

**Syllabus**

**For**

**Postgraduate Programme in Psychology**

**(M.A./M.Sc. Psychology)**

**2021-22**



**Department of Psychology**

***School of Humanities & Social Sciences***

***Dr. Harisingh Gour Vishwavidyalaya, Sagar, M. P.***

**2021-22**

**M. A./M. Sc. Programme in Psychology**  
**Department of Psychology,**  
**School of Humanities & Social Sciences,**  
**Doctor Harisingh Gour Vishwavidyalaya, Sagar, M. P., India**

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The Department of Psychology is a crucial constituent of the School of Humanities & Social Sciences. Since its inception in 1959, it has continuously been a pioneer sheet of learning in Central India. The application of psychological principles to address human problems has acquired a new dimension with the evolving nature of the country's challenges and the World at large facing today. Given this, psychology's scientific discipline has emerged as a vital force in understanding multifaceted social reality. It has gained spectacular momentum in recent years with the expansion of the subject matter and methods of investigation. In this context, a postgraduate course aiming to inculcate knowledge and skills has become the need of the time. It demands a comprehensive curriculum for a theoretical and practical base to develop behavioral expertise. An attempt has been made to develop an effective curriculum by fine-blending theory and practice.

The principal domains of the discipline include applied social psychology, cognitive and affective psychological processes, clinical and health psychology; positive psychology; organizational behavior; assertiveness training and other life skills; personality development, psychological measurement, and testing. Besides, a focus on an understanding of psychopathologies and research methods have been given due consideration. Such knowledge and skills, apart from gaining employment in University and colleges, the students are equipped with technologies, like survey, counseling, interview, evaluation, and intervention, etc., assisting them to fit for abundant career opportunities in government, corporate, health sectors and non-governmental organizations. Following faculty members are presently associated with the Department of Psychology, assisted with several well-qualified guest faculties:

S. No.	Name	Designation	Specializations
1.	Prof. A. D. Sharma	Professor & Head	Philosophy
2.	G. K. Tiwari	Assistant Professor	Cognitive Psychology, Positive Psychology & Health Psychology
3.	Sanjay Kumar	Assistant Professor	Applied Social Psychology, Counselling and Clinical Psychology

**Name of the Program** : M. A. / M. Sc. Psychology

**Duration of the programme**

(a) Minimum duration : Four Semesters

(b) Maximum duration : Six Semesters

**Structure of the programme**

(a) Number of Core Courses : 15

(b) Minimum number of Elective Courses to be opted : 04

(c) Minimum number of Open Elective Courses to be opted : 02

Medium of syllabus : English

Medium of Instruction : English/Hindi

**Course Details**

**Core Courses (Theory)**

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY-CC-121	Advanced Social Psychology	4	50
2.	PSY-CC-122	Cognitive Psychology I	4	50
3.	PSY-CC-123	Foundations of Psychological Research	4	50
4.	PSY-CC-221	Applied Social Psychology	4	50
5.	PSY-CC-222	Cognitive Psychology II	4	50
6.	PSY-CC-223	Research Designs & Statistics	4	50
7.	PSY-CC-321	Neuropsychology	4	50
8.	PSY-CC-322	Psychopathology	4	50
9.	PSY-CC-323	Psychology of Personality	4	50
10.	PSY-CC-421	Psychology of Emotion	4	50
11.	PSY-CC-422	Psychological Measurement & Testing	4	50
12.	PSY-CC-423	Clinical Intervention	4	50

**Core Courses (Practical)**

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY-CC-124	Practical	4	50
2.	PSY-CC-224	Practical	4	50
3.	PSY-CC-324	Practical	4	50
4.	PSY-CC-424	Practical	4	50

**Elective Courses**

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY-EC-226	Fundamentals of Indian Psychology	4	50
2.	PSY-EC-325	Basic Organizational Processes	4	50
3.	PSY-EC-326	Community Psychology	4	50
4.	PSY-EC-327	Counseling Psychology	4	50
5.	PSY-EC-328	Psychodiagnostics	4	50
6.	PSY-EC-329	Military Psychology	4	50
7.	PSY-EC-330	Psychopharmacology	4	50
8.	PSY-EC-331	Psychology of Adolescence	4	50
9.	PSY-EC-332	Stress Management in organizations	4	50
10.	PSY-EC-333	Dissertation (Preparatory Stage)	4	50
11.	PSY-EC-425	Health Psychology	4	50
12.	PSY-EC-426	Child and Adolescent Psychopathology	4	50
13.	PSY-EC-427	Organizational Communication	4	50
14.	PSY-EC-428	Cross-Cultural Psychology	4	50
15.	PSY-EC-429	Environmental Psychology	4	50
16.	PSY-EC-430	Forensic Psychology	4	50
17.	PSY-EC-431	Psychology of Aging	4	50
18.	PSY-EC-432	Applications of Indian Psychology	4	50
19.	PSY-EC-433	Dissertation (Advanced Stage)	4	50

