, United Kingdom: McGraw, Hill Education (UK).
- White J.W. & Travis C.B. (2000) *Sexuality, Society, and Feminism*. NE, WA, D.C.: American Psychological Association.

**BOOKS FOR REFERENCE**

- Siann G. (2013) *Gender, Sex and Sexuality: Contemporary Psychological Perspectives*. Oxfordshire, England: Taylor & Francis.

**RESEARCH ARTICLES/ BOOKS FOR FURTHER READING**

1. Parekh S. (2003) *Homosexuality in India: The Light at the End of the Tunnel*. Journal of Gay & Lesbian Psychotherapy, 7(1,2), 145,163. doi:10.1300/j236v07n01\_09
2. Mead M. (2016) *Sex and Temperament: In Three Primitive Societies*. New York, NY: HarperCollins.

**WEB RESOURCES**

1. [www.youtube.com/watch?v=GLkgotALxTg](http://www.youtube.com/watch?v=GLkgotALxTg)
2. [www.ted.com/talks/johanna\\_bakley\\_social\\_media\\_and\\_the\\_end\\_of\\_gender?language=en](http://www.ted.com/talks/johanna_bakley_social_media_and_the_end_of_gender?language=en)

## **INTERGROUPRELATIONS**

**Semester: II**

**Credits: 2**

**Nature of the Course: General Course**

**Teaching Hours: 60 Hours**

### **COURSE OBJECTIVES**

To enable the students

- To understand the basics of group and its nature
- To comprehend the nature of relationship between groups
- To emphasize on the social categorization and social identity
- To understand the ways to resolve inter group conflict

### **COURSE OUTCOMES**

On successful completion of the course, the students will be

- CO1 Understanding the role groups play in our life
- CO2 Understanding the nature of relationship between groups in terms of cooperation, competition, conflicts and the like
- CO3 Realizing the relevance and consequence of social categorization
- CO4 Understanding how a group membership shapes one's social identity and colours our perception of others.
- CO5 Knowing ways to resolve and manage inter-group conflicts

### **COURSE OUTLINE**

**Unit I Nature of intergroup relations (15 Hours)**

Definition and the basics of the nature of the intergroup relations, Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

**Unit II Social categorization and conflict (15 Hours)**

In group vs. Outgroup; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization; Minimal in group situation.

**Unit III Cultural aspects of intergroup relations (15 Hours)**

Social identity, Stereotypes: National & ethnic stereotypes cases for Indian context.

**Unit IV Resolving intergroup conflict** (15 Hours)

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

**Unit V Healthy Intergroup relationship** (15 Hours)

Peer influence vs Peer Pressure, Healthy Role Modelling, Group influence on the society and the power of intergroup in the change culture.

**TEXT BOOKS**

- Baron R.A., Branscombe N.R., Byrne D. & Bhardwaj G. (2009) *Social psychology*. New Delhi: Pearson.
- Austin W.G. & Worchel S. (1986). *Psychology of Intergroup Relations*. Nelson-Hall Publishers.

**REFERENCE BOOKS**

- Miller N. & Breuer M.B. (1996). *Intergroup Relations* (Mapping Social Psychology). Open University Press.

# Part I – Languages

# சென்னைக் கிறித்தவக் கல்லூரி (தன்னாட்சி)



தமிழ்த்துறை, தன்நிதிப்பிரிவு

தமிழ்ப் பாடத்திட்டம்

(அமைப்பும் நோக்கமும் - syllabus outcome)

உலக மொழிகளுள் சில வாய்மொழியாக மட்டுமே பேசப்படுகிறது. சில மொழிகள் பேச்சு வழக்கில் இல்லை. பொதுவாக மொழியென்பது எழுத்து, சொல்லிற்கான இலக்கணத்தை கொண்டே இயங்கும். தமிழ் மொழியானது எழுத்து, சொல் மற்றும் பொருள் இலக்கணமும் உடையதே இதன் சிறப்பு. இதனை தொல்காப்பியத்தின் வழி தெளியலாம். இத்தகைய சிறப்பினையுடைய தமிழின் சங்க இலக்கியங்களும்(அகம்-புறம்) நீதி இலக்கியங்களும்(அறம்) உலகின் பன்மொழியினருக்குமான வாழ்வியல் நெறிகளைப் போதிப்பவையாக இயங்குகின்றது. குறிப்பாக முத்தமிழ்க்காப்பியமான சிலப்பதிகாரமும் அறக்காப்பியமான மனிமேகலையும் தமிழ்ப் பண்பாட்டு மரபின் அடையாள இலக்கியங்களாக விளங்குகிறது.அந்தவகையில் பொதுத்தமிழ், சிறப்புத்தமிழ், அடிப்படைத்தமிழ் பயிலும் மாணவர்களுக்கு ஏற்றார் போல தமிழ் எழுத்து, சொல், பொருள் கற்றறிவித்தல், பிழை நீக்கி எழுதுதல், பண்பாட்டு விழுமியங்களைப் போதித்தல் குறிப்பாக இலக்கியம் கற்றல், படைப்பிலக்கியம் படைக்க ஊக்குவித்தல் என்பதாக தமிழ்ப்பாடத்திட்டம் கட்டமைக்கப்பட்டுள்ளது.

## பொதுத்தமிழ்

## முதற்பருவம்

### செய்யுள் தொகுப்பு

- |                              |   |                            |
|------------------------------|---|----------------------------|
| 1. தமிழ்த்தெய்வ வணக்கம்      | – | பேராசிரியர் சுந்தரம்பிள்ளை |
| 2. கையடைப்பதிகம்             | – | எ.ஆ. கிருட்டணப்பிள்ளை      |
| 3. கண்ணன் என் சேவகன்         | – | பாரதியார்                  |
| 4. புத்தரும் ஏழைச் சிறுவனும் | – | கவிமணி                     |
| 5. சித்திரச் சோலைகளே         | – | பாரதிதாசன்                 |
| 6. போராட்டம்                 | – | இன்குலாப்                  |
| 7. முதுமை                    | – | அப்துல் ரகுமான்            |

8. புதுநாவு முனைத்ததா – வைரமுத்து
9. தேசப்பிதாவுக்கு ஒரு தெருப்பாடகனின் அஞ்சலி – மு. மேத்தா
10. தொலைந்து போனது – ஆண்டாள் பிரியதர்ஷனி

### **சிறுகதைகள்**

1. புதிய நந்தன் – புதுமைப்பித்தன்
2. புதிய பாலம் – நா. பார்த்தசாரதி
3. முள்முடி – தி. ஜானகிராமன்
4. நான் இருக்கிறேன் – ஜெயகாந்தன்
5. ஏழை – ஆப்பிள் – நட்சத்திரம் – சு. சமுத்திரம்
6. வாஸந்தி – நஞ்சு

### **இலக்கிய வரலாறு**

1. மரபுக்கவிதை, புதுக்கவிதை
2. சிறுகதை
3. புதினம்

தமிழ் மரபுக்கவிதை, புதுக்கவிதை, சிறுகதை, நாவல் என்கிற பாடங்களின் வழியாக மாணவர்களுக்குத் தற்கால இலக்கியங்களையும் சமகாலப் படைப்பாளர்களையும் அறிமுகப்படுத்துதல். மேலும் இப்படைப்புகள் பேசும் பெண்ணியம், தலித்தியம், பொதுவுடைமை சிந்தனைகளைச் சமகால நிகழ்வுகளோடு அறிவித்தல். இதன்வழி மாணவர்களின் படைப்பாற்றலையும் அவர்களது படைப்புகள் படைப்பாக்கம் பெறுவதற்கான ஊக்கத்தினையும் உற்சாகத்தினையும் வழங்குதல்.

