

UNDERSTANDING THE SELF AND OTHERS

Code: HBPY18L02

Total Hours: 50

L	T	P	C
0	2	2	3

Objectives:

- To help students initiate a personal journey of self-discovery and transformation.
- To explore psychological skills and attitudes that can help students grow consciously and facilitate change within themselves and the society.
- To practice mindfulness, meditation and contemplation as ways of deepening insight into the predicament of life, combating stress, non-violent communication and compassion.

Course outcomes

CO1- The students will be able explore and understand about themselves

CO2- The students will be able to effective handle group dynamics and use the essential skills associated with it

CO3 – The students will be able to manage stress use mindfulness to connect with nature and develop wisdom empathy and compassion

Course Contents:

Format of the Practicum

The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world. The facilitator of this practicum can create space where students individually and as a group can experience themselves as responsible and self-determined persons who can define the agenda of self-development.

Such a task may require immersion into an experience, therefore a series of ten to twelve 4 hr. long weekly workshops spread over the semester. Other formats like short



C. B. Palanivelu
REGISTRAR
Dr. M.G.R.
EDUCATIONAL AND RESEARCH INSTITUTE
(Deemed to be University)
Periyar E.V.R. High Road,
Maduravoyal, Chennai 600 095

retreats followed by workshops may also be explored wherever possible. The specific workshop themes may be decided in dialogue with the students as the needs of students may differ across individuals and groups. The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

Suggested Workshop Themes:

1. **Exploring the Self:** The students undertake an experiential journey that leads to an initial answer to the question Who am I? They give a creative expression to the fundamental and core ideas/questions that define their being and their purpose of living. They engage with their aspirations for the present and future and analyze of their personal strengths and weaknesses. The aim is to become more aware of themselves – with a non-judgmental attitude. They engage with exercises that can help them to become more self-determined individuals and give a conscious direction to their own lives.
2. **A Journey through Childhood:** The students engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They learn to listen to each other's childhood experiences and empathize with them. The aim is to connect with the world of a child- the remembrance of what is important to a child -as distinct from the world of an adult. They explore the deeply personal journey from childhood to adulthood, its different phases, experiences and possible unfinished agendas. The student reflect on the aspects of their past that they would like to recover and those that they would like to let go in order to gain a new poise and balance.
3. **Taking Responsibility for One's Decisions:** The aim of the workshop is to become aware of the forces that control one's life and decisions. The students engage with situations where a critical decisions needed to be taken and their own response pattern in such situations. The students engage experientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them to make.

4. **Gender and Sexuality:** The students explore the issues related with gender and sexuality in an environment of openness and trust. The students become comfortable with their own bodies and learn to talk about the physical being and sexuality. Students also dialogue on issues like menstruation, child abuse, marital rape etc. and find ways to protect, care and nourish their own and others' physical and emotional selves.
5. **Creativity and Flow:** The aim of the workshop is to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency and flexibility. To explore unique ways of creative self-expression which deepens insight and refines action through –humor, art, music, dance and wisdom in simple everyday contexts. The students learn to experience a state of flow' which evokes curiosity, deepens insight, can engage with complexity and sustains intrinsic interests.
6. **Integrity:** self-awareness in relation to misconduct, serious misconduct and corruption, understanding of the relationship between misconduct and corruption, awareness of continuum theory of corruption, Confidence to discuss and debate differing perspectives, identifying examples of unacceptable behaviour and means of prevention, motivation to speak up, and demonstrate intolerance of unacceptable behaviour.
7. **Love and intimacy:** Enter a space where your relationship can heal and develop, understand the misinterpretation of love among adolescents and young adults, difference between love, intimacy, infatuation and sexual attraction, communicate in ways that deepen your connection and love, learning how to create a healthy balance between freedom and relationships, attain clear understanding of the masculine and feminine qualities, How to use the strength of love and intimate relationship to motivate yourself to meet your aspirations

