

ELECTIVE: GENERIC (GE) (ANY 4, 1 EACH IN SEMESTER I, II, III AND IV)

The Department offers the following Generic Elective (GE) papers for students of other disciplines.

- GE PSY 01 General Psychology
- GE PSY 02 Psychology over the Life Span
- GE PSY 03 Psychology for Health and Well-being
- GE PSY 04 Psychology at Work
- GE PSY 05 Psychology and Media
- GE PSY 06 Inter Group Relations
- GE PSY 07 Youth Psychology
- GE PSY 08 Psychology and Mental Health
- GE PSY 09 Understanding Intimate Relationships
- GE PSY 10 Positive Psychology: Understanding Human Strengths
- GE PSY 11 Social Psychology: Understanding Human World

The detailed syllabus content of the papers mentioned are given below.

GE-PSY-01: GENERAL PSYCHOLOGY

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Developing knowledge of the basic concepts in psychology
- Understanding the psychology of individual differences
- Developing skills for applying psychological knowledge to real life situations

UNIT 1

Introduction to Psychology: Nature, Fields and Application of Psychology; Cognitive Processes: Learning and Memory; Motivation, Types of Motives (Sociogenic/Psychogenic Motives)

UNIT 2

Psychology of Individual Differences: Theories of Personality: Freudian Psychoanalysis, Type and Trait; Humanistic; Theories of Intelligence: Spearman 'g' Theory, Sternberg and Gardner; Emotional Intelligence

Unit 3

Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-Social Development: Erikson

Unit 4

Applications of Psychology: Work; Health

REFERENCES

- Ciccarelli, S. K., & Meyer, G.E. (2008). *Psychology* (South Asian Edition). New Delhi: Pearson.
- Feldman, S.R. (2009). *Essentials of Understanding Psychology* (7th Ed.). New Delhi: Tata McGraw Hill.
- Glassman, W.E. (2000). *Approaches to Psychology* (3rd Ed.) Buckingham: Open University Press.
- Michael, W., Passer, & Smith, R.E. (2007). *Psychology: The Science of Mind and Behavior*. New Delhi: Tata McGraw-Hill.

ADDITIONAL RESOURCES

- Chadha, N.K., & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
- 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.
- Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th Edition). New York: Mc Graw Hill.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in psychology to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology

will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Learning; Memory; Intelligence; Motivation; Personality Development

GE-PSY-02: PSYCHOLOGY OVER THE LIFE-SPAN

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To equip the learner with an understanding of the concept and process of human development across the life span.
- To impart an understanding of the various domains of human development
- To inculcate sensitivity to socio-cultural context of human development

UNIT 1

Introduction: Concept of Life Span Development in Psychology, Key Stage-Theories: Erikson's Psychosocial Stages of Development, Piaget's Stages of Cognitive Development

UNIT 2

Prenatal Development, Infancy and Early Childhood: Conception and Prenatal Development: Stages, Genetic-Environment Interaction; Birth and Infancy: Newborn Needs, Reflex And Behaviour, Piaget's Sensorimotor Stage, Cognitive Development, Moral Development

UNIT 3

Middle Childhood and Adolescence: Attachment Patterns, Identity Development, Influence of culture on development

UNIT 4

Adulthood and Aging: Psychological Challenges of Middle and Late Adulthood: Mid Life Crisis; Aging: Physical, Emotional, Psycho-Social Aspects

REFERENCES

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall of India.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of Development: The Psychology of Childhood*. New York: Psychology Press.
- Feldman, R.S. & Babu.N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human Development* (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012). *Life Span Development* (13th Ed.) New Delhi: McGraw Hill.

ADDITIONAL RESOURCES

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts of human development to non-psychology students and aid in developing skills for applying

psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology- enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Developmental Psychology, Life Span, Aging

GE-PSY-03: PSYCHOLOGY FOR HEALTH AND WELL-BEING

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the spectrum of health and illness.
- Demonstrating adequate knowledge about issues related to stress, stress management and coping.
- Developing adequate knowledge about the promotion of healthy behaviour.
- Cultivating inner strengths and virtues, like hope and optimism.