## இரண்டாம் பருவம்

### செய்யுள் தொகுப்பு

1. கம்பரமாயணம் – கும்பகருணன் வதைப்படலம்
2. இயேசு காவியம் – பாடுகளின் பாதை
3. சீறாப்புராணம் – மானுக்குப் பிணை நின்ற படலம்
4. நந்திக்கலம்பகம் – 25, 29, 32, 89, 90
5. பரணி – காடு பாடியது
6. குறவஞ்சி – சிங்கன் சிங்கி உரையாடல்

### நாடகம்

மனோன்மணீயம் – முதல் அங்கம்

### இலக்கிய வரலாறு

1. தமிழில் காப்பிய இலக்கியங்கள்
2. தமிழில் சிற்றிலக்கியங்கள்
3. தமிழ் நாடக இலக்கியம் – தோற்றமும் வளர்ச்சியும்
4. கிறித்தவமும் தமிழ் வளர்ச்சியும்
5. இசுலாமியமும் தமிழ் வளர்ச்சியும்

தமிழின் ஜம்பெருங்காப்பியங்கள் மற்றும் ஜஞ்சிறுங்காப்பியங்களின் சிறப்புகளை எடுத்துரைத்தல். சமண பௌத்த காப்பியங்களான சிலப்பதிகாரம், மணிமேகலை எனும் இரட்டைக்காப்பியங்களின் தனிச்சிறப்புகளை எடுத்துக்கூறுதல். அவை தமிழ்ப் பண்பாட்டின் நிலத்தின் அடையாளங்கள் என சான்றுகள்வழி போதித்தல். இதே போல் தமிழ்ச் சிற்றிலக்கியங்களின் சிறப்புகளைக் காட்சி ஊடகத்தின்(தொழில் நுட்ப வசதி) துணை வழி மாணவர்களுக்குக் காட்சிப்படுத்தி விளக்குதல். நாடக இலக்கியத்தின மூலம் நடிப்பு மற்றும் பேச்சுதிறனை வெளிக்கொண்ரதல். இவ்வாறே தமிழ்ப் பணியினை இறையுணர்வோடு போதித்த கிறித்தவ இஸ்லாமிய இலக்கியங்களின் தனித்தன்மைகளை எடுத்துரைத்தல்.

## மூன்றாம் பருவம்

### செய்யுள் தொகுப்பு

1. திருக்குறள் – அறம், பொருள், இன்பம் 30 பாடல்கள்
2. சிலப்பதிகாரம் – மங்கல வாழ்த்துப்பாடல்
3. திருமந்திரம் – தெரிவு செய்யப்பட்ட பாடல்கள்
4. திருவாசகம் – குயிற்பத்து 5 பாடல்கள்
5. தேவாரம் – 5 பாடல்கள்
6. நாலாயிரதில்வியப்பிரபந்தம் – 5 பாடல்கள்

### உரைநடை

1. தமிழ் நூல்கள் எவ்வாறு மறைந்து போயின – மயிலை. சீனிவேங்கடசாமி
2. தமிழில் பிறமொழிச்சொற்கள் - தெ.பொ.மீ
3. அறிவியலும் இலக்கியமும் - மு.வ
4. சங்க நெறிகள் - முனைவர் வ.ச.ப மாணிக்கனார்
5. திருக்குறளும் விவிலியமும் - முனைவர். மோசசு மைக்கேல் ∴பாரடே
6. வளவாழ்வுக்கு வள்ளுவம் - தா. ஏ. ஞானமூர்த்தி
7. எது வாழ்க்கை – ம. லெ. தங்கப்பா

### இலக்கிய வரலாறு

1. பதினெண் கீழ்க்கணக்கு நூல்கள்
2. இரட்டைக் காப்பியங்கள்
3. தமிழில் பக்தி இலக்கியங்கள்
4. பதினெண் சித்தர்கள்
5. தமிழில் உரைநடை வளர்ச்சி.

நீதி இலக்கியங்கள் உணர்த்தும் அறக் கொள்கைகளைத் திருக்குறள் முதலான நூல்களின் வழியே பயிற்றுவித்தல். தமிழ்ப்பக்தி (சைவம் - வைணவம்) இலக்கியங்கள் மெய்ப்பிக்கும் இறைஉணர்வை தமிழ்ப்பண்பாட்டிற்கு ஏற்றவாறு அறிவித்தல். மெய் நிலைப்பாட்டினையும் நோயற்ற வாழ்வினையும் உணர்த்தும் சித்தர் பாடல்களை எடுத்துக் கூறுதல். இதேபோல் தமிழ் மொழிநடை குறித்த புரிதலைத் தெளிவுபடுத்தல்.

## **நான்காம் பருவம்**

### **செய்யுள் தொகுப்பு**

1. நற்றினை – 123, 140.
2. குறுந்தோகை – 49, 58, 74, 90, 202, 258.
3. ஐங்குறுநாறு – 24, 224.
4. கலித்தோகை – 10.
5. புறநானாறு – 45, 101, 127, 158, 184.
6. பதிற்றுப்பத்து – 25, 56.
7. அகநானாறு – 349.
8. மலைபடுகடாம் – 145 பாடல் முதல் 224 பாடல் வரை

### **பயன்பாட்டுத் தமிழ்**

1. ர, றகரம் ல, ளகரம் ன, ணகரம் வேறுபாடு அறிதல்
2. பிறமொழி சொற்கள் நீக்கி எழுதுதல்
3. வல்லினம் மிகும், மிகா இடங்கள் அறிதல்
4. கடிதம் கட்டுரை எழுத பயிற்சி
5. தமிழ் இணையதளங்களை அறிமுகம் செய்தல்

### **இலக்கிய வரலாறு**

#### **பதினெண் மேற்கணக்கு நூல்கள்**

1. எட்டுத் தோகை
2. பத்துப்பாட்டு

பாட்டும் தொகையுமான சங்க இலக்கியத்தின் காதலும் வீரமும் கொடையும் எங்ஙனம் அறத்தோடு இருந்தது என்று எடுத்துரைத்தல். சங்ககால மக்கள், மன்னர்கள், புலவர்களின் கூற்றுகளின் வழியே அதனை மெய்ப்பித்தல். மேலும் தினை, பொழுது, புல், பூண்டு, பறவை, விலங்கினங்களின் முக்கியத்துவத்தையும் அவை மக்களோடு இயைந்த வாழ்வியல் முறையினையும் படம்பிடித்துக் காட்டல். குறிப்பாக அறத்தோடு நிற்றல், ஆற்றுப்படுத்தல், விருந்தோம்பல், கொடைநிலை, தன்நிலை பிறழாமை என்கிற பேருண்மைகளை எடுத்தியம்புதல்.

**NEW SYLLABUS - HINDI - I (SEM -1)**  
**(Short stories, Letter and Creative writing, Technical terms and Grammar)**

**OBJECTIVES –**

- To develop in-depth knowledge and values through short stories of renowned authors.
- To develop basic knowledge of letter writing.
- To learn official words, phrases and technical terms.
- To develop creativity of report writing skills among students.