**Open Elective Courses**

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY-OE-226	Positive Psychology	2	25
2.	PSY-OE-227	Understanding Mind through Dream Analysis		
3.	PSY-OE-334	Life Skills and Personality Development	2	25
4.	PSY-OE-335	Prevention and Management of Depression for Professional Excellence	2	25

**Soft Skill Based Courses**

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY-SE-125	Assertiveness Training	4	50

**The Practical/Lab Courses**

Course Period	Total No. of Practical	Minimum No. of Practical to be Performed
1 <sup>st</sup> Semester	06	04
2 <sup>nd</sup> Semester	06	04
3 <sup>rd</sup> Semester	06	04

4 <sup>th</sup> Semester	06	04
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**Note:** Students have to successfully perform FOUR practical out of SIX necessarily to appear in the end semester examination.

### A. Scheme of Examination

S. No.	Examinations	Total Marks
1.	Mid Semester Examination	20 Marks
2.	Internal Assessment	20 Marks
3.	End Semester Examination	60 Marks

### B. Assessment:

#### I. Internal Assessment:

#### II. Theory

The theory courses will be taught using lecture, group discussion, power-point presentation, assignment, and flipped learning as the methodology for the assessment of the students.

#### Evaluation of the assignment:

S. No.	Examination	Total Marks
1.	Presentation, group discussion etc	15 Marks
2.	Attendance	05 Marks

#### The Marks for Attendance for the Theory Courses

S. No.	Percentage of Attendance	Marks Awarded
1.	75% and below	00 Marks
2.	>80% and up to 85%	02 Marks
3.	>85% and up to 90%	03 Marks
4.	>90% and up to 95%	04 Marks
5.	>95% and Above	05 Marks

### b) Practical/ Lab Courses:

#### 1. Evaluation of the Practical/Lab Courses:

S. No.	Examination	Total Marks
1.	Successful Completion of Practical	15 Marks
2.	Attendance	05 Marks

### **The Marks allotted for Attendance for the Practical Courses**

S. No.	Percentage of Attendance	Marks Awarded
1.	75% and below	00 Marks
2.	>80% and up to 85%	02 Marks
3.	>85% and up to 90%	03 Marks
4.	>90% and up to 95%	04 Marks
5.	>95% and Above	05 Marks

### **C) End Semester Examination for the Practical/Lab Courses:**

S. No.	Examination	Total Marks
1.	Assessment of performance in the Experiment	50 Marks
2.	Viva-Voce of Experiment	10 Marks

### **D) Evaluation of Projects/Dissertation:**

S. No.	Examination	Total Marks
1.	First Periodic Assessment of the progress after 08 weeks	20 Marks
2.	Second Periodic Assessment after 04 weeks	20 Marks

### **End Semester Examination for Projects:**

S. No.	Examination	Total Marks
1.	Evaluation of the Project Report	50 Marks
2.	Viva-Voce on the Report	10 Marks

### **F) Evaluation of Seminars:**

S. No.	Examination	Total Marks
1.	Documentation for the Seminar	20 Marks
2.	First presentation of the Seminar	20 Marks

### **End Semester Examination**

S. No.	Examination	Total Marks
1.	Presentation of the Seminar	50 Marks
2.	Defense of the Presentation	10 Marks

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## FIRST SEMESTER

Paper Code	Title of the Paper	Credits	Page No.
PSY-CC-121	Advanced Social Psychology	4	8
PSY-CC-122	Cognitive Psychology I	4	9
PSY-CC-123	Foundations of Psychological Research	4	10
PSY-CC-124	Practical	4	11
PSY-SE-125	Assertiveness Training	4	12

**Note:** All papers are compulsory.

## SECOND SEMESTER

Paper Code	Title of the Paper	Credits	Page No.
PSY-CC-221	Applied Social Psychology	4	13
PSY-CC-222	Cognitive Psychology II	4	14
PSY-CC-223	Research Designs & Statistics	4	15
PSY-CC-224	Practical	4	16
PSY-EC-225	Fundamentals of Indian Psychology	4	17
PSY-OE-226	Positive Psychology	2	18
PSY-OE-227	Understanding Mind through Dream Analysis	2	19

**Note 1:** All papers are compulsory.

Note 2: Open electives(PSY-OE-226) and(PSY-OE-227) are meant for the students of other departments.

### THIRD SEMESTER

First four papers are compulsory. Any one paper from the available electives may be chosen.

