**TEACHING PLAN for Academic Year 2021-22**

**PAPER:** C-PSY-01- INTRODUCTION TO PSYCHOLOGY Core Course - (CC)

**SEMESTER: I**

**SESSION:** JULY - NOVEMBER 2021

**TEACHER NAME: Dr. Priyam Sharma**

**SYLLABUS**

UNIT 1

Introduction: Definitions of Psychology, Perspectives in Psychology; Research Methods of Psychology; Subfields of Psychology

UNIT 2

Perception: Perception and Cultural Influences on Perception: Perceptual Processing, Perceptual Sets; Role of Attention; Perceptual Organization; Perceptual Constancies; Depth Perception; Illusions

UNIT 3

Learning: Learning, Principles and Applications of Classical Conditioning, Operant Conditioning, and Observational Learning; Cognitive Influences on Learning

UNIT 4

Memory: Definition of Memory, Models of Memory: Levels of Processing, Parallel Distributed Processing, Information Processing; Reconstructive Nature of Memory; Forgetting; Improving Memory; Culture and Memory

**COURSE DESCRIPTION**

This paper provides an in-depth overview of the dominant theoretical and empirical trends in the field of psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced, complexities of and debates within the discipline are rigorously interrogated and its unique relevance in understanding the human subjectivity as shaped by the social, historical and political is dwelt upon. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical component attached to this paper allows students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. Students will be imparted a variety of skills such as how to conduct a psychological experiment ensuring controlled conditions, keeping in mind ethics of experimentation.

**TEACHING TIME**

12 Weeks approximately

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT WISE BREAK UP OF SYLLABUS**

UNIT I (Week 1-3)

Introduction: Definitions of Psychology, Perspectives in Psychology; Research Methods of Psychology; Subfields of Psychology

UNIT II (Week 4-6)

Perception: Perception and Cultural Influences on Perception: Perceptual Processing, Perceptual Sets; Role of Attention; Perceptual Organization; Perceptual Constancies; Depth Perception; Illusions

UNIT III (Week 7-9)

Learning: Learning, Principles and Applications of Classical Conditioning, Operant Conditioning, and Observational Learning; Cognitive Influences on Learning

UNIT IV (Week 10-12)

Memory: Definition of Memory, Models of Memory: Levels of Processing, Parallel Distributed Processing, Information Processing; Reconstructive Nature of Memory; Forgetting; Improving Memory; Culture and Memory

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on an empirical based. The topics for the first assignment will be shared in class by the end of the first week of August. Field work is an important component of learning in this course for theory and practical both. Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes on specific topics will be organized after discussion with students.

Additionally there are 5 marks for Attendance

**Practicals of this Paper:**

These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of experimentation using human participants. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one’s findings for analysis and learns from other students’ work, with the teacher helping each student to relate his findings to theory and research literature.

**PRACTICAL**

Any 2 experiments based on C-PSY-01 (Introduction to Psychology). Each practicum group will consist of 10-12 students.

**ESSENTIAL READINGS**

Baron, R. & Misra.G. (2016). Psychology. 5th Edition. New Delhi: Pearson.

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

Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory, 5th Edition. New Delhi: Sage.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

**SUGGESTED READINGS**

Craik, F.I.M. & Lockhart, R.S. (1972). Levels of processing: A framework for memory research. Journal of Verbal Learning and Verbal Behaviour, 11(6), 671-684.

Danziger, K. & Dzinas, K. (1997). How Psychology got its variables. Canadian Psychology, 38, 43- 48. Fox., I. Prilleltensky & S. Austin (Eds.)(2009). Critical Psychology: An Introduction (2nd Edition.) Thousand Oaks, CA: Sage.

Graham, R. (2008). Psychology: The Key concepts (1 st Ed). India: Routledge.

Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). Introduction to Psychology (7th Edition). New York, NY: Mc Graw Hill.