**UNIT- 1**

- ❖ Short Stories – ‘Panch Parmeshwar’ by Premchand
- ❖ ‘Ek Gou’ by Jainendra Kumar
- ❖ ‘Akeli’ by Mannu Bhandari
- ❖ ‘Karva ka vrat’ by Yespal
- ❖ ‘Vaapsi’ by Usha Priyamvada

**UNIT -2**

- ❖ Letter writing ( Application letters and Personal Letters)

**UNIT- 3**

- ❖ Technical terms, Official terminology and Phrases (150)

**UNIT – 4**

- ❖ Applied Grammar (Tense and Correct sentence formation)

**UNIT – 5**

- ❖ Creative Writing such as Report writing presentations etc.

**Reference Books:**

- Aath achchi kahaniyan edited by Markanday (Lokbharati Prakashan, Allahabad)
- Pramanik Aalekhan aur Tippan by Prof.Viraj (Rajpal and sons, Delhi)
- Hindi bhasha vyakaran evum rachna by Shabana kareem (Maruti Prakashan, Meerut)

**SYLLABUS - HINDI - II (SEM -2)**  
**(One Act play, Prose, Advertising and Translation)**

***OBJECTIVES:***

- To learn to review and to inculcate interest in modern and Contemporary Hindi Prose.
- To introduce Arts and Science of Translation.
- To develop skills to translate from one language to another.
- To train students in print and media advertising

**UNIT- 1**

- ❖ One Act Play – ‘Deep daan’ by Dr. Ramkumar Varma
- ❖ ‘Dus Hazaar’ by Uday Shankar Bhatt
- ❖ ‘Pratiksha Rog’ by Dr.Giriraj Sharan Agrawal

**UNIT -2**

- ❖ Prose – ‘Goura Gaay’ by Mahadevi Varma
- ❖ Satire – ‘Eemandaron ke sammelan mein’ by Harishankar Parsayi
- ❖ Essay – ‘Mitrata’ by Aacharya Ram Chandra Shukl

**UNIT – 3**

- ❖ Translation – (Theory), Meaning
- ❖ Various aspects of Translation
- ❖ Types and Problems

**UNIT – 4**

- ❖ Translation - (Practice) Passages - English to Hindi
- ❖ Translation - (Practice) Passages - Hindi to English

**UNIT- 5**

- ❖ Vigyapan (Advertising) – various aspects of Advertising.
- ❖ Print and electronic media advertisements.

***Reference Books:***

- Ekanki Ratnakar Edited by Dr.Sridhar Singh (Vani Prakashan, Delhi)
- Gadhya Sankalan (Prescribed Book, edited by the Department)
- Vigyapan aur Brand by Sanjay Singh Baghel (Sasta Sahitya Mandal, New Delhi)
- Anuwaad Vigyaan by Bholanath Tiwari (Shabdkaar, Delhi)
- Anuvaad Abhyas (Part -3) by Dakshin Bharat Hindi Prachar Sabha, Chennai.

## **SEM III - SYLLABUS**

### **HINDI – III - History of Hindi Literature: Ancient Era, Medieval Era and Poetry**

#### ***OBJECTIVES:***

- To introduce History of Hindi Literature from Aadi Kaal to Reeti Kaal. (Ancient and Medieval Hindi Literature).
- To inculcate values through Ancient and Medieval Poetry.
- To inculcate values through Tamil Poetry – Thirukkural (Translated in Hindi) to Students.

#### **UNIT- 1**

- ❖ The meaning of Literature.
- ❖ The different phases of the history of Hindi literature.
- ❖ Aadhi Kaal - Characteristic features of Aadhi kaal.
- ❖ Introduction of Rason literature.

#### **UNIT -2**

- ❖ Introduction of Alankar – Anupras, Upma, Rupak, Punaryukti, Yamak, Slesh, Utpreksha, Atishayokti.

#### **UNIT – 3**

- ❖ Bhakti Kaal – Salient features
- ❖ Nirgun kavya and Sagun kavya
- ❖ Introduction of Ashtachhap
- ❖ Kabeeridas, Tulsidas, Surdas - Ek Parichay (About Bhaktikaal poets)
- ❖ Ancient Poetry and Medieval Poetry – Kabeer Das ke Dohe (5 Couplets), Tulsidas ke Dohe (5 Couplets), Surdas ke Pad (2 Padas).

#### **UNIT- 4**

- ❖ Reeti Kaal – Salient features, Reeti baddh and Reeti mukt kavya
- ❖ Bihari – Parichay
- ❖ Bihari ke Dohe (5 Couplets)

#### **UNIT – 5**

- ❖ Introduction of Tirukkural and about Tiruvalluvar
- ❖ Tirukkural, translated from tamil - (5 Couplets)

#### ***Reference Books:***

- Hindi Sahitya ka saral itihaas by Shri Rajnath sharma (Vinod pustak publications, Agra)
- Kavya Sankalan (Prescribed Book, edited by the Department)
- Hindi Sahitya ka sanshipt itihaas by Babu Gulab Rai (Laxmi Narayan Prakashan, Agra)

**SYLLABUS - HINDI - IV (SEM – 4)**  
**(History of Hindi Literature – Modern Era and Poetry)**

**OBJECTIVES:**

- To expose Students to Modern Hindi literature and poetry.
- To make students aware of latest trends in Hindi literature.
- To enjoy and appreciate the beauty of poetry and fantasy of poets.

**UNIT- 1**

- ❖ Introduction of Aadhunik Kaal (Modern Era) of Hindi Literature.

**UNIT -2**

- ❖ Aadhunik Kavya ki visheshtayen (An introduction about Modern Poetry of Hindi Literature and its salient features).

**UNIT- 3**

- ❖ Aadhunik gadhya vidhayen (Modern Prose of Hindi Literature)  
Short notes on - Natak, Kahani, Ekanki, Upanayaas, Nibandh, Aalochana, Vyayga, Sansmaran, Reportarj, Jeewani, Aatmakatha, Rekhachitr, Yatra-Vritant, Bhent-varta, Patr-sahitya.

**UNIT – 4**

- ❖ Rahasyavaad, Chayavaad, Pragativaad, Prayogvaad and Haalavaad  
– Meaning with its main characteristic features and poets name.

**UNIT – 5**

- ❖ Modern Poetry – ‘Apna Sansaar’ by Maithili sharan gupt
- ❖ ‘Madhushala’ (1-4) by Harivansh rai bachchan
- ❖ ‘Todhti Pathtar’ by Suryakaant tripati nirala
- ❖ ‘Sneh Shapath’ by Bhavani Prasad mishr
- ❖ ‘Vardaan Maangungan Nahin’ by Shiv mangal singh suman

**Reference Books:**

- Hindi Sahitya ka saral itihaas by Shri Rajnath sharma (Vinod pustak publications, Agra)
- Kavya Sankalan (Prescribed Book, edited by the Department)
- Hindi Sahitya ka sanshipt itihaas by Babu Gulab Rai (Laxmi Narayan Prakashan, Agra)
- Aadhunik Gadhyा ki vividh vidhayen by Dr. Udaybhanu Singh (Vani Prakashan)



## MADRAS CHRISTIAN COLLEGE

### DEPARTMENT OF LANGUAGES – FRENCH (SFS)

#### **Objective and Course Outcome of French language SFS -**

The objective of the Basic French course is to provide a platform for the students to equip themselves for this multilingual world. This course introduces students to a new global language. The syllabus is equipped for young Indians who are at the beginner and the intermediate levels.

The outcome of the course is to ensure that the students acquire the fundamental knowledge of the French language and also to instigate an interest to become proficient by pursuing it further.