8. **Communication:** Observing the role of active listening, attention and empathy in communication; analyzing verbal and non-verbal communication patterns. Exploring personal and social relationships, analyzing role of social media in structuring communication; communication in friendship, in the family and in the community. Conflict and the art of non-violent communication.
9. **Artificial Desires** - The Psychology of Consumer Culture: This workshop helps the students to examine the way in which the market' has entered our personal domains. It examines the way in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires. The students examine the way in which media and advertising influence us subliminally and become conscious of our own consumption patterns in a world that is becoming ecologically fragile every day.
10. **Tech addiction:** exploring into what makes Internet, Digital Media, and Gaming Technologies so Addictive, When does Internet and Digital Media Use and Abuse become Addiction, the risk factors associated with gadget technologies and apps, understanding whether you are overusing, abusing, additive to Digital Media, Gaming, and Smartphone, ways for using it productively
11. **Leadership:** Understanding the various types of leaders, the qualities and skills required to lead, An introspective approach toward identifying the leadership qualities with in oneself, the ability to communicate, the ability to influence others towards the intended goal , the ability to mentor, problem solving and decision making abilities, the ability to define goals and distributing task and the ability to motivate others. Nurturing the available abilities and developing the ones that they lack
12. **Empathy, Wisdom and Compassion:** The students learn to listen to each other with greater compassion and empathy. They collaboratively find way of extending compassion to oneself and others. They learn to appreciate wisdom that emerges

from everyday living' including the wisdom of children through stories and narratives. They can learn to appreciate the deeper meaning of life and wisdom through an engagement with the life of a local cultural icon who has made deep impact on societal consciousness.

APPLIED SOCIAL PSYCHOLOGY

Code: HBPY18007

TOTAL : 50 HOURS

L	T	P	C
4	1	0	5

Objectives:

The objective is to introduce students to the powerful influence of society in shaping their thinking and behavior

It also aims to enable them to apply their understanding to contemporary social issues

Course outcomes

CO1- The students will have complete knowledge on social cognition and application of social psychology

CO2- The students will have a complete knowledge of the psychology of attitudes

CO3- The students will have a complete knowledge of functioning of groups and leadership

Course Contents:

UNIT I

8 HOURS

Introduction: Definition and nature of social psychology, Application of social psychology to social issues: Environment, intergroup conflicts, health and gender issues

UNIT II

10 HOURS

Social cognition: Social cognition and information processing: Schemas, Perceiving Others: Attribution- Basic concepts, Forming impression, Sources contributing to

impression formation .

Unit III

10 HOURS

Attitude and prejudice: attitude- definition, nature, formation and change- formation of attitudes- social learning, want satisfaction, information exposure, group affiliation, personality factors, types of attitude change.

Nature of prejudice: Public opinion, Stereotypes and Stigma.

UNIT IV:

12 HOURS

Group: nature and function, impact of group on performance: social facilitation, social loafing and social conformity and obedience- underlying principles. Interpersonal attraction- theory of attraction, liking: proximity, physical attractiveness, similarity vs complementarities, liking those who like us

UNIT V

10 HOURS

Aggression: the nature of aggression, theories of aggression? is aggression a learned social behavior? Pro-social behavior- meaning and characteristics, bystander effect, theories of prosocial behavior

Readings:

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
2. Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
3. Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
4. Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
5. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.

INTRODUCTION IN INDIAN PSYCHOLOGICAL THOUGHTS

Code: HBPY18010

Total Hours: 50

L	T	P	C
3	1	0	4

Objectives:

- To introduce the students to the nature and content of Indian psychological thought.
- To promote an enquiring and critical approach to the study of Indian psychological thought and how it relates to our present times and our own lives.
- To rediscover oneself in a manner that enriches the understanding of one's past and present, while offering hope and guidance for the future.