**PAPER:** C-PSY-03: BIOPSYCHOLOGY

Core Course - (CC)

**SEMESTER: I**

**SESSION:** JULY - NOVEMBER 2021-22

**TEACHER NAME: Dr. Priyam Sharma**

C-PSY-03: BIOPSYCHOLOGY

Core Course - (CC) Credit: 6

COURSE LEARNING OUTCOMES

• Understanding the biological bases of human behaviour, its nature and scope

• Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them

• Having basic knowledge about the structures of human brain, their functions and impact on human behaviour

• Realizing the importance of hormones in behaviour, cognition and emotions

UNIT 1

Introduction to Biopsychology: Nature and Scope; Methods and Ethics in Biopsychology; Divisions of Biopsychology

UNIT 2

The Functioning Brain: Structure and Functions of Neurons; Types of Neurons; Neural Conduction and Synaptic Transmission

UNIT 3

Organization of Nervous System: CNS & PNS (Structure And Functions); Neuroplasticity Of The Brain: Neural Degeneration, Neural Regeneration And Neural Reorganization

UNIT 4

Neuroendocrine System: Structure, Functions and Abnormalities of Major Glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

REFERENCES

Carlson, N. R. (2009). *Foundations of Physiological Psychology* (6th Edition). New Delhi: Pearson Education.

Khosla, M. (2017). *Physiological Psychology: An Introduction*. New Delhi: Sage Texts.

ADDITIONAL RESOURCES:

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). *Biological Psychology: An*

*Introduction to Behavioral, Cognitive, and Clinical Neuroscience* (5th Edition). Sunderland, Massachusetts: Sinauer Associates.

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

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

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

TEACHING-LEARNING PROCESS

This paper provides an overview of the theoretical and empirical trends in an important subfield of psychology- biopsychology. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films, videos and documentaries, workshops etc. Tutorial activities constitute a vital component of the teaching-learning process in this paper. The tutorial exercises are geared towards providing students the much needed space to clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics and review research papers.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately (often using diagrams) and their capability to review research and write reports/papers. A variety of assessment methods can be used in the assessment: written assignments, class tests, quizzes, home assignments, term papers, project work, class presentations, research reports, etc.

KEYWORDS

Brain-Behaviour, Nervous System, Neuroplasticity; Gland

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will be assessed on their understanding of statistical principles and knowledge, their ability to express their knowledge, and their capability to solve numerical problems. A variety of assessment methods can be used in the assessment: written assignments, class tests, quizzes, home assignments, term papers, project work, class presentations, and reports.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes type of questions on specific topics will be provide after discussion with students.

Additionally there are 5 marks for Attendance

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**PAPER:** C-PSY-06: PSYCHOLOGICAL RESEARCH

Core Course - (CC)

**SEMESTER: III**

**SESSION:** JULY -DECEMBER 2022

**TEACHER NAME: Dr. Priyam Sharma**

**SYLLABUS**

UNIT 1

Basics of research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research; Current Issues in Psychological Research – Replication Crisis, Publication and Ethics; Research Traditions: Quantitative and Qualitative Orientations Towards Research and their steps, Comparing Qualitative and Quantitative Research Traditions, Formulating a problem and developing a testable research question/research hypothesis

UNIT 2

Sampling: Probability and Non Probability Sampling Methods

UNIT 3

Methods of Data Collection: Case Study, Observation, Interview & Focus Group Discussion, Survey, Use of Secondary Data

UNIT 4

Psychological Testing: Characteristics of a test – Standardization, Reliability, Validity, Norms, Applications and issues

**COURSE DESCRIPTION**

This course trains students to design and conduct creative, systematic and ethical psychological research studies. An endeavour will be made to create a learning environment for students in which the excitement of learning psychology is enhanced. The curriculum may be transacted using several pedagogical methods such as lectures, technology-enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical component attached to this paper allows students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings.

**TEACHING TIME**

12 Weeks approximately

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT WISE BREAK UP OF SYLLABUS**

UNIT 1(Week 1-3)

Basics of research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research; Current Issues in Psychological Research – Replication Crisis, Publication and Ethics; Research Traditions: Quantitative and Qualitative Orientations Towards Research and their steps, Comparing Qualitative and Quantitative Research Traditions, Formulating a problem and developing a testable research question/research hypothesis

UNIT 2 (Week 4-6)

Sampling: Probability and Non Probability Sampling Methods

UNIT 3 (Week 7-9)

Methods of Data Collection: Case Study, Observation, Interview & Focus Group Discussion, Survey, Use of Secondary Data

UNIT 4 (Week 10-12)

Psychological Testing: Characteristics of a test – Standardization, Reliability, Validity, Norms, Applications and issues

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on an empirical based. The topics for the first assignment will be shared in class by the end of the first week of August. Field work is an important component of learning in this course for theory and practical both. Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes on specific topics will be organized after discussion with students.