#### **Syllabus for All UG and B. Vocational programmes**

#### **FRENCH – I**

##### **Civilisation, Grammar, Composition and Comprehension – I**

The text book to be followed: **JUMELAGE** - Méthode de Français, Niveau 1, Manjiri Khandekar & Roopa Luktupe, Sous la direction de – Surekha Kher & Raymond Capré, Langers, New Delhi. (Latest edition)

- Unité 0 – Ecole de Français, Paris: Au secrétariat
- Unité 1
  - Leçon 1 : Autour de l'école
  - Leçon 2 : La vie quotidienne
  - Leçon 3 : Une randonnée
  - Leçon 4 : Au restaurant, Au supermarché

## **FRENCH – II**

### **Civilisation, Grammar, Composition and Comprehension – II**

- Unité 2
  - Leçon 1 : Préparatifs d'un voyage
  - Leçon 2 : A Lausanne
  - Leçon 3 : Une dimanche a la montagne
  - Leçon 4 : Il était une fois

## **FRENCH – III**

### **Civilisation, Grammar, Composition and Comprehension – III**

- Unité 3
  - Leçon 1 : La journée internationale de la francophonie
  - Leçon 2 : Un entretien
  - Leçon 3 : Autour d'une table ronde
  - Leçon 4 : La fête de départ

## **FRENCH – IV**

### **Civilisation, Grammar, Composition and Comprehension – IV**

The text book to be followed: **JUMELAGE - Méthode de Français, Niveau 2**, Shrikant Joshi, Swati Patwardhan & Radhika Nargolkar, Sous la direction de – Surekha Kher & Raymond Capré, Langers, New Delhi. (Latest edition)

- Unité 1
  - Leçon 1 : En famille
  - Leçon 2 : A table
  - Leçon 3 : C'est la fête
  - Leçon 4 : Voler de ses propres ailes

N.B: For B.VOC – Part I French Vocabulary pertaining to Hotel Management and Catering prepared from **AVOTRE SERVICE** is also included as a part of the syllabus.



MADRAS CHRISTIAN COLLEGE  
DEPARTMENT OF LANGUAGES – GERMAN (SFS)

### **Objective and Course Outcome of German language SFS**

The German - foundation Course is designed to provide students with the basic knowledge of the language and its structure. It caters to both the beginner level and the intermediate level students.

The Course outcome is to see that the students gain insight of the German Language at the elementary level so as to pursue it further by choice for better career opportunities.

### **Syllabus for German - SFS (New Syllabus - 2012-2013 onwards)**

#### **German I**

This paper tries to acquaint students with the basics of the German language and gives an insight into the grammatical structure as well as the basic forms of greetings and conversation.

#### **Prescribed Textbook: Studio d A1 (Lessons 1 to 6)**

Themen und Texte:

Erste Kontakte – Internationale Wörter – deutsche Namen – Gespräche im Cafe; Getränkekarte – Telefonbuch, Rechnungen – Zahlen 1 bis 100 – Wörterbuchauszüge – Sehenswürdigkeiten in Europa – Sprachen in Europa – Nachbarsprachen ; Landkarten; Möbelkatalog – E-Mail – Wohnungsgrundriss – Termine und Verabredungen – Pünktlich interkulturell – Veranstaltungsangebote– Uhrzeiten – Tageszeiten – Wochentage – Stadtplan – Etageplan – Terminkalender – Büro und Computer

Grammatik :

das Alphabet; Aussagesätze; Fragesätze mit *wie, woher, wo, was*; Verben im Präsens, Singular und Plural, das Verb sein; Personalpronomen und Verben Artikel : *der, das, die / ein, eine* Verneinung : *kein, keine*

Präteritum von sein; W-Frage, Adjektive im Satz

## **German II**

This paper extends the vocabulary of the students and with a deeper insight into the grammatical structure and they can respond appropriately to queries in real life situations.

### **Prescribed Textbook: Studio d A1 (Lessons 7 to 12)**

Themen und Texte :

Visitenkarte – Berufe und Tätigkeiten – Tourismus – Kultur – Orientierung in der Stadt – Urlaub in Deutschland – Fahrradunfall – Ferien und Urlaub – Familie – Monatsnamen – Lebensmittel – Maße und Gewichte – Mahlzeiten und Gerichte – Kleidung – Farben – Wetter – Körperteile – Krankheiten

Grammatik :

Modalverben (müssen, können, wollen, dürfen), Possessivartikel und kein- im Akkusativ

Präpositionen : in, durch, über + Akkusativ; zu, an.... vorbei + Dativ

Perfekt : regelmäßige und unregelmäßige Verben; Häufigkeitsangaben; Adjektive im Akkusativ; Demonstrative : dieser, dieses, diese; Imperativ; Personalpronomen im Akkusativ

## **German III**

This paper explains the complex patterns of the German language and helps the student in understanding texts written using the higher forms. It also aims at consolidating the vocabulary of the student by exposing him / her to a wide variety of authentic German texts.

### **Prescribed Textbook: Studio d A2 (Lessons 1 to 6)**

Themen und Texte :

Mehrsprachigkeit – Sprachen und Lernen – Verwandschaft – Lebensformen – Fahrpläne – Sachtexte – Memozettel – Tagebuch – Postkarte – SMS – Medien im Alltag – Post – Computer und Internet – Reklamation – Feierabendaktivitäten – Speisekarte

Grammatik :

Nebensätze mit weil; Komparation mit wie und als; Superlativ; Possessivartikel im Dativ; Modalverb sollen – Verben mit Präpositionen – indirekte Fragen im Nebensatz – Adjektive ohne Artikel – Personalpronomen im Dativ – Relativsatz – Relativpronomen

## **German IV**

This paper aims at helping the student to write flawlessly and speak and fluently in the German language. To this end a wide variety of tasks are presented which help the student in reinforcing the grammatical structures as well as the basic vocabulary in the foreign tongue.

### **Prescribed Textbook: Studio d A2 (Lessons 7 to 12)**

Themen und Texte :

Wohnungsanzeigen – Wohnungssuche – Erste Hilfe – Interviews – Beziehungen – Stellenanzeigen – Lebenslauf – Bewerbung – Feste : Weihnachten und Ostern – Filmbeschreibung – Redewendungen – Erfinderquiz – Internetseite – Rezept

Grammatik :

Modalverben im Präteritum – Zeitadverbien – Perfekt und Präteritum – gesprochene und geschriebene Sprache – Wünsche – Höflichkeiten – Bedingungen und Folgen – Nebensätze mit wenn – Wechselpräpositionen – Relativsätze: in, mit + Dativ; Passiv mit werden / wurden

## Part II – English

INKLINGS  
SEMESTER I

1. OZYMANDIAS BY P.B SHELLEY
2. LUCY GRAY BY WILLIAM WORDSWORTH
3. PUNISHMENT IN KINDERGARTEN BY KAMALA DAS
4. IMAGINE BY JOHN LENNON
5. FLOATING FANTASY BY VINU ABRAHAM
6. CHENNAI FLOODS AND THE LIMITS OF COMPASSION BY KAUSHIK TEKUR
7. THE CURSE OF TUTANKHAMUN BY ANITA DEBSEB AND JANE REID
8. EXCERPT FROM EARLY INDIA from the origins to AD 1300, CHAPTER 3 (ANTECEDENTS), PART I (PREHISTORIC BEGINNINGS) BY ROMILA THAPAR

**ENGLISH THROUGH LITERATURE**

**STREAM – B**

**SEMESTER II**

1. CRUCIFACATION BY JAYAKANTHAN
2. THE GHOST IN THE ATTIC BY R.K. NARAYAN
3. AMNESIA, SELECTIVE BY MEENA KANDASAMY
4. LYCHEE BY MEENA ALEXANDER
5. A DEVOTED SON BY ANITA DESAI

**SEMESTER III**

1. THE GREAT CREMATION GROUND BY PUDUMAIPITTAN
2. MADRAS BY ARUNDHATI SUBRAMANIYAN
3. A GREY HAZE OVER THE RICE FIELDS BY JAYANTA MAHAPATRA
4. THE KING AND THE DOCTORS BY GEORGE BERNARD SHAW
5. ANT AND THE GRASSHOPPER BY SOMERSET MAUGHAM

**SEMESTER IV**

1. GOD SEES THE TRUTH BUT WAITS BY LEO TOLSTOY
2. A BRAVE AND STARTLING TRUTH BY MAYA ANGELOU
3. THE CHRYSANTHAMUMS BY JOHN STEINBECK
4. SCENARIO BY DENISE LEVERTOV
5. THE RAT BY ASHOKMITRAN

## Semester II

### ***Unit I***

Basics of Pronunciation – Introducing the sounds of English Language in relation to the English Alphabet.