UNIT 1

Illness, Health and Well Being: Emergence of the field of Health Psychology; Continuum and models of health and illness: Medical, Bio-Psychosocial, Holistic Health; Health and Well Being; Cultural Approaches to Medicines (Especially With Respect To Traditional Indian Medicine: Ayurveda)

UNIT 2

Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

UNIT 3

Health Management: Health-Enhancing Behaviours: Exercise, Nutrition, Health Compromising Behaviours; Health Protective Behaviours, Health Promotion through Yoga; Illness Management

Unit 4

Human Strengths and Life Enhancement: Classification of Human Strengths and Virtues; Cultivating Inner Strengths: Hope and Optimism

REFERENCES

Agarwala, S., Das, I., Kumar, K., & Kumar, S. (2009). *Health Psychology*. New Delhi, Allied

Publishers.

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

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

DiMatteo, M. R., & Martin L. R. (2017). *Health Psychology*. Noida: Dorling Kindersley.

Sarafino, E.P., & Smith, T.W. (2016). *Health Psychology: Bio Psychosocial Interactions* (9th Ed.). New York: Wiley.

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.

Taylor, S.E. (2017). *Health psychology* (10th Ed.) New Delhi: Tata McGraw Hill.

ADDITIONAL RESOURCES

Carr, A. (2011). *Positive Psychology: The Science of Happiness And Human Strength*. London, UK: Routledge.

Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Chennai: Krishnamacharya Yoga Mandiaram.

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

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

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

Sanderson, C.A. (2018). *Health Psychology: Understanding the mind-body connection* (3rd Edition). New York: Sage.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in health psychology to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Illness; Stress management; Health management; Hope; Optimism

GE-PSY-04: PSYCHOLOGY AT WORK

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To understand the meaning and theoretical foundations of I/O Psychology
- To understand the evolution of the field of I/O psychology and to appreciate challenges faced by the field today
- To develop an understanding of how the various theories and methods of I/O Psychology apply to real work settings
- To develop an appreciation of the process of communication in organizations and to manage communication effectively

UNIT 1

Introduction to I/O Psychology: Definition, Brief History, Contemporary Challenges faced by the field (workforce diversity, sexual harassment, technology, corporate social responsibility, globalization, labour supply, quality management, etc.)

UNIT 2

Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity

UNIT 3

Communication in Organizations: Communication process, Purpose of communication in organizations, Barriers to effective communication, Managing communication

Unit 4

Leadership: Early approaches to leadership (trait, behavioural, contingency- Fiedler), Contemporary approaches to leadership- Charismatic, Transformational & Transactional Leadership

REFERENCES

- De Cenzo and Robbins, S.P. (2006). *Fundamentals of human resource management* (8th ed). New York: Wiley.
- Greenberg, J. ,& Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). Noida: Dorling Kindersley.
- Griffin, R.W., & Moorhead, G. (2009).*Organizational Behaviour: Managing People & Organizations*. New Delhi: Biztantra publishers.
- Robbins, S. P., & Judge, T.A. (2007). *Organizational Behaviour* (12th Edition). New Delhi: Prentice Hall of India.

ADDITIONAL RESOURCES

- Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (pp. 239-261). Thousand Oaks, CA, US: Sage Publications.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Herzberg, F. (1966). *Work and The Nature of Man*. Cleveland: World Publishing Company.
- Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.
- Locke, E.A. (1968). Toward a theory of task motivation and incentives. *Organizational*

Behaviour and Human Performance, 3(2), 157-189.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts of Industrial/Organizational psychology to non-psychology students and aid in developing skills for applying psychological knowledge to organizations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Human Relations Movement; Work Motivation, Goal Setting; Communication; Leadership

GE-PSY-05: PSYCHOLOGY AND MEDIA

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To understand the effect of media on human psyche
- To develop an insight into the role of media in identity formation and happiness
- To be aware of the psychological consequences of advertisements
- To be able to understand the critical issues of media influence