Additionally there are 5 marks for Attendance

**Practicals of this Paper:**

These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than **10-12 students**. Students will be closely monitored and taught the necessary know-how of designing a sound research study which entails several skills – reviewing research, framing research objectives and questions, deciding and using the appropriate methods of data collection, selecting and communicating with participants, analyzing data, interpreting and discussing the findings. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one’s findings for analysis and learns from other students’ work, with the teacher helping each student to relate his findings to theory and research literature.

**ESSENTIAL READINGS**

Anastasi, A., & Urbina, S. (2017). Psychological Testing, 7 th Edition. Noida: Pearson India.

Bryman, A. (2004). Quantity and Quality in Social Research. London, UK: Routledge.

Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.

Gregory, R.J. (2017). Psychological Testing: History, Principles, and Applications (7thEd.). New Delhi: Pearson India.

Murphy, K.R. & Davidshofer, C. O. (2019). Psychological Testing: Principles & Applications (6th Ed.). New Jersey: Pearson.

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

Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia: Open University Press.

**SUGGESTED READINGS**

Crisp, R.J., & Turner, R.N. (2014). Essential Social Psychology, Third Edition. Delhi: Sage Texts.

Deb, S., Gireesan, A., & Prabhavalkar, P.(2019). Social Psychology in Everyday Life. Delhi: Sage Texts.

Dyer, C. (2001). Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers

Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research. Belmont, California: Wadsworth.

Valery, C. (2016). Fundamentals of Research on Culture and Psychology: Theory and Methods. New York: Routledge

C-PSY-12 DEVELOPMENTAL PSYCHOLOGY

Core Course - (CC) Credit: 6

**TEACHING TIME**

12 Weeks approximately

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal Assessment.

**UNIT 1** (Week 1-3)

**Personality: Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological- Humanistic and Social Cognitive**

**UNIT 2** (Week 4-6)

**Concept of Intelligence: Psychometric and Cognitive Approaches to Intelligence; Gardner’s Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture, Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity**

**UNIT 3** (Week 7-9)

**Motivation: Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting**

**UNIT 4** (Week 10-12)

**Emotion: Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific**

**ASSESSMENT**

**Internal Assessment: 25 Marks**

Students in this course will primarily have three modes of assessment:

1. Written assignment

2) Presentation

3) Class Test

1) Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation on an empirical based. The topics for the first assignment will be shared in class by the end of the first week of August. Field work is an important component of learning in this course for theory and practical both. Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used in the assessment: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

1. There will be a Class Test of 10 marks. It will take place tentatively in the third week of October after the mid semester break.

Quizzes on specific topics will be organized after discussion with students.

Additionally there are 5 marks for Attendance

**Practicals of this Paper:**

These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of experimentation using human participants. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one’s findings for analysis and learns from other students’ work, with the teacher helping each student to relate his findings to theory and research literature.

COURSE LEARNING OUTCOMES

• Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.

• Developing an ability to identify the milestones in diverse domains of human development across life stages.

• Understanding the contributions of socio-cultural context toward shaping human development.

• Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

UNIT 1

Introduction: Concepts, Themes, Theoretical Perspectives of Human Development, Research Designs and Methods

UNIT 2

Stages of Development: Prenatal Development, Birth and Infancy, Adolescence

UNIT 3

Domains of Human Development: Cognitive Development (Piaget, Vygotsky); Language Development; Emotional Development; Moral Development (Kohlberg)

UNIT 4

Socio Cultural Context for Human Development: Family, Peers, Media

PRACTICAL

Any two practicum based on topics in C-PSY-12. Each practicum group will consist of 10-12 students.

REFERNCES

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

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

Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13th Ed.) New Delhi: McGraw Hill. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.

ADDITIONAL RESOURCES

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

Mitchell, P, &Ziegler,F.(2017). *Fundamentals of Developmental Psychology*, 2nd edition. New Delhi: Routledge.