Paper Code	Title of the Paper	Credits	Page No.
PSY-CC-321	Neuropsychology	4	20
PSY-CC-322	Psychopathology	4	21
PSY-CC-323	Psychology of Personality	4	22
PSY-CC-324	Practical	4	23
PSY-EC-325	Basic Organizational Processes	4	24
PSY-EC-326	Community Psychology	4	25
PSY-EC-327	Counseling Psychology	4	26
PSY-EC-328	Psychodiagnostics	4	27
PSY-EC-329	Military Psychology	4	28
PSY-EC-330	Psychopharmacology	4	29
PSY-EC-331	Psychology of Adolescence	4	30
PSY-EC-332	Stress Management in organizations	4	31
PSY-EC-333	Dissertation (Preparatory Stage)	4	32
PSY-OE-334	Life Skills and Personality Development	2	33
PSY-OE-335	Prevention and Management of Depression for Professional Excellence	2	34

**Note:** Open electives (PSY-OE-334) and (PSY-OE-335) are meant for the students of other departments.

### FOURTH SEMESTER

First four papers are compulsory. Anyone paper from the available electives may be chosen.

Paper Code	Title of the Paper	Credits	Page No.
PSY-CC-421	Psychology of Emotion	4	35
PSY-CC-422	Psychological Measurement & Testing	4	36
PSY-CC-423	Clinical Intervention	4	37
PSY-CC-424	Practical	4	38
PSY-EC-425	Health Psychology	4	39
PSY-EC-426	Child and Adolescent Psychopathology	4	40
PSY-EC-427	Organizational Communication	4	41
PSY-EC-428	Cross-Cultural Psychology	4	42
PSY-EC-429	Environmental Psychology	4	43
PSY-EC-430	Forensic Psychology	4	44
PSY-EC-431	Psychology of Aging	4	45
PSY-EC-432	Applications of Indian Psychology	4	46
PSY-EC-433	Dissertation (Advanced Stage)	4	47



<b>PSY-CC-121</b>	<b>Advanced Social Psychology</b>	<b>4</b>
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### Objectives and Teaching Methods

Social Psychology is the Science of the social side of life and a surprisingly broad field that overlaps with the psychology sub-disciplines of Personality and cognition and with the fields of anthropology, sociology, and communication. As the study of situational and personal/interpretive factors that influence an individual's social behavior, social psychology reveals a great deal about the grace and sin at work in our relationships and social situations. Regardless of our career goals, social psychology can benefit our understanding of human nature and improve our interactions with other people. The assignment writing, brainstorming sessions, group discussion, developing some skills to apply social psychological theories in problems related to the students social surroundings.

#### Unit I: Introduction: Theories and Methods in Social Psychology

**10 Hours**

Social Psychology: Past, Present and Future; Evolution of social Psychology in Western and Indian perspectives; Major theoretical approaches in social psychology: Learning, Cognitive, and Socio-cultural theories; Methodological issues: Scientific method: Experiments, Survey, interviews, qualitative: Discourse analysis.

#### Unit II: Social Cognition and Social Perception

**10 Hours**

The Social Self: Self-Concept; Self-esteem; Self-presentation, Self-Control, Culture and Self, the elements of social perception, Cognition: Heuristics, Schemas. Affect and Cognition; Nonverbal Communication; Attribution theories, Attribution Biases, Culture and attribution, Impression Formation and Impression Management,

Stereotypes, Prejudice, and Discrimination: Causes, Effects, and Cures – Defining the terms, *intergroup and Motivational Factors*–Fundamental Motives Between Groups, Realistic Conflict Theory, Social Identity Theory, Culture and social Identity, Motives Concerning Intergroup Dominance and Status; *Cognitive and Cultural Factors*–Social categorization, How Stereotypes Survive and Self-perpetuate; Culture and Socialization, Stereotype Content Model. Effects on the Targets of Stereotypes and prejudice: Perceiving Discrimination, Stereotype Threat Contents; Reducing Stereotypes, Prejudice and Discrimination: Intergroup Contact, The Jigsaw Classroom.

#### Unit III: Social Influence

**10 Hours**

Attitudes and Attitude Change: Attitude Formation, attitude and behavior, Theories of Attitudes change: Cognitive dissonance; Persuasion–Dual-process routes to persuasion (Elaboration-likelihood model & Heuristic- systematic model); Resisting persuasion attempts- Indoctrination and Inoculation,

Conformity and Social Change: Conformity, Compliance; Obedience to Authority; Majority and minority influence and social change-Social Impact Theory

#### Unit IV: Group Processes

**10 Hours**

Fundamentals of groups-Socialization and group development, roles, norms, culture and cohesiveness; Individuals in Groups: Social Facilitation, Social Loafing, Deindividuation; Group decision making; Conflicts: Cooperation and Competition within and between groups,

Aggression: Theories of aggression; aggression and culture, gender and individual difference; origin of aggression; Situational Influence on aggression; Media Effects; Intimate Violence-trust betrayed; Reducing Violence- multiple causes and multiple cure

#### Unit V: Social Relations

**10 Hours**

Helping Others: Defining altruism and prosocial behavior, Theoretical Perspectives on helping, Evolutionary and motivational factors, Situational influence, Personal Influence, Interpersonal Influence, Understanding the Bystander Effects, Factors that increase or decrease the tendency to help, Helping in emergency;

Inter personal Attraction and Personal relationship: Determinants of inter personal attraction; Similarity Vs Complementarity; Maintaining close relationship; Self-disclosures, Intimacy, balance of power, conflict, responses to dissatisfaction.