UNIT 1

Interface of Media and Psychology: Understanding the interface between media and Psychology; Fantasy v/s Reality

UNIT 2

Being a Consumer: Why to consume? Consumption and Happiness: The Psychology of Consumer; Consumer Culture and Identity

UNIT 3

Knowing and Creating Consumer Needs: Consumer and Advertising: Role of Psychology and effects of Advertising; Propaganda: Nature, History, Psychoanalysis and Propaganda

UNIT 4

Critical Issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use and abuse of media: Internet Addiction; Role of Media in Social Change

REFERENCES

- Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. London, England: Open University Press.
- Mahon, C. (2019). *The Psychology of Social Media*. London, UK: Routledge
- Wanke, M. (Ed.).(2009). *Social Psychology of Consumer Behaviour*. New York: Taylor &Francis.
- Young, B.M. (2018). *Consumer Psychology: A life–span Developmental Approach*. Switzerland: Palgrave, Macmillan.

ADDITIONAL RESOURCES

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) *Propaganda and Mass Persuasion: A Historical Encyclopedia*, Santa Barbara: ABC-CLIO, Inc.
- Dill, K.E. (2009). *How Fantasy becomes Reality Seeing through Media Influence*. New York: Oxford University Press.
- Haugtvedt, C. P., Herr, P. M., &Kardes, F. R. (Eds.).(2008). *Handbook of Consumer Psychology*. New York: Psychology Press.
- Audio-Visual Sources Documentary: ‘No Logo: Brands, Globalization and Resistance’ by Naomi Klein Documentary: ‘Killing Us Softly 4’ by Jean Kilbourne Documentary: ‘Century of Self-Part 1: Happiness Machines’ by Adam Curtis

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in media psychology to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the ‘psychological’. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Media; Identity; Society; Consumer; Internet Addiction

GE-PSY-06: INTER-GROUP RELATIONS

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Understanding the role groups play in our life and the significance of healthy inter-group relations
- Understanding the nature of relationship between groups in terms of cooperation, competition and conflict
- Realizing the relevance and consequence of social categorization
- Understanding how group memberships shapes one's social identity and colors our perception of others.
- Knowing ways to resolve and manage inter-group conflicts

UNIT 1

Nature of Intergroup Relations: Cooperation Vs. Competition; Examining the Classical Study of Robbers Cave Experiment; Realistic Conflict Theory

UNIT 2

Social Categorization and Conflict: In-Group Vs. Out-Group; Consequences of Social Categorization: Cognitive Biases, Stereotypes, Conflict and Social Categorization

UNIT 3

Cultural Aspects of Intergroup Relations: Social Identity, Stereotypes, Case Studies in the Indian Context

UNIT 4

Resolving Intergroup Conflict: Intergroup Contact; Promoting Intergroup Cooperation; Conflict Management Strategies

REFERENCES

- Austin, W.G. ,& Worchel.S. (1986). *Psychology of Intergroup Relations*. Chicago: Nelson-Hall Publishers.
- Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*. New Delhi: Pearson.
- Keyton, J. (2006). *Communicating Groups: Building Relationships in Group Effectiveness*. New York: Oxford University Press.
- Miller, N., & Brewer, M.B. (1996).(Eds.). *Intergroup Relations*. Buckingham: Open University Press.
- Zorsyth, D.R. (2009). *Group Dynamics*. London: Brooke/Cole: Wadsworth

ADDITIONAL RESOURCES

- Ahuja, K.A., Dhillon, M., Kalyani, A., & Papneja, D. (2016). Identities in conflict: A comparison of drawings of Muslim adolescents in Kashmir and Delhi. *Sage Open, January-March*, 1-11. DOI: 10.1177/2158244015623596
- Sherif, M., Harvey, O.J., White, B.J., Hood, W.R., & Sherif, C.W. (1961). *Intergroup Conflict and Cooperation: The Robbers Cave Experiment*. Norman: The University Book Exchange, Norman.
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding Social Psychology Across Cultures*. New Delhi: Sage Publications.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts of intergroup relations to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations, for instance inter-group conflict. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Cooperation; Realistic Conflict Theory; Stereotypes; Conflict Management