Course outcomes:

CO1- The Students will have essential knowledge about traditional Indian contribution to the field of psychology

CO2- The students will have essential knowledge about understanding of personality and dynamic self from an Indian perspective

CO3- The students will have the essential knowledge of applications of Indian psychology

UNIT I:

10 HOURS

Introduction :Cultural Climate and Conceptual Roots of Indian Psychology, States of Consciousness and Types of Knowledge, Relationship Between Humans and Nature, Centrality of Consciousness :Consciousness in Indian Psychology, Advaita Metaphysics of Consciousness, Buddhist Phenomenology of Consciousness , Elements of Consciousness, Four Planes of Consciousness, Forms of Consciousness,

UNIT II:**14 HOURS**

Self and Personality: Self, Person, and Personality : Theories of the “SELF” in Indian Thought, Assertion of Ātman in Nyāya–Vaiśeṣika , The Affirmation of the Self in Vedānta, Viśiṣṭādvaita of Rāmānuja , Sāṃkhya-Yoga Conception of the Self, Jaina Conception of the Self, Three Types of Personality, Overview of Personality Typologies from the Indian Tradition,

UNIT III:**12 HOURS**

Learning Perception Cognition And Emotions : Ancient education systems, concepts of learning vidhya, avidhya, jnana, Cognition, ancient Indian Views of Cognition and Knowledge, From Perception to Cognition, Indian concepts of emotions the role of ego ahamkara, klesas, rasa, bhava

UNIT IV:**12 HOURS**

Applications of Indian Psychology: A first look on Counselling and therapy –vipassana and mindfulness; counseling Baghvat Gita model, Education, Life & Social skills – the Thirukkural approach, Education– Gandhi’s Nai Talim; Tagore’s system of education; Sri Aurobindo’s integral education.

Readings:

1. Abhedananda, Swami (1992). True psychology. Calcutta: Ramakrishna VedantaMath.
2. Aurobindo, Sri (2007). A few representative short texts by Sri Aurobindo. Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: <http://www.sacccs.org.in/texts/integralyoga-sa.php>.]
3. Aurobindo, Sri. (2008). The integral yoga. Pondicherry: Sri Aurobindo AshramTrust.
4. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi: Pearson.
5. Cortright, B. (2007). Integral psychology. Albany: State University of New York.
6. Dalal, A. S. (Ed.) (2001). Living within. Pondicherry: Sri Aurobindo Ashram Trust.

7. Hiriyanna, M. (2000). The essentials of Indian philosophy. New Delhi: MotilalBanarsidas Publishers.

POSITIVE PSYCHOLOGY

Code: HBPY18014

Total Hours: 50

L	T	P	C
3	0	0	3

Objectives:

- To recognize what contributes/does not contribute to happiness
- To recognize the role of positive emotions and traits in enhancing happiness
- To understand the right kind of vocation, relationship, and values in life that enhances one's well-being

Course outcomes

CO1- The students will have an essential knowledge about positive psychology, Happiness and well being and Indian perspectives regarding the same

CO2- The students will have an essential knowledge about positive emotions, personality, beliefs and illusions

CO3- The students will have essential knowledge about virtues and character strength

Course Contents:

Unit -1

12 HOURS

Introduction: Positive psychology: Meaning, definition, assumptions and goals; Relation with other fields, Meaning and measures of happiness and well-being: Hedonic and eudaimonic traditions, Indian perspectives and positive psychology

Unit -2

12 HOURS

Happiness And Well-Being: Happiness: Concept and definitions, Happiness and the facts of life: Gender, love, marriage, close relationships and others Happiness across the life span: Happiness and well-being across culture and nationalities

Unit -3

14 HOURS

Emotions, Personality Traits And Well-Being:Positive emotions and well-being,Cultivating positive emotions, Positive traits: Personality, emotions, and biology,Positive beliefs and illusions

Unit -4

12 HOURS

Virtues, Character Strengths, And Well-Being: Classification of human virtues, Wisdom as a foundational strength and virtue; Character strengths and health. Religion, spirituality and transcendence, Religion and virtues

Readings:

1. Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi,India: Pearson.
2. Kumar, U., Archana, & Prakash, V. (2015). Positive psychology – Applications inwork, health and well-being. Delhi & Chennai, India: Pearson.
3. David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.
4. Husain, A., & Saeeduzzafar. (2011). Islamic virtues and human development.New Delhi, India: Global Vision Publishing House.
5. Joseph, S. (Ed.) (2015). Positive psychology in practice: Promoting humanflourishing in work, health, education, and everyday life. Hoboken, NJ: JohnWiley & Sons.
6. Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology. NewYork: Oxford University.