#### Essential Readings:

1. Mayers, D. G. (2012). Exploring Social Psychology. (8<sup>th</sup> ed.). New York: McGraw Hill Companies.
2. Baron, R. A., & Branscombe, N. R. (2012). Social Psychology (13<sup>th</sup> ed.). United States of America: Pearson Education, Inc.

#### Suggested Readings:

1. Kassir, S., Fein, S. & Markus, H. R. (2011). Social Psychology (8<sup>th</sup> ed.). USA: Wadsworth, Cengage Learning
2. Bordens, K. S., & Horowitz, I. A. (2008). Social Psychology (3<sup>rd</sup> ed.). USA: Free Load Press
3. Hogg, M. A. & Vaughan, G.M. (2011). Social Psychology (6<sup>th</sup> ed.). England: Pearson Educational Limited
4. Taylor, S. E. Peplau, L. A. & Sears, D.O. (2006). Social Psychology (12<sup>th</sup> ed.). New Jersey: Pearson Educational Inc

<b>PSY-CC-122</b>	<b>Cognitive Psychology I</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The objective is to familiarize the students with the basic Psychology of cognition, its theories and their empirical verification. Lectures, power point presentation (PPT), assignments, and presentation by the students would be used as method of communication.

#### **Unit I: An Introduction to Cognitive Psychology 10 Hours**

The Origins of Cognitive Psychology, Emergence of Modern Cognitive Psychology, Cognitive Neuroscience, Artificial Intelligence

#### **Unit II: Perceptual Processes 10 Hours**

Visual and Auditory Recognition: Introduction, Background on visual Object Recognition, Top-down Processing and Visual Object, Recognition, Face Perception, Speech Perception, Attention and Consciousness, Introduction, Three Kinds, of Attention Processes, Explanations for Attention, Consciousness

#### **Unit III: Working Memory 10 Hours**

Introduction, The Classic Research on Working Memory (Short Term Memory), The Working Memory Approach,

Long Term Memory, Introduction, Encoding in Long-Term Memory, Retrieval in Long-Term Memory, Autobiographical Memory

#### **Unit IV: Memory Strategies and Metacognition 10 Hours**

Memory Strategies: Introduction, Memory Strategies  
Metacognition

#### **Unit V: Mental Imagery and Cognitive Maps 10 Hours**

Introduction, Characteristics of Mental Images,  
Cognitive Maps

#### **Essential Reading:**

1. Matlin, M. W. (2009). Cognition. New Jersey, USA: John Wiley & sons.

#### **Suggested Readings:**

1. Smith, E. E. & Kosslyn, S. M. (2014). Cognitive Psychology: Mind and Brain. Pearson Educating Limited, Edinburg Gate Harlow.
2. Matlin, M. W. & Farmer, T. A. (2017). Cognition. New Jersey, USA: John Wiley & sons.

<b>PSY-CC-123</b>	<b>Foundations of Psychological Research</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The basic objectives of this course are to inculcate the temperament of scientific observation in the students and develop the competence of understanding the components, strategies and attributes of scientific research in Psychology. The lecture, demonstration, tutorial, and group discussion methods will facilitate to achieve the explicit learning objectives of the course.

#### **Unit I: Science and scientific Approach**

**10 Hours**

Science and common sense, four methods of knowing  
Aims of Science, Scientific Explanation and theory  
Scientific Research and scientific Approach  
Research, problem, Hypothesis and variables

#### **Unit II: Sampling**

**10 Hours**

Sampling: Definition, Probability Sampling, random variable and randomness, Non-probability Sampling, Sample size, Central Limit Theorem  
Distinction between representative and random sample  
Factor affecting sample mean and SD

#### **Unit III: Designs of Research**

**10 Hours**

Research Design. Definition. Meaning. Objectives. Variance Control  
Method of Controlling Extraneous Variance. Manipulating Research Variable(s)  
Criteria of Good Research Design  
Classification of Research Design

#### **Unit IV: Statistical Inference**

**10 Hours**

Basic Concepts: Sample and Population, Statistics and Parameter, Sampling Distribution and Statistical Inference. Standard Error and Logic of Significance Tests, Logic of Null hypothesis- Definition, 2×2 Decisions Table- Type-I and Type-II Error. Power, Ways to Increase Power, Sample Size and Power, Power and Error Variance. One-Tailed and Two-Tailed Rejection Region  
Significance of Mean in large Samples  
Significance of Mean in Small Samples