GE-PSY-07: YOUTH PSYCHOLOGY

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To help students understand the notion of youth, youth across cultures, youth identity, significant concerns among the youth
- To inculcate sensitivity to issues related to youth with special emphasis on gender stereotypes/discrimination and risky behaviour
- To develop an understanding of ways of empowering the youth

UNIT 1

Introduction: Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (Erikson And Marcia's Work on Identity), Gender Identity, Gender Roles, Sexual Orientation

UNIT 2

Youth Development: Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying

UNIT 3

Issues and Challenges for Today's Youth: Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour

UNIT 4

Developing Youth: Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)

REFERENCES

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.
- Berk, L. (2013). *Child Development*. New York: Pearson.
- Brannon, L. (2017). *Gender: Psychological Perspectives* (7th edition). New Delhi: Routledge.
- Brown, B.B., & Larson, R.W. (2002). The Kaleidoscope Of Adolescence: Experiences of the World's Youth at the beginning of the 21st Century. In Brown, B. B., R. Larson, & T. S. Saraswathi. (Eds)., *The World's Youth: Adolescence in Eight Regions of The Globe* (pp. 1-19). Cambridge: Cambridge University Press.
- Carson, RC, Butcher, J. N, Mineka, S., & Hooley, J. (2007). *Abnormal Psychology*. Delhi: Pearson Education.
- Cash, T.F., & Smolak, L. (2011) (Eds). *Body Image: A Handbook of Science, Practice, and Prevention*. Chapters 9 & 10 (pp. 76-92). New York: The Guilford Press.
- Ghosh, B. (2011). Cultural changes and challenges in the era of globalization: The case of India. *Journal of Developing Societies*, 27(2), 153-175.
- Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage

ADDITIONAL RESOURCES

- Arnett, J.J. (2013). *Adolescence and Emerging Adulthood* (5th Ed). Delhi: Pearson.
- Bansal, P. (2012). *Youth in Contemporary India: Images of Identity and Social Change*. New Delhi: Springer.
- Baumgardner, SR & Crothers, MK (2009). *Positive Psychology*. Delhi: Pearson.
- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. New York: Brunner- Routledge.
- Connidis, I. A. & Barnett, A.E. (2010). *Family Ties and Aging*. London: Sage.
- Erikson, E. H. (1968). *Identity: Youth and Crisis*. New York: Norton.
- Helgeson, V.S. (2018). *Psychology of Gender* (5th Edition). New Delhi: Routledge.
- Shaffer, D.R. & Kipp, K. (2010). *Developmental Psychology: Childhood and Adolescence*. California: Wadsworth.
- Tomé G., Matos M., Simões C., Diniz J.A., & Camacho I. (2012). How can peer group influence the behavior of adolescents: Explanatory model. *Global Journal of Health Science*, 4(2), 26-35.
- Online resource: <https://www.pacer.org/bullying/resources/stats.asp>

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in youth psychology to non-psychology students and aid in developing skills for applying psychological knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life

experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Youth Identity; Gender Stereotypes; Substance Abuse; Optimism

GE-PSY-08: PSYCHOLOGY AND MENTAL HEALTH

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.
- Basic understanding of common mental health problems like anxiety and depression.
- Understanding and enhancing positive mental health and wellbeing

UNIT 1

Mental Health: Concept of Mental Health; Importance of Mental Health, Reducing the stigma of Mental Illness; Mental Health Issues in Adolescence and Young Adults: Bullying, Academic Grades, Body Image, Relational Issues, Sexual Orientation

UNIT 2

The Dark Clouds: Anxiety, Depression, and Suicide: Basic Understanding and Preventive Treatment Measures