EDUCATIONAL PSYCHOLOGY

Code: HBPY18015

Total Hours: 50

L	T	P	C
3	0	0	3

Objective:

To understand the applications of psychology in the area of education.

Course outcomes

CO1- The students will have complete knowledge on cognitive styles, learning strategies and diversity among fellow classmates

CO2- The students will have a complete knowledge of the class room management and effective teaching

CO3- The students will develop empathetic understanding for children with special needs

Unit I:

12 HOURS

Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology, Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism

Unit 2:

13 HOURS

Human Diversity and Education Differences in Cognitive Styles & Learning Strategies: Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality. Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

Unit 3:

12 HOURS

Effective Teaching and Classroom Management: Characteristics of Effective Teachers. Teaching Methods & Issues related to Technological Advances, Classroom Management

Unit 4:

13 HOURS

Exceptionality and Special Education: a. Conceptualizing Exceptionality: Categorization, Labeling and its educational implications, b. Responsibilities of Teachers towards learners with Special Needs

Readings:

1. Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
2. Slavin, R. (2008). *Educational psychology: Theory into practice*, (9th ed.). Boston: Allyn and Bacon.
3. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
4. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
5. Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

COUNSELING SKILLS

Code: HBPY18016

Total Hours: 50

L	T	P	C
3	1	0	4

Objectives:

- To understand the nature of the counseling process
- To lay the groundwork for understanding the use of basic and specialized counseling skills

- To engage with different models of counseling skills

Course outcome

CO1: the students will essential knowledge of coucellings and the skills required

CO2: the students will learn various models of coucelling and its customization to nature of problems

Course Contents:

Unit 1:

8 HOURS

Introduction :Defining counseling, Who are counselors , Approaches to counseling and helping, The helping relationship, The helping process, Development of counselor – counselee relationship, Counseling goal setting process, Ethical principles of counseling and helping

Unit 2:

10 HOURS

Basic Counseling Skills: Basic counseling skills, Nature and importance generic skills of counseling, Micro and macro skills of counseling, Intrinsic and extrinsic skills of counseling, Self-monitoring skills as a counselor

Unit 3: **10**
HOURS

Specific Counseling Skills Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving, Training clients in relaxation, Improving client's self-talk and self-perceptions, terminating helping

Unit 4: **12**
HOURS

Models of Counseling Skills: Rogers model of counseling skills, Carkhuff model of counselling skills, IPR model of counseling training, Indian models of counseling: the role of detachment and self-surrender

Unit 5: **10**
HOURS

Essentials of various areas of Counselling: Group Counselling, Counselling Families, Child Counselling, Counselling The Delinquent, Premarital Counselling, Marriage Counselling, Counselling Drug Addicts, Crisis Intervention Counselling, Career Counselling

Readings:

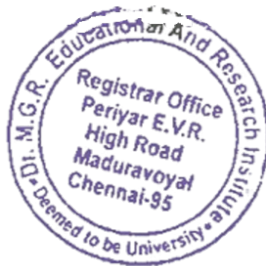
1. Feltham, C., & Horton, I. E. (2006). The Sage handbook of counseling and psychotherapy. London: Sage Publications.
2. Singh, K. (2007). Counseling skills for managers. New Delhi: Prentice Hall of India.
3. Jones, R. N. (2008). Basic counseling's Skills: A helper's manual (2nd Ed.). New Delhi: Sage Publications.

Psycho Diagnostics (practical)

Code: HBPY18L10

L	T	P	C
0	0	4	2

- Clinical case history taking
- Mental Status Examination- MSE
- Psycho diagnostic tools- questionnaires and checklists
 - Mini-Mental status examination
 - Multiphase personality questionnaire
 - Positive and negative syndrome scale
 - Indian scale for assessment of autism
 - Anxiety rating scale
 - Depression rating scale
 - OCD Checklist



C. B. Palanivelu
REGISTRAR
Dr. M.G.R.
EDUCATIONAL AND RESEARCH INSTITUTE
(Deemed to be University)
Periyar E.V.R. High Road,
Maduravoyal, Chennai 600 095