Basics of Punctuation.

### ***Unit II***

#### **Listening**

Objective: To be able to identify the overall information (context) provided.

#### **Speaking**

Objective: Communicate ideas and opinions based on the text previously listened to.

#### **Reading**

Objective: To be able to achieve an overall understanding of the main points of the text – Skimming

#### **Writing**

Objective: Communicate a wide range of ideas and opinions based on the text previously read. IDEEP.

#### **Grammar**

Articles, Singular/Plural

**Text:** *The Vanishing Art of Riding a Bicycle* – Bindu Balan, *The Hindu*.

**Suggested Reading:** The Plural Poem – Anonymous.

### ***Unit III***

#### **Listening**

Objective: To be able to identify specific information and to identify new vocabulary.

#### **Speaking**

Objective: To be able to speak at length based on the specific information gathered from the text previously listened to.

#### **Reading**

Objective: To be able to recognise particular point of information (factual mostly) conveyed in the text – Scanning.

#### **Writing**

Objective: Develop ideas based on the particular information attained from the text previously read.

### **Grammar**

‘to be’ form verbs, auxiliary verbs

**Text:** ‘Fifteen Years’ from *A Writer’s Nightmare* – R. K. Narayan

**Suggested Reading:** Cricket - Vishesh Bohre

### ***Unit IV***

#### **Listening**

Objective: To be able to use sentences from the audio, modify existing ones and find possible ways to complete sentences from specific words chosen from the audio.

#### **Speaking**

Objective: To be able to express and justify one’s own opinions based on the audio provided while being able to analyse, discuss and speculate about issues.

#### **Reading:**

Objective: Intensive reading

- i) To be able to identify the writer’s opinions or viewpoints.
- ii) To be able to recognise the main idea or theme in the paragraphs or sections of text, and to distinguish main ideas from supporting ideas.

#### **Writing**

Objective: To be able to express and justify one’s own opinions based on the text provided while being able to analyse, discuss and speculate about issues.

### **Grammar**

Basic Tense usage

**Text:** Theme for English B – Langston Hughes

The Professor – Nissim Ezekiel

**Suggested Reading:** Goodbye Party to Miss Pushpa T.S – Nissim Ezekiel

### ***Unit V***

#### **Listening**

Objective: to be able to check form (often gives the factual details) and use the information in the audio to create a set of notes (note making), table, flow-chart or do a summary completion of the notes.

## **Speaking**

Objective: To be able to maintain fluency and coherence.

## **Reading**

Objective: Extensive Reading

## **Writing**

Objective: To be able to maintain coherence and logical order while writing.

## **Grammar**

Prepositions

**Text** – ‘Journey 7’ from *Fish in a Dwindling Lake* - Ambai

**Suggested Reading** - She – Lakshmi Kannan

# Semester III

## ***Unit I***

Homophones, Homonyms

**Text** – Excerpts from the poem The Chaos - Gerard Nolst Trenité

**Suggested Reading** – Homophone Dream – Steve Collins

## ***Unit II***

### **Listening**

Objective: To be able to identify the overall information (context) provided in.

### **Speaking**

Objective: Communicate ideas and opinions based on the text previously listened to.

### **Reading**

Objective: To be able to achieve an overall understanding of the main points of the text – Skimming

### **Writing**

Objective: Communicate a wide range of ideas and opinions based on the text previously read.

**Text:** ‘WhatsAppism’ and its Followers – Rishi Kanna, *The Hindu*.

**Suggested Reading:** English is Everywhere – Geneen Meyers

## ***Unit III***

### **Listening**

Objective: To be able to identify specific information and to identify new vocabulary.

### **Speaking**

Objective: To be able to speak at length based on the specific information gathered from the text previously listened to.

### **Reading**

Objective: To be able to recognise particular point of information (factual mostly) conveyed in the text – Scanning.

### **Writing**

Objective: Develop ideas based on the particular information attained from the text previously read.

**Text** – ‘The Daffodil – Yellow Villa’ from *My Family and Other Animals* – Gerald Durrell.

**Suggested Reading** – Mom I’m Hungry – Geneen Meyers.

## ***Unit IV***

### **Listening**

Objective: To be able to use sentences from the audio, modify existing ones and find possible ways to complete sentences from specific words chosen from the audio.

### **Speaking**

Objective: To be able to express and justify one’s own opinions based on the audio provided while being able to analyse, discuss and speculate about issues.

### **Reading**

Objective: Intensive reading

- i) To be able to identify the writer’s opinions or viewpoints.
- ii) To be able to recognise the main idea or theme in the paragraphs or sections of text, and to distinguish main ideas from supporting ideas.

### **Writing**

Objective: To be able to express and justify one’s own opinions based on the text provided while being able to analyse, discuss and speculate about issues.

**Text** – The Unknown Citizen – W.H Auden

A Bird Came Down the Walk – Emily Dickinson

**Suggested Reading** – Nature is What We See – Emily Dickinson

## ***Unit V***

### **Listening**

Objective: to be able to check form (often gives the factual details) and use the information in the audio to create a set of notes (note making), table, flow-chart or do a summary completion of the notes.

### **Speaking**

Objective: To be able to maintain fluency and coherence.

### **Reading**

Objective: Extensive Reading

### **Writing**

Objective: To be able to maintain coherence and logical order while writing.

**Text – *The Bet* – Anton Chekov**

**Suggested Reading - *How Much Land Does a Man Need?* - Leo Tolstoy**

## Semester IV

## ***Unit I***

Review, General Essay, Note-making, Public Speaking

## ***Unit II***

### **Listening**

Objective: To be able to identify the overall information (context) provided in.

### **Speaking**

Objective: Communicate ideas and opinions based on the text previously listened to.

### **Reading**

Objective: To be able to achieve an overall understanding of the main points of the text – Skimming

### **Writing**

Objective: Communicate a wide range of ideas and opinions based on the text previously read.

**Text: *It's Time to Recognize and Empower India's Women Farmers* – Sugandha Munshi – World Economic Forum.**

**Suggested Reading - A Fairy Tale – Sayeed Abubakar**

## ***Unit III***

### **Listening**

Objective: To be able to identify specific information and to identify new vocabulary.

### **Speaking**

Objective: To be able to speak at length based on the specific information gathered from the text previously listened to.

### **Reading**

Objective: To be able to recognise particular point of information (factual mostly) conveyed in the text – Scanning.

### **Writing**

Objective: Develop ideas based on the particular information attained from the text previously read.