UNIT 3

Mental Health Disorders and Diagnosis: Overview of Important Psychological Disorders (Schizophrenia, OCD, Developmental Disorders- Autism, Learning Disabilities); Understanding Diagnostic Standards

UNIT 4

Mental Health Intervention: 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, Guiding the person towards appropriate professional help: Medical Aid, Counseling, Therapy, Guidance, Mentoring; Peer Mentoring: Concept and Skills; Understanding Care Giver's burden

REFERENCES

- 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* (3rd Edition). Australia: Elsevier.
- Snider, Leslie and WHO (2011).Psychological First Aid: Guide for Field Workers. Retrieved from [http://www.aaptuk.org/downloads/Psychological first aid Guide for field workers.pdf](http://www.aaptuk.org/downloads/Psychological%20first%20aid%20Guide%20for%20field%20workers.pdf)
- World Health Organization. (2003). Investing in mental health. World Health Organization.

Retrieved from <http://www.who.int/iris/handle/10665/42823>

ADDITIONAL RESOURCES

Dhillon, M. & Babu, N. (2008). Perceived stress amongst parents of children, adolescents and adults with intellectual disability. *Psychological Studies*, 53(3&4), 309-313.

Nock, M.K., Borges, G., & Ono, Y. (2012). *Suicide: Global Perspectives from the WHO World Mental Health Surveys*. Cambridge: Cambridge University Press.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in mental health to non-psychology students and help in providing psychological first aid to people in an emergency, and practice self-care. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the 'psychological'. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, listen reflectively, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Mental Health, Intervention, Myths, Suicide Prevention; Peer Mentoring

GE-PSY-09: UNDERSTANDING INTIMATE RELATIONSHIPS

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To learn about intimate relationships, both friendships and romantic relationships
- To foster an understanding of the psychology of love
- Foster an appreciation of the dynamics of establishing, maintaining, and dissolving relationships
- Learn how to effectively apply the knowledge of the psychology of intimate relationships
- Developing insights about distress in relationships as well as the healing process by appreciating the importance of self-acceptance, gratitude, forgiveness

UNIT 1

Interpersonal Attraction and Liking: Factors leading to attraction; Psychology of Friendship

(Making Friends, Friendship and Social Media; Benefits of Friendships)

UNIT 2

Love: Understanding Love, Types of Love; Theories of Love (Love Styles; Two-Factor Theory of Love; Sternberg's Triangular Theory); Sexuality and Love

UNIT 3

Distress in Relationships: Jealousy, Infidelity, Breakup

UNIT 4

Healing: Self-Acceptance, Gratitude, Forgiveness

REFERENCES

Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup Distress and Loss of Intimacy in University Students. *Psychology, 1*(03), 173-177.

Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies, 58*(4), 406-418.

Hatfield, E., & Rapson, R.L. (1993). *Love, Sex and Intimacy: Their Psychology, Biology and History*. London, UK: Harper Collins

Hendrick, C.A., & Hendrick, S.S. (Eds.). (2000). *Close Relationships: A Sourcebook*. Thousand Oaks: Sage Publications.

Hojjat, M., & Moyer, A. (2016)(Eds.). *The Psychology of Friendships*. London, UK: Oxford University Press.

Miller, R. S., & Perlman, D. (2009). *Intimate Relationships*. New York: McGrawHill.

Regan, P.C. (2011). *Close Relationships*. New York: Routledge

Rye, M. S., & Kenneth I.P. (2002). Forgiveness and Romantic Relationships in College: Can It Heal the Wounded Heart? *Journal of Clinical Psychology, 58*(4), 419-441.

Sharma, S. & Khandelwal, K. (2014). Effect of gender and life-stage on love styles in the Indian context. *Psychological Studies, 59*(1), 22-29.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage (Chapter 12: Attachment, love and Flourishing relationships).

ADDITIONAL RESOURCES

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.

Guerrero, L.K., & Andersen, P.A. (2013). *Close Encounters: Communication in Relationships*. Thousand Oaks: Sage Publications.