#### **Unit V: Between-groups and Within-group Designs**

**10 Hours**

Introduction to t Statistics: Hypothesis tests and measuring effect size with t Statistics  
The t Test for two independent sample: Hypothesis test and effect size with independent measures t Statistics, assumptions underlying independent measures of t test  
The t Test for repeated measures design: Hypothesis test and effect size for repeated measures design, use and assumptions for repeated measures t test

#### **Essential Readings:**

1. Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.
2. Kerlinger, F. N. (2007). Foundations of Behavioral Research. Surjeet Publication.

#### **Suggested Reading:**

1. Garrett, H. E. (1966). Statistics in Psychology and Education. ND: Paragon International Publishers.

<b>PSY-CC-124</b>	<b>Practical</b>	<b>4</b>
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### **Objectives and Teaching Methods**

**Hours = 60**

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments in Psychology. They are expected to develop the skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypotheses, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed.

### **Any SIX practical of the following:**

1. Attribution
2. Intergroup Conflict/prejudice reduction
3. Impression Formation
4. Pro-social Behaviour
5. Social Conformity
6. Face Perception
7. Span of Attention
8. Capacity/duration of STM
9. Autobiographical Memory
10. Metacognition

<b>PSY-SE-125</b>	<b>Assertiveness Training</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The present course provides students with the opportunity to learn skills and knowledge enables them to communicate confidently and effectively using assertive behaviour techniques. This course also provides opportunity to work efficiently in personal and academic situations by being more assertive. It is expected that after the successful completion of the course, students shall be equipped with effective strategies to handle interpersonal situation and achieve many more successful outcomes.

#### **Unit I: Introduction to Assertiveness 10 Hours**

Meaning and Concept of Assertiveness,  
Historical Approaches to Assertiveness,  
Benefits of Assertiveness.

#### **Unit II: Theoretical Background 10 Hours**

Theoretical Background of Assertiveness Training,  
Behaviour Therapy and Assertiveness,  
Training, Assertive Vs Non-Assertive Behaviour, Your Rights and Rights of Other Person.

#### **Unit III: Techniques and Procedures 10 Hours**

Assertiveness Training: How to Set the Goal, Interpersonal Situation and Assertion,  
Methods and Procedures, Implementing Assertive Procedure.

#### **Unit IV: Assertiveness and Tricky Situations 10 Hours**

Giving Criticism, Complements, Asking for Raise,  
Being Interviewed and Making Presentations.

#### **Unit V: The Assertion Laboratory 10 Hours**

Assertiveness in the Job, Assertiveness in the Interpersonal Relations,  
Assertiveness Training to School Children and Women.

#### **Essential Readings:**

1. Peneva, I., & Mavrodieva, S. (2013). A Historical Approach to Assertiveness. *Psychological Thought*, 2013, 6(1), 3-26.
2. Rimm, D. C. & Masters, J. C. (1979). Behaviour Therapy, Technique and Empirical Findings . Harcourt College Publication.

#### **Suggested Readings:**

1. Miltenberger, R. G. (2008). Behaviour Modification: Principals and Procedures. *Thomson Learning*.
2. Lanyon, R. I. & Lanyon, B. P. (1978). Behaviour Therapy: A Clinical Introduction. *Addison Wesley Company*.

<b>PSY-CC-221</b>	<b>Applied Social Psychology</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The student will be exposed to the applications of social psychological theories in intervention of prevailing social problems at the regional, national and global levels. They will also develop in applying social psychological theories in actual problems surrounding their environment. The lecture, brain storm sessions, group activities and group presentations will streamline efficacy of teaching.

### **Unit I: Applied Social Psychology**

**10 Hours**

Applied Social Psychology as a Science, Definitions. Salient features.

The, Global Perspectives of Applied Social Psychology.

The historical perspectives of Applied Social Psychology.

Role of Applied Social Psychology

### **Unit II: Intervention and Evaluation**

**10 Hours**

Design, nature, evaluation, Examples of interventions,

Issues: Process and Ethical

### **Unit III: Social Psychology of Physical health**

**10 Hours**

An introduction to Social Psychology of Physical Health

Psychological factors in stress.

Religion and Physical Health Spiritual intelligence

### **Unit IV: Psychology Applied to Legal Issues**

**10 Hours**

Psychology in law. Experts as witness.

Eyewitness: Identifications and Testimony.

Factors affecting eye-witness testimony.