**Text** – On the Rule of the Road – A. G Gardiner

**Suggested Reading** – I Am – John Clare

## ***Unit IV***

### **Listening**

Objective: To be able to use sentences from the audio, modify existing ones and find possible ways to complete sentences from specific words chosen from the audio.

### **Speaking**

Objective: To be able to express and justify one's own opinions based on the audio provided while being able to analyse, discuss and speculate about issues.

### **Reading**

Objective: Intensive reading

i) To be able to identify the writer's opinions or viewpoints.

ii) To be able to recognise the main idea or theme in the paragraphs or sections of text, and to distinguish main ideas from supporting ideas.

### **Writing**

Objective: To be able to express and justify one's own opinions based on the text provided while being able to analyse, discuss and speculate about issues.

**Text** – Move on – ABBA

Blowin' in the Wind – Bob Dylan

**Suggested Reading** – People - Barbra Streisand

## ***Unit V***

### **Listening**

Objective: to be able to check form (often gives the factual details) and use the information in the audio to create a set of notes (note making), table, flow-chart or do a summary completion of the notes.

### **Speaking**

Objective: To be able to maintain fluency and coherence.

### **Reading**

Objective: Extensive Reading

### **Writing**

Objective: To be able to maintain coherence and logical order while writing.

**Text** – Monkey’s Paw – W.W. Jacobs

**Suggested Reading** – Annabel Lee – E.A Poe

Part IV  
Advanced / Basic Tamil  
Personality Development  
Environmental Studies  
Value Education

# Semester 1

## சிறப்புத்தமிழ் I / Advanced Tamil I

பத்தாம் வகுப்பு மற்றும் பன்னிரண்டாம் வகுப்புவரை தமிழ் பயின்று கல்லூரியில் பகுதி-I-ல் தமிழ் பயிலாத அனைத்து இளநிலை பயிலும் மாணவருக்கும் உரியது

### செய்யுள்

- |                               |   |                              |
|-------------------------------|---|------------------------------|
| 1. கண்ணம்மா என் குழந்தை       | - | பாரதியார்                    |
| 2. புரட்சிக்கவி (12 பாடல்கள்) | - | பாரதிதாசன்                   |
| 3. சேதிகேள்டா                 | - | பட்டுக்கோட்டை கல்யாணசுந்தரம் |
| 4. கோயில் வழிபாடு             | - | தேசிகவிநாயகம் பிள்ளை         |
| 5. போராட்டம்                  | - | இன்குலாப்                    |
| 6. பூச்சிவாழ்க்கை             | - | ஆண்டாள் பிரியதர்ஷினி         |
| 7. சுயப்பிரசவம்               | - | அப்துல் ரகுமான்              |
| 8. இருப்பு                    | - | தமிழ்ச்சி தங்கபாண்டியன்      |
| 9. புத்தகபுராணம்              | - | வைரமுத்து                    |
| 10. தாம்பத்யம்                | - | சல்மா                        |

### சிறுக்கை

நந்தவனத்தில் ஓர் ஆண்டி - ஜெயகாந்தன்

கதவு - கி.ராஜநாராயணன்

### இலக்கியவரலாறு

கவிதை, சிறுக்கை, நாவல்

### மொழித்திறன்

பிறமொழிச் சொற்களுக்கு இணையான தமிழ்ச்சொற்கள்

வல்லினம் மிகும் / மிகா இடங்கள்

முதல் பருவத்தில் கவிதை புனைதல், கட்டுரை வரைதல், சிறுக்கை எழுதுதல் என மாணவர்களின் கற்பனைத்திறன் மற்றும் படைப்பாளுமைகளை வெளிக்கொண்டும் படியாகச் சிறப்புத்தமிழ் பாடப்பகுதி அமைந்துள்ளது.

## Semester II

### சிறப்புத்தமிழ் II / Advanced Tamil II

#### செய்யுள்

சங்க இலக்கியம்	-	புறம் 1, அகம் 1
சிலப்பதிகாரம்	-	அடைக்கலக்காதை
திருக்குறள்	-	1 அதிகாரம்
திருமந்திரம்	-	5 பாடல்கள்
இயேசுகாவியம்	-	என் பிறன் யார்?
சீராப்புராணம்	-	மானுக்குப் பிணைநின்றபடலம்
கலிங்கத்துப்பரணி	-	களம் பாடியது

#### உரைநடை / நாடகம்

வண்மையும் வறுமையும்	-	ரா.பி. சேதுப்பிள்ளை
எதுவாழ்க்கை?	-	ம.லெ. தங்கப்பா
தலை பிழைத்தது	-	சி. என். அண்ணாதுரை

#### இலக்கியவரலாறு

எட்டுத்தொகை  
பத்துப்பாட்டு

#### பயன்பாட்டுத்தமிழ்

கடிதம் எழுதுதல்  
கட்டுரையுதுதல்  
மொழிபெயர்த்தல்  
தமிழ் இணையதளங்கள் அறிதல்

சிறப்புத்தமிழ் இரண்டாம் பருவத்தில் தொன்மையான இலக்கியங்கள் காட்டும் வாழ்வியல் படிமங்களையும் மொழி ஆக்கப் பயிற்சி மற்றும் தமிழ் இணையதளங்களின் பயன்பாடு உணர்த்தும் வகையிலும் பாடத்திட்டம் அமைந்துள்ளது.

## Semester I

### அடிப்படைத்தமிழ் I / Basic Tamil I

#### அலகு 1

- உயிரெழுத்துகள் (Vowels)
- மெய்யெழுத்துகள் (Consonants)
- உயிர் மெய்யெழுத்துகள் (Vowel Consonants)
- கிரந்தங்கள் (Grantha Letters)

#### அலகு 2

- பெயர்ச்சொல் (Noun)
- வினைச்சொல் (Verb)
- பிரதிபெயர் (Pronoun)
- பெயர்டை (Adjective)
- வினையடை (Adverb)

#### அலகு 3

- தினை (Human /Non Human)
- பால் (Gender)
- எண் (Singular/Plural)
- இடம் (First / Second / Third Person)
- காலம் (Tense)

#### அலகு 4

- எண்கள் (Numbers)
- உறவுப்பெயர்கள் (Kinship Terms)
- வாரத்தின் நாட்கள் (Week Days)
- இயற்கை (Nature)
- உடல் உறுப்புகள் (Parts of the body)
- பயன்பாட்டுப் பொருட்களின் பெயர்கள் (Everyday usage words)

#### அலகு 5

- பிழைந்க்கி எழுதுதல் (Spot the error)
- அகரவரிசைப்படுத்துதல் (Arrange in Alphabetical order)
- எதிர்ச்சொல் அறிதல் (Antonyms)

பல்வேறு நாடுகளிலிருந்து வருகின்ற மாணவர்களும் பயனுறும்படியாக அடிப்படைத்தமிழ் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது. தமிழ் எழுத்துகள், சொற்கள், எளிய தொடர்கள், புழங்கு சொற்கள், எளிமையான உரையாடல்கள் வழியாக தமிழ்மொழியின் அடிப்படைத்தன்மைகளை உள்வாங்கும் வகைமையில் அமைந்துள்ளது.