Lehr, A.T., & Geher, G. (2006). Differential effects of reciprocity and attitude similarity across long versus short term mating contexts. *The Journal of Social Psychology, 146*, 423-439.

Reis, H. T., & Rusbult, C.E. (Eds.). (2004). *Close relationships: Key Readings*. New York: Psychology Press.

Schachter, S. & Singer, J. (1962). Cognitive, social and physiological determinants of emotional state. *Psychological Review, 69*, 379-399.

Sternberg, R.J. & Weis, K. (2006)(Eds.). *The New Psychology of Love*. New Have, CT, US: Yale University Press.

Wilerton, J. (2010). *The Psychology of Relationships*. London, UK: Red Globe Press

TEACHING LEARNING COURSE

This GE course in psychology is oriented towards developing knowledge of the basic concepts of the psychology of intimate relationships to non-psychology students and aid in developing skills for applying this knowledge to real life situations. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the ‘psychological’. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Attraction; Love; Friendships; Love; Breakup Distress; Forgiveness

GE-PSY-10: POSITIVE PSYCHOLOGY: UNDERSTANDING HUMAN STRENGTHS

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- To understand the meaning and significance of positive psychology as a science
- To comprehend specific human strengths such as optimism, resilience, hope, flow
- To develop an understanding of ways of empowering people through the cultivation of these strengths

UNIT 1

Introduction: An Introduction to Positive Psychology and its need in today’s times, Eastern and Western Perspectives; Goals, Assumptions and Definitions of Positive Psychology

UNIT 2

Positive Cognitive States: Self-Efficacy, Hope, Optimism, Mindfulness

UNIT 3

Positive Emotional States: Happiness, Well-Being and Love, Emotional Intelligence

Unit 4

Developing Positivity: Classification of Human Strengths and Virtues; Cultivating Wisdom and Courage, Flow

REFERENCES

- Baumgartner, S., & Crothers, M. (2015). *Positive Psychology*. Delhi: Pearson India Education Services.
- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. London, UK: Routledge.
- Seligman, M. (2002). *Authentic Happiness*. London: Nicholas Brealey Publishing.
- Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The Scientific and Practical Explorations of Human Strengths*. Thousand Oaks, CA: Sage.

ADDITIONAL RESOURCES

- Gable, S. L., & Haidt, J. (2005). What (and Why) Is Positive Psychology? *Review of General Psychology*, 9, 103-110.
- Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87(2), 228-245.
- Park, N., & Peterson, C. (2009). Character strengths: Research and practice. *Journal of College and Character*, 10:4, DOI: 10.2202/1940-1639.1042
- Seligman, M. E. P., & Pawelski, J. O. (2003). Positive Psychology FAQs. *Psychological Inquiry*, 14, 159-163.
- Seligman, M. E. P., Parks, A. C., & Steen, T. (2005). A balanced psychology and a full life. In F.A. Huppert, N. Baylis, & B. Keverne (Eds.).*The Science of Well-Being* (pp. 275-283). New York, NY, US: Oxford University Press.

TEACHING LEARNING PROCESS

This GE course in psychology is oriented towards developing knowledge of the basic concepts in positive psychology to non-psychology students and aid in developing skills for empowering people and oneself through the cultivation of human strengths like hope, optimism, etc. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. Students will be encouraged to read widely and venture beyond the prescribed curriculum and references to engage with the ‘psychological’. The curiosity and interest kindled in them through classroom lectures and discussions will motivate them to read original texts, novels, watch films, listen to music, undertake small research projects, reflect and ponder, and express creatively. The non-judgmental and inclusive learning environment should enable students to bring in their life experiences for reflection and to make meaningful connects between life and theory.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book and open-book tests; problem-solving exercises, student presentations; critique of researches, research reports, term papers, etc.