Introduction to the Lie Detector Test

### **Unit V: Applying Social Psychology to the Environment**

**10 Hours**

Resource dilemmas, The Built environment, pro-environment behavior,

Crowding, personal space, Territoriality

### **Essential Readings:**

1. Kool V. K. & Agrawal, R. (2006). Applied Social Psychology – A Global Perspectives, Atlantic Publishers, New Delhi.
2. Baron, B. (2005). Social Psychology, N. D., Prentice Hall.

### **Suggested Reading:**

1. Schneider, F. W., Grauman, J. A. & Coutts, L. M. (2012). Applied Social Psychology: Understanding and Addressing Social and Practical Problems, N. D.: Sage Publications.

<b>PSY-CC-222</b>	<b>Cognitive Psychology II</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The objective is to familiarize the students with the basic Psychology of cognition, its theories and their empirical verification. Lectures, power point presentation (PPT), assignments, and presentation by the students would be used as method of communication.

#### **Unit I: General Knowledge 10 Hours**

Introduction, The Structure of Semantic Memory,  
Network Models, Schemas and Scripts

#### **Unit II: Language I: Introduction to Language and Language Comprehension 10 Hours**

Introduction, The Nature of Language, Basic Reading Processes,  
Understanding Discourse

#### **Unit III: Language II: Language Production and Bilingualism 10 Hours**

Introduction, Speaking, Writing,  
Bilingualism and Second-Language Acquisition

#### **Unit IV: Problem Solving and Creativity 10 Hours**

Introduction, Understanding the Problem,  
Problem-Solving Strategies, Factors that Influence Problem Solving, Creativity,  
Deductive Reasoning and Decision Making, Introduction, Deductive Reasoning,  
Decision Making

#### **Unit V: Cognitive Development throughout the Lifespan 10 Hours**

Introduction, the Lifespan Development of Memory,  
Lifespan Development of Metamemory,  
The Development of Language

#### **Essential Reading:**

1. Matlin, M. W. (2009). Cognition. New Jersey, USA: John Wiley & sons.

#### **Suggested Readings:**

1. Smith, E. E. & Kosslyn, S. M. (2014). Cognitive Psychology: Mind and Brain. Pearson Educating Limited, Edinburg Gate Harlow.
2. Matlin, M. W. & Farmer, T. A. (2017). Cognition. New Jersey, USA: John Wiley & sons.

<b>PSY-CC-223</b>	<b>Research Designs And Statistics</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The basic objective of this course is to make acquaint the students with the basic and most employed statistical research designs of Psychology. It also familiarizes them with the statistical techniques used in these research designs. The lecture, demonstration, tutorial, and group discussion will be the chief methods of teaching and learning.

#### **Unit I: Introduction to Analysis of Variance**

**10 Hours**

Basic Concepts of Research; Design and classification: Ex post facto, correlational and experimental.

Introduction to ANOVA: Logic of Analysis of Variance, Notations, Formulas, Distribution of F-Ratios. Assumptions of ANOVA.

Fixed Effect and Random Effect Models.

#### **Unit II: Single factor Multi-Groups Designs**

**10 Hours**

Advantages and Scheme of Analysis.

Significance of the Difference Between Means Derived From Independent or Uncorrelated Measures (One Criterion of Classification).

Significance of the Difference Between Means Obtained From Repeated/Correlated Measures (Two Criteria of Classification).

#### **Unit III: Factorial Design and ANOVA**

**10 Hours**

Definition and Advantages of Factorial Design.

ANOVA for 2×2 Factorial Design: (i) For Independent Measures. (ii) For Repeated Measures.

#### **Unit IV: Non-parametric Statistics**

**10 Hours**

Basic Assumptions of Parametric Statistics. Comparison between Parametric and Non-Parametric Statistics.

Kruskal-Wallis H-Test.

Chi-Square Test: for Goodness-of-Fit. For Testing Independence. Assumption and Restrictions of Chi-Square Test.

#### **Unit V: Regression and Prediction**

**10 Hours**

The Regression Equations, accuracy of prediction and factors affecting the interpretation of r

Partial and Multiple Correlation

#### **Essential Readings:**

1. Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.
2. Kerlinger, F. N. (2007). Foundations of Behavioral Research. Surjeet Publication.

#### **Suggested Reading:**

1. Garrett, H. E. (1966). Statistics in Psychology and Education. ND: Paragon International Publishers.



<b>PSY-CC-224</b>	<b>Practical</b>	<b>4</b>
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### **Objectives and Teaching Methods**

**60 Hours**

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments in Psychology. They are expected to develop skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypothesis, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The students will develop an understanding to interpret the data in the light of previous studies and observations. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed.