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

TEACHING LEARNING PROCESS

This paper provides an in-depth overview of the dominant theoretical and empirical trends in a major subfield of psychology- developmental psychology. An endeavour will be made to create a learning environment for students in which the excitement of learning major theoretical perspectives and methodological approaches in human development is enhanced, complexities of and debates within the discipline are rigorously interrogated. The curriculum may be transacted

using several pedagogical methods such as lectures, technology- enabled learning, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. The practical components attached to this core paper allow students the opportunities to design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. These practicals will be done in smaller groups of 10-12 students under the supervision of teachers. The specific disciplinary concerns of Psychology, given our requirement for interaction with human participants, make it nearly impossible to work with a group size of more than 10-12 students. Students will be closely monitored and taught the necessary know-how of designing a sound research study which entails several skills – reviewing research, framing research objectives and questions, deciding and using the appropriate methods of data collection, selecting and communicating with participants, analyzing data, interpreting and discussing the findings. It is envisaged as a collaborative learning space wherein each student of the group shares in the group discussion, puts forth one’s findings for analysis and learns from other students’ work, with the teacher helping each student to relate his findings to theory and research literature.

ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, their capability to review, design, conduct research and write reports. A variety of assessment methods can be used: written assignments, class tests, home assignments, term papers, project work, class presentations, research reports, viva voce and observation of practical skills.

KEYWORDS

Prenatal development; Infancy; Adolescence; Cognitive Development; Language Development; Emotional Development; Moral Development; Socio-cultural context

DSE-PSY-01: POSITIVE PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

* • Appreciating and understanding the meaning and conceptual approaches to positive psychology.
* • Being able to understand the how positive emotional states contribute to resilience, happiness, and wellbeing.
* • Learning the various pathways through which cognitive states and processes influence self-efficacy, optimism and wellbeing.
* • Being able to identify the applications of positive psychology.

UNIT 1

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and Virtues

UNIT 2

Positive Emotional States and Processes: Happiness and Well being, Positive Emotions, Resilience

UNIT 3

Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow

UNIT 4

Applications: Work, Education, Ageing

REFERENCES

Baumgardner, S.R., & Crothers, M.K. (2010). *Positive Psychology*. Upper Saddle River, New Jersey.: Prentice Hall.

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

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

Snyder, C.R., & Lopez, S.J.(2007). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths.* Thousand Oaks, CA: Sage.

ADDITIONAL RESOURCES:

Compton, W.C., & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth: Cengage Learning.

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

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

TEACHING LEARNING PROCESS

The curriculum of the three year course is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies. In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

ASSESSMENT METHODS

The assessment of students' achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used in the assessment: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

KEYWORDS

Happiness, well-being, emotions

DSE-PSY-03: HEALTH PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

* • Understanding health psychology and the relation between mind and body.
* • Identifying the characteristics of healthy behaviours and promoting them.
* • Understanding a variety of health enhancing behaviours and the importance of exercise, nutrition, safety and management of pain and stress.
* • Developing an understanding of pursuing research in health psychology domains and developing interventions.

UNIT 1

Introduction to Health Psychology: Mind and Body Relationship, Components of Health: Social, Emotional, Cognitive and Physical Aspects, Relationship Between Health and Psychology, Cultural Construction of Health, Goals of Health Psychology, Bio-Psychosocial Model of Health, Indian Model of Health

UNIT 2

Behavior and Health: Characteristics of Health Behaviour; Barriers to Health Behaviour; Theories of Health Behavior (Health –Belief Model, Theory of Planned Behavior, Stages of Change Model)

UNIT 3

Health Promotion and Management: Exercise, nutrition, Indian Healing Techniques (Ayurveda, Traditional Healing), Stress and Coping

UNIT 4

Interventions and Research in Health Psychology: Emotions, Culture and Health, Research on Health Psychology in India

REFERENCES

Dalal, A.K. (2016). *Cultural Psychology of Health in India*. Delhi: Sage.

DiMatteo, M. R., & Martin L. R. (2011). *Health Psychology*. Noida: Dorling Kindersley.

Marks, D.F., Murray, M., Evans, B., & Estacio, E.V.(2011). *Health Psychology* (3rd Edition).

London: Sage.

Sarafino, E.P., & Smith, T.W. (2016). *Health Psychology: Bi- psychosocial Interactions* (9th Edition). New York: Wiley.

Taylor, S.E. (2017). *Health Psychology* (10th Edition). Delhi: Tata McGraw Hill.

ADDITIONAL RESOURCES

Allen, F. (2011).*Health Psychology and Behaviour*. Delhi: Tata McGraw Hill.

Misra, G. (1999).*Stress and Health*. New Delhi: Concept.