## Semester II

### அடிப்படைத்தமிழ் II/Basic Tamil II

#### **அலகு 1**

- எழுவாய் (Subject)
- பயனிலை (Verb)
- செயப்படுபொருள் (Object)
- உடன்பாட்டுவாக்கியம் (Affirmative Sentence)
- எதிர்மறைவாக்கியம் (Negative Sentence)
- வினாவாக்கியம் (Interrogative Sentence)

#### **அலகு 2**

- தமிழ் இலக்கியங்கள் மற்றும் புலவர்கள் அறிமுகம் (Introduction to Tamil Literature and Poets)
- தமிழ்மொழியின் செம்மொழித்தகுதி (Tamil Language as classical Language)
- தமிழகச் சுற்றுலாத்தலங்கள் (Tourist places in Tamil Nadu)

#### **அலகு 3**

- தமிழர் உணவு (Tamil food)
- தமிழர் விழாக்கள் (Tamil Festival)
- தமிழர் நடனம் (Tamil Dance)

#### **அலகு 4**

- ஆத்திகுடி 1-12 (Aathichudi 1-12)
- திருக்குறள் 5 - தெரிவுசெய்யப்பட்டவை / Selected Thirukkural couplets
- பழமொழி 5 - தெரிவுசெய்யப்பட்டவை / Selected Proverbs

#### **அலகு 5**

- உரையாடல் எழுதுதல் (Dialogue writing)
- மொழிபெயர்ப்புச் செய்தல் (Translation)
- நாளிதழ் படிக்க பயிற்சிதருதல் (Practice on reading News Paper)

#### **பார்வை நூல்கள் / Reference Books**

1. தமிழ்மொழி அறிமுகம் – முனைவர் ப. டேவிட்பிரபாகர், விவி வெளியீடு, பதிப்பு – 2004.
2. தமிழில் நீங்களும் பிழையில்லாமல் எழுதலாம் – முனைவர் பொற்கோ, புதுவாழ்வு புதிப்பகம், பதிப்பு – 1992.
3. பிழையின்றி நல்லதமிழ் எழுதுவதுஎப்படி? ஸ்ரீ சந்திரன், தமிழ் நிலையம், பதிப்பு 2007.
4. Hand Book Tamil – Dr. S. Jean Lawrence, Dr. D. Ranganathan, International Institute of Tamil Studies -1988.
5. To Learn Tamil – Dr. Glory Christopher – Moovendhar Publishers, 1999.

அடுத்திச்சுடி, திருக்குறள், பழமொழி வாயிலாக அறநெறிகளையும் பொங்கல், கார்த்திகை தீபம், தமிழர் கலைகள், விளையாட்டுகள் வழியாக தமிழர்களின் பண்பாடு, கலாச்சாரம், மரபுசார் கூறுகளையும் வெளிக்கொண்டும் விதத்தில் மாணவர்களுக்காக இப்பாடத்திட்டம் கட்டமைக்கப்பட்டுள்ளது.

**MADRAS CHRISTIAN COLLEGE (Autonomous)**

**Tambaram, Chennai 600059**

**Personality Development – I**

**Credits – 2**

**Semester III**

**Hours 30**

**Unit 1: Self Exploration:** Introduction to Human Development and Resources development – course objective and expected outcome – self discovery – self acceptance – self esteem – self confidence – physical and cultural aspects of personality – Indian cultural sensitivity leading to self identity.

**Unit 2: Character building:** Ethics, morality and values an understanding – Need for values – Kinds of values – Values Conflicts – Value clarification and value acceptance .

**Unit 3: Interpersonal relationship:** Importance of interpersonal relationship in the present context – kinds of relationship – overcoming prejudices –basic principles of building and sustain relationship – personal vs. professional conflict – submissive, assertive and aggressive relationships.

**Unit 4: Time and stress Management:** Importance of time – Managing time – the art of prioritizing and scheduling – stress and source of stress – recognising emotions and values of regulating emotions.

**Unit 5: Vision and Goal setting:** Personal goal- career goal clarification understanding – organisational goals- congruence of goals – positioning oneself in the context of organisation, society – expectation management – critical nature of reaching targets.

## **Personality Development - II**

**Credits 2**

**Semester IV**

**30 Hours**

**Unit 1 : Communication Skills :** tools of communication ( oral, written, one way, two way, vertical and horizontal and lateral), business communication – Body language , listening skills, Assertive communication – Etiquette ( Personal , social , telephone , email and global) – Frequently asked questions

**Unit II : Problem Solving and resolutions:** Mind skills – out of box thinking , creative thinking, analytical and synthesising reasoning – intuition and extra sensory perception – conflicts within and among groups – conflicts in social organisations – resolutions of conflicts – dealing with and managing conflicts – De bona 6 thinking hats

**Unit III: Team Building** – formation of team –phases of group growth process ( Forming , norming, storming, performing , adjourning and reviewing ) – skill development to be a team player / team leader – influencing process- leadership – Win- Win situation – proactive skills – Synergy

**Unit IV: Integrated personal excellence** – motivation – positive and negative, internal and external – motivated performance – personal grooming – attitude – confidence building – reinforcement – potential and competence management – creative performance – geared to integrated personal excellence

**Unit V: Placement Preparation:** resume writing – group discussion – role play- interview – mock interview – emotional intelligence- Broad organizational cultural sensitivity.

**CORE MODULE SYLLABUS FOR ENVIRONMENTAL STUDIES**  
**FOR UNDER GRADUATE COURSES OF ALL BRANCHES**  
**OF HIGHER EDUCATION**

**Vision**

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have emphasized about practices and values of environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.

India is rich in biodiversity which provides various resources for people. It is also basis for biotechnology.

Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to

conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

Inspite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programmes. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The experts committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the core module syllabus for environmental studies for undergraduate courses of all branches of Higher Education. We are deeply conscious that there are bound to be gaps between the ideal and real. Genuine endeavour is required to minimize the gaps by intellectual and material inputs. The success of this course will depend on the initiative and drive of the teachers and the receptive students.

## **SYLLABUS**

### **Unit 1 : Multidisciplinary nature of environmental studies**

Definition, scope and importance

(2 lectures)

Need for public awareness.

## **Unit 2 : Natural Resources :**

### **Renewable and non-renewable resources :**

Natural resources and associated problems.

- a) Forest resources : Use and over-exploitation, deforestation, case studies.  
Timber extraction, mining, dams and their effects on forest and tribal people.
  - b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
  - c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
  - d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
  - e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
  - f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
  - Equitable use of resources for sustainable lifestyles.

(8 lectures)

## **Unit 3 : Ecosystems**

- Concept of an ecosystem.

- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the

following ecosystem :-

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

(6 lectures)

#### **Unit 4 : Biodiversity and its conservation**

- Introduction – Definition : genetic, species and ecosystem diversity.
- Biogeographical classification of India
- Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation

- Hot-spots of biodiversity.
- Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.

(8 lectures)

## **Unit 5 : Environmental Pollution**

### Definition

- Cause, effects and control measures of :-
  - a. Air pollution
  - b. Water pollution
  - c. Soil pollution
  - d. Marine pollution
  - e. Noise pollution
  - f. Thermal pollution
  - g. Nuclear hazards
- Solid waste Management : Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Pollution case studies.
- Disaster management : floods, earthquake, cyclone and landslides.

(8 lectures)

## **Unit 6 : Social Issues and the Environment**

- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case Studies
- Environmental ethics : Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation.
- Public awareness.

(7 lectures)

## **Unit 7 : Human Population and the Environment**

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.

- Environment and human health.
- Human Rights.
- Value Education.
- HIV/AIDS.
- Women and Child Welfare.
- Role of Information Technology in Environment and human health.
- Case Studies.