KEYWORDS

Happiness; Hope; Optimism; Mindfulness

GE-PSY-11: SOCIAL PSYCHOLOGY: UNDERSTANDING HUMAN WORLD

Generic Elective - (GE) Credit: 6

COURSE LEARNING OUTCOMES

- Familiarizing with basic social psychological concepts and relevant methods
- Developing an understanding of the individual in relation to the social world
- Understanding aggression, its prevention and control
- Understanding how prejudice is formed and how to reduce it

UNIT 1

Introduction to Social Psychology: Definition; Theories and methods in Social Psychology; Applications of Social Psychology

UNIT 2

Evaluating Social World: Person Perception; Attribution, Attitude and Attitude Change

UNIT 3

Social Relations: Stereotypes; Prejudice: Definition and Types, Sources of Prejudice, Consequences of Prejudice; Strategies to reduce prejudice

Unit 4

Aggression: Perspectives, Causes; Prevention and Control of Aggression; Prosocial Behaviour

REFERENCES

- Baron. R.A., Byrne, D. & Bhardwaj. G.(2010).*Social Psychology* (12th Ed.).New Delhi: Pearson
- Franzoi, S.L. (2016). *Social Psychology* (7th Ed.). New York: McGraw-Hill.
- Myers, D.A., Sahajpal, P. & Behera, P. (2012). *Social Psychology* (10th edition). New Delhi: McGraw-Hill.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.).New Delhi: Pearson.

ADDITIONAL RESOURCES

- Anderson, A.A. & Bushman, B.J. (2002). Human Aggression. *Annual Review of Psychology*, 53(1), 27-51.
- Baumeister, R.F. & Bushman, B.J (2014).*Social Psychology and Human Nature* (3rd Edition). Belmont, California: Wadsworth /Cengage.
- Schneider, S.J. (2004). *The Psychology of Stereotyping*. New York: Guilford Press.

TEACHING LEARNING PROCESS

This GE course aims to orient students to basic theories and methods of social psychology. A variety of approaches to teaching-learning process, including lectures, seminars, tutorials, peer teaching and learning, student presentations, technology-enabled learning will be adopted to achieve this. They may be allowed to explore various intra personal and interpersonal processes through role plays, case examples.

ASSESSMENT METHODS

A variety of assessment methods that are appropriate within the disciplinary area of psychology will be used. The following methods can be used: oral and written examinations, closed-book

and open-book tests; problem-solving exercises, student presentations; writing review papers; critique of researches, research reports, term papers, etc.

KEYWORDS

Person Perception; Prejudice; Aggression; Prosocial Behaviour

ELECTIVE: GENERIC (GE) (Any 2: 1 each in Semester 5 and 6) for BA Programme Course

GE-PSY-P-01: PSYCHOLOGY FOR LIVING

Unit 1: Introduction: What is psychology, relevance of psychology, psychological factors and physical illness, body image, lifestyle interventions.

Unit 2: Self and relationships: importance of family and peer groups in one's life, importance of emotional intelligence, role of culture.

Unit 3: Self in disintegrative experiences: stress and coping

Unit 4: Growth and actualizing self: subjective well-being, optimism, resilience.

Readings:

Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.

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

GE-PSY-P-02: PSYCHOLOGY OF GENDER

Unit 1: Introduction: Conceptualization and measurement of gender roles and gender role attitudes

Unit 2: Sex related comparisons: cognitive abilities, social domains, emotion, moral development, theories

Unit 3: Gender: Aggression, achievement, communication, friendship, romantic relationships

Unit 4: Sex differences in health, relationships and health, work roles and health, mental health.

Readings:

Helgeson, V.S. (2006). Psychology of Gender. Pearson education.

GE-PSY-P-03: SELF AND PERSONAL GROWTH

1. Introduction: Notion of Personality, perspectives, Self as an object and as a process. Bases of Self knowledge.

2. Self from a Developmental Perspective: Ideas of William James, M. Lewis, Mead, Cooley, Robert Kegan; Carl Rogers.

3. Self in the Indian Thought: contributions of Indian thought to the understanding of self.

4. Personal Growth: Self and Personal growth; Developing character strengths and virtues.

Readings:

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

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

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