Sanderson, C.A. (2018). *Health Psychology: Understanding the Mind-body Connection (*3rd Edition). London, UK: Sage Publishers.

Wadhwa, S. (2017) (Ed.). *Stress in the Modern World.* Santa Barbara, California: Greenwood.

TEACHING LEARNING PROCESS

The curriculum is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies. In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

ASSESSMENT METHODS

The assessment of students' achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

KEYWORDS

Health, Behavior, Interventions, Exercise

DSE-PSY-04: COMMUNITY PSYCHOLOGY

Discipline Specific Elective - (DSE) Credit: 6

COURSE LEARNING OUTCOMES

• Understanding the role of Psychology in community development.

• Developing an appreciation of the core values that guide community psychology and facilitate community functions.

• To understand the link between individuals and communities and deal with social issues more effectively.

• Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.

UNIT 1

Introduction: Definition of Community Psychology; Types of Communities; Models; Methods of Community Psychology Research

UNIT 2

Core Values: Individual and Family Wellness; Sense of Community; Respect for Human Diversity; Social Justice; Empowerment and Citizen Participation; Collaboration and Community Strengths.

UNIT 3

Communities as Setting for Health Promotion: Process of Community Organization for Health Promotion, Community Program for Child and Maternal Health, Physically Challenged and Old Age in the Indian Context.

UNIT 4

Interventions: Community Development and Empowerment; Case Studies of Community Intervention Programs by the Governmental and Non-governmental Organizations in Indian Context such as Rural Panchayat Programs, Children’s Education, Citizen Right, Self- Help Group, Substance Abuse.

REFERENCES

Fetterman, D.M., Kaftarian, S.J. &Wandersman, A. (Eds.) (1996). *Empowerment Evaluation*. New Delhi: Sage Publication.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities.* Singapore: Wadsworth Cengage Learning.

McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). *An Introduction to Community Health*. Burlington, MA, United States: Jones and Bartlett Publishers.

Misra, G. (Ed.) (2010). *Psychology in India,* Vol. 2: Vth ICSSR Survey of Psychology. New Delhi: Pearson.

Poland, B. D., Green, L.W. & Rootman, I. (2000). *Setting for Health Promotion: Linking Theory and Practice.* New Delhi: Sage Publication.

ADDITIONAL RESOURCES:

Banerjee, A., Banerji, R., Duflo, E., Glenneske, R., &Khenani, S. (2006). *Can Information Campaign Start Local Participation and Improve Outcomes? A Study of Primary Education in Uttar Pradesh, India.* World Bank Policy Research, Working Paper No.3967.Washington, DC: World Bank.

Dalal, A.K. (2006) Social Interventions to Moderate Discriminatory Attitudes: The Case of the Physically Challenged in India. *Psychology, Health & Medicines,* 11(3), 374–382.

Jiloha, R. C. (2017). Prevention, Early Intervention and Harm Reduction of Substance Use in

Adolescents. *Indian Journal of Psychiatry,* 59(1), 111-118.

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TEACHING LEARNING PROCESS

The curriculum is to be transacted using several pedagogical methods such as lectures, technology-enabled learning, experiential exercises, classroom discussions, use of case studies/films and documentaries/fiction, field visits, workshops etc. Since psychology is largely an empirical study, research studies are to be emphasized while teaching. Examples from real life, films and fiction will be frequently drawn upon to make concepts come alive and resonate with the lives of students. Tutorial activities constitute a vital component of the teaching-learning process in psychology. They are geared towards providing students the much-needed space for personal reflection, clarify doubts arising out of subject matter, practice writing skills, make presentations on psychological topics, review research papers, and design small research studies. In addition to academic deliberations, it allows an informal space for personal disclosures and discussions that help create non-hierarchical relationships- imperative in a discipline like psychology.

ASSESSMENT METHODS

The assessment of students' achievement in the course will be assessed on their understanding of disciplinary knowledge and their ability to express their knowledge accurately. A variety of assessment methods can be used: written assignments, class tests, term papers, project work, class presentations, individual or collaborative research projects, open book tests, class tests, home assignments, quizzes, objective type tests, oral tests, etc. Students may be evaluated on the basis of comprehensiveness of information and argument presented, review of past literature, critical reasoning and presentation skills.

KEYWORDS

Community Programs; Values; Health Promotion Programs in Communities