(6 lectures)

### **Unit 8 : Field work**

- Visit to a local area to document environmental assets-  
river/forest/grassland/hill/mountain
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5  
lecture hours)

2015-2016 Onwards:  
MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)  
VALUE EDUCATION - I  
SOCIAL ETHICS  
Semester-I

Objectives: a) To bring awareness among students on various ethical issues prevailing in our society.  
b) To enable students to become responsible human beings with values.

#### UNIT-I

Value Education- Values- Components- Social Ethics- Definition and Importance- Issues of Bias and Neutrality in evolving ethical principles- Building up ethics/values in students- building up of character.

#### UNIT-II

Individuals and Society- Role of individuals in society- Role of ethics in individuals, family, community and society- Role of Marriage, love, sex and divorce- role of religion in ethic -ethical issues in Child care.

#### UNIT-III

Politics and Ethics- Constitution- Justice, Equality, Freedom and Human Dignity- Govt. Institutions concerning ethics- NGOs concerning ethics- Human Rights- Men, Women and Child rights – Issues of Caste, Class, Religion and Politics- National Integration.

#### UNIT-IV

Economics and Ethics- Economic development and ethics- Professional ethics- Work ethics- Business ethics- Ethical dilemmas among youth in the context of changing economic scenario- Economic crimes- Bribery, Corruption, Immorality- Priorities of Indian Economy- Poverty, Unemployment, Illiteracy and Inequality.

#### UNIT-V

Role of Globalization in changing value systems- Wars : Nuclear, Chemical and Biological warfare- Terrorism- Racism and Ethnic unrest/conflicts- Environmental Degradation- Refugee crisis- Problems of Migration- Role of Science and Technology- Issues of Cloning.

**Value Education - II**  
**Gender Studies**

**Objective : To sensitize students on (i) various gender issues  
(ii) to bring about value change.**

**Unit I :**

**Scope of Gender Studies – Basic concepts - Sex and Sexuality , Gender, Patriarchy, Femininity, Masculinity, Gender roles and Gender Stereo types – Historical prospective - Understanding Feminisms.**

**Unit II :**

**Gender and Society : Gender discrimination within Caste structure – Family and marriage - Transgenders.**

**Human Rights Violation and Protection : Female Foeticide – Sexual Harassment – Immoral Traffic – Dowry – Child marriage – Domestic Violence.**

**Unit III :**

**Gender and Religion : Gender in Christianity , Islam & Hinduism.**

**Gender and Health : Occupational health – Psychological health – Reproductive health**

**Unit IV:**

**Gender and Labour : Wage discrimination – Labour discrimination – Government policies – NGOs – SHGs.**

**Gender and Education : Education and Employment – Factors affecting women's education and employment – Rural and urban divide in education system.**

**Unit V :**

**Gender Empowerment : Access - Equality – Equity – Decision making.**

**Gender and Globalisation: Liberalization and globalisation and its impact on women**

**References :**

1. 'Understanding Women's Studies' – Poonache, Veena. (1999)
2. Feminist Thoughts : A more comprehensive introduction by Rosemarie Tong, Westview Printers, August 2008.
3. Female Foeticide : Myth & Reality, Anurag Agarwal
4. Feminist Theory : A Reader, by Kolmer, Wendy and Bartkowski, Frances and Kolmar, Wendy.K Westview Printers, August (2009).
5. Livelihood and gender by Sumi Krishna, SAGE Publication, 1<sup>st</sup> edition 2004.
6. Transgender studies reader: Taylor and Francis 2006., Edited by Susan Strycker and Stephen Whittle.
7. The Masculinity studies reader: Edited by Rachel Adams and David Savran , Black well publishers 2002
8. Women & Empowerment by Singh D.P and Singh Manjit (ed.) 2005.
9. Grass Root NGO's by women for women by Femina Handy, Suzanne Feeney, Bhagyashree Ranade, SAGE publishers 4<sup>th</sup> edition 2008.
10. Gender Matters edited by Florence John, Semmoodhai Pathippagam , 2013.

**Madras Christian College (Autonomous)**  
**Value Education – II**  
**Christian Studies**

Objectives: (i) The course aims at providing a wholesome understanding of the biblical perspective  
of the Christian faith.  
(ii) It also equips the student to relate one's faith to the contemporary world.

**Unit – I**

Introduction to the New Testament.

Three types of books- Biographical, Epistolary and Apocalyptic, Names of God ; Life and teaching of John the Baptist.

**Unit II**

Life and Ministry of Jesus Christ.

Birth and Childhood, Prophecies related to the Birth of Christ; Healing and Teaching ministry; Suffering, death, Resurrection and Ascension.

**Unit III**

Origin and Development of the Church and role of the Holy Spirit

Day of Pentecost; Characteristics of the Early Church: Jerusalem Council; Functions of the Holy Spirit; Gifts and Fruit of the Holy Spirit.

**Unit IV**

Life and Ministry of Paul

Conversion of Paul ; Missionary Journeys.

**Unit V**

Major Themes in the Epistles and Revelation

Victorious Christian Living; Faith and Deeds; Superiority of Jesus Christ (Hebrews); Lessons for the contemporary church from the message to the seven churches.

**Books for Reference:**

1. The New Testament - A Reader's Guide – C.A. Alington, G. Bell & Sons, 1949, London
  2. A critical introduction to the New Testament – Arthur S. Peake ; Duckworth ; 1914., London
  3. The story of the New Testament – Edgar J. Goodspeed ; University of Chicago Press, 1916 ; Chicago
  4. A guide to the Gospel – W. Graham Scroggie ; Harper Collins ; New Zealand , 1985.
  5. The New Testament Prophets – David Hill ; Alba House , 1983 ; ISBN No. 978.0818904561
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**MADRAS CHRISTIAN COLLEGE (Autonomous)**

**Tambaram, Chennai 600059**

**Value Education-II**

**Social Studies**

**OBJECTIVES**

- To sensitize the students to the various social issues prevailing at the National and International level.
- To enable students to become proactive and responsible citizens

**UNIT I**

Education-Objectives and Challenges, Challenges faced in today's Educational System. Academic Life-Its Relevance. Co-education and its Implications - Merits and Demerits.

**UNIT II**

Society – A Broad Definition of Society. Introduction to the Various Social Problems. About Sex Workers- Drug Addiction, Corruption, Crime, Dowry, Bonded Labour and Child issues, Beggary, Communal Harmony.

**UNIT III**

Social Reform and Movements - Transforming the Society, Social Reform in India and abroad. Contribution of the Social Reformers - Gandhi, EVR, Marx, Martin Luther King and Medha Patkar.

**UNIT IV**

- a) Bioethics - Definition, Relevance and Scope, Present National Scenario.
- b) Mass Communication - Merits and Demerits, Impact on Family and Society, Cyber Media and Media Ethics.

**UNIT V**

- a) Population Explosion, Population Vs Development, Family Planning and Population Control.
- b) Health and Hygiene, Health for all, Civic Sense, Building Good Health.

**Sources**

1. *Resource Book for Value Education*. Mani Jacob (E4d) Institute of Value Education, New Delhi, 2002.
2. *Peace and Value Education for Educational Institutions*. Ed. By DBNI, NCERT, SCERT. Dharma Bharathi National Institute of Peace and Value Education, Secundarabad, 2002.
3. *Values for Life*. S. Ignacimuthu Better Yourself Books, Mumbai, 1999.
4. *Family Life Education: Value Education*. M. M. Mascaronhas Center for Research, Education, Service and Training for Family Life Promotion, Bangalore, 1993.
5. Neera Desai and Maithreyi: *Women and Society in India*.