### **Any SIX practical of the following:**

1. Stress Management
2. Eyewitness Memory
3. Crowding/personal space
4. Pro-environmental Behaviour
5. Spiritual Intelligence
6. Language Comprehension
7. Set in problem
8. Creativity
9. Decision Making
10. Metamemory

<b>PSY-EC-225</b>	<b>Fundamentals of Indian Psychology</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The basic goals of this course are to elucidate the major paradigms of Indian psychological knowledge, to highlight the contribution of Indian knowledge systems in generating a comprehensive system of psychology, to familiarize the student with the rich systems of psychology in India, to indicate the progressive movement - an evolution of consciousness, taking place in Indian psychology To demonstrate the inherent holism in Indian thought, to demonstrate the explicit application oriented nature of, if not all, most systems of Indian psychology and to elucidate that the movement of the world spirit (zeitgeist) is in the direction of Indian psychology and spirituality. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

#### **Unit I: Introduction to Indian Psychology**

**10 Hours**

Definitions, nature, differentiation of concepts; indigenous, Indian, transpersonal psychology, relationship between culture and psychology, emergence of indigenous and non-western perspectives to psychology.

#### **Unit II: Indian Paradigm on Psychological Knowledge**

**10 Hours**

The Indian paradigm on psychological knowledge. Science and spirituality (avidya and avidya) as two distinct forms of knowing in Indian Psychology.

#### **Unit III: Schools of Indian Psychology**

**10 Hours**

Major schools of Indian psychology, world views and methods of knowing in samkhya, dvaita and advaita schools

#### **Unit IV: Self and Consciousness**

**10 Hours**

The Self in Indian Psychology. Viewpoints of Upanishads, Baghvatgeetha, Buddhism and Jainism

#### **Unit V: The Relevance of Indian Psychology**

**10 Hours**

Scope of Indian Psychology; distinction from western psychology. Indian Perspectives on Cognition: Nature of reality; manas and higher mental states; types of knowing; methods of knowing; yoga as research method.

#### **Essential Readings:**

1. Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). *Handbook of Indian Psychology*. New Delhi: Foundation Books.
2. Misra, G. & Mohanty, A. K. (2001). *Perspectives on Indigenous Psychology*. New Delhi: Concept Publishing Co.

#### **Suggested Readings:**

1. Srivastava, S. P. (2001). *Systematic Survey of Indian Psychology*. Bahadurgarah: Adhyatma Vijnana Prakashan.
2. Paranjape, A. C (1998). *Self and Identity in Modern Psychology and Indian thought*. New York: Plenum Press.
3. Paranjape, A. C (1984). *Theoretical Psychology*. New York: Plenum Press.

<b>PSY-OE-226</b>	<b>Positive Psychology</b>	<b>2</b>
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### **Objectives and Teaching Methods**

The course of Positive Psychology aims to make familiar the students with the new field of psychological inquiry which focuses on the scientific study of the nature and dynamics of human potentials as a significant aspect of human Personality and functioning as well as the multifarious implications of techniques based on the assumptions of positive Psychology. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

#### **Unit I: The discipline of Positive Psychology**

**05 Hours**

Past, present and future of Positive Psychology,  
Classifying strengths of character,  
Positive Psychology Applications

#### **Unit II: Identifying Strengths**

**05 Hours**

Positive Psychology and deconstructing the illness ideology and the DSM: Illness ideology of DSM, the social deconstruction of DSM, The Intellectual Deconstruction of the DSM: An Examination of Faulty Assumptions, Beyond the Illness Ideology and the DSM,  
Widening the diagnostic focus: Labeling, Distinctiveness, and Deindividuation, Basic Proposition, Labeling and the Fundamental Negative Bias

#### **Unit III: Positive Psychology across the Life Span**

**05 Hours**

Positive Psychology for children and adolescents: Development, prevention and promotion,  
Positive Youth Development: Components and methods

#### **Unit IV: Emotional Approach in Positive Psychology**

**05 Hours**

Subjective Well-Being: Meaning, theoretical approaches, measurement and correlates,  
The Positive Psychology of emotional intelligence: Current Model of Emotional Intelligence, Measuring Emotional Intelligence,

#### **Unit V: Cognitive and Interpersonal Approaches in Positive Psychology**

**05 Hours**

Cognitive Approach: Optimism and self-efficacy,  
Interpersonal Approach: Empathy and altruism

#### **Essential Reading:**

1. Snyder, C. R. & Lopez, S. J. (2009). Oxford Handbook of Positive Psychology (Eds.), Oxford University Press, New York

#### **Suggested Reading:**

1. Baumgardner, S. & Crothers, M. (2014). Positive Psychology. Pearson Educating Limited, Edinburg Gate Harlow.

<b>PSY-OE-227</b>	<b>Understanding Mind through Dream Analysis</b>	<b>2</b>
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### **Objectives and Teaching Methods**

This course's main objective is to enable students to understand and make the dream interpretation, which is a process of assigning meaning to dreams. People appear to believe dreams are particularly meaningful. They assign more meaning to dreams than to similar waking thoughts. However, people do not attribute equal importance to all dreams. In modern times, various schools of psychology have offered theories about the meaning and purpose of dreams. Most people currently interpret dream contents according to Freudian psychoanalysis, especially in the United States, India, and South Korea. Lecture, sharing of dreams, discussion based on case conferences, etc., would be adapted as the teaching methods.

#### **Unit I: Overview of Freudian Perspective of Psychoanalysis** **05 Hours**

1. Historical Antecedents of the Freudian Perspective of Psychoanalysis
2. Structure of Mind: Conscious, Subconscious, Unconscious
3. Structure of Personality: Id, Ego, Super-Ego
4. Psychosexual Stages of Development: Oral, Anal, Phallic, Genital, Latency
5. Role of Defense Mechanism: Repression, Regression, Reaction Formation, Denial, Displacement etc.

#### **Unit II: Dream Analysis Techniques** **05 Hours**

1. The Methods of Dream Interpretation
2. The Analysis of a Specimen Dream
3. Preliminary Statement, Analysis
4. Distortion in Dreams
5. The Dream as Wish-Fulfilment

#### **Unit III: The Material and Sources of Dreams** **05 Hours**

1. Recent and Indifferent Impressions in the Dream
2. Infantile Experiences as the Source of Dreams
3. The Somatic Sources of Dreams
4. Typical Dreams: The Embarrassment-Dream of Nakedness
5. Dreams of the Death of Beloved Persons, The Examination-Dream, The Affects in Dreams

#### **Unit IV: The Dream-Work and Types of Dreams** **05 Hours**

1. Condensation, The Work of Displacement
2. The Means of Representation in Dreams
3. Regard for Representability, Examples - Arithmetic and Speech in Dreams
4. Representation in Dreams by Symbols: Some Further Typical Dreams
5. Absurd Dreams - Intellectual Performances in Dreams

#### **Unit V: The Psychology of the Dream Processes** **05 Hours**

1. The Forgetting of Dreams
2. Regression
3. The Wish-Fulfilment
4. Waking Caused by Dreams - The Function of Dreams - The Anxiety Dream
5. The Primary and Secondary Processes. Repression, The Unconscious and Consciousness. Reality.

#### **Essential Reading:**

1. Freud, S. (1900). The Interpretation of Dreams, Third Edition
2. Miltenberger, R. G., (2008). Behavior Modification: Principles and Procedures, Fourth Edition, Thompson Wordsworth
3. Coery, C. (2013). Case Approach to Counselling and Psychotherapy, Nelson Education, Ltd.

#### **Suggested Readings**

1. Casey, P, & Kelly, B. (1985). Fish's clinical psychopathology, signs, and symptoms in psychiatry, 3<sup>rd</sup> Edition.

<b>PSY-CC-321</b>	<b>Neuropsychology</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The course of Neuropsychology aims to introduce the basic neuropsychology to postgraduate students of psychology. The students are expected to grasp first the basics of nervous system and degenerative processes followed by clinical studies on frontal, temporal, parietal and occipital lobes. Split brain, physiological techniques, brain imaging, gender differences in cerebral organization and handedness have been included to have a fuller understanding neurological bases of human health and well-being. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

#### **Unit I: Introduction**

**10 Hours**

The Discipline of Neuropsychology, Historical Background,

Nerve Cell: Basic Structure, Types and functions,

The Structure of the Nervous System;

Degenerative Diseases: Multiple Sclerosis, Parkinson's Disease and Huntington's Disease

#### **Unit II: Clinical Studies on Frontal and Temporal Lobes**

**10 Hours**

The Frontal Lobes: Intelligence, The Motor and Premotor Cortex, The Prefrontal Cortex, Broca's Area, Modern Theories of Frontal Lobe Function and its Lateralization;

The Temporal Lobe: Attention, Memory and Personality

#### **Unit III: Clinical Studies on Parietal and Occipital Lobes**

**10 Hours**

The Parietal Lobes: Somatosensory Perception, Apraxia and Short-Term Memory;

The Occipital Lobe: Basic Visual Functions, Visual Perceptual Function and Blind Sight;

The Lateralization of Language: Varieties, assessment and Rehabilitation of Aphasia

#### **Unit IV: The Experimental Studies**

**10 Hours**

Split Brains, Commissurotomy,

Divided Visual Field Studies, Dichotic Listening, Lateral Ear Asymmetries;

Minor Physiological Techniques and Brain Imaging

#### **Unit V: Individual Differences and Applications**

**10 Hours**

Gender Differences in Cerebral Organization and Handedness;

Neuropsychological Practice, Neuropsychiatry and Neuropsychology

#### **Essential Reading:**

1. Beaumont, J. G. (2008). Introduction to Neuropsychology (Second Edition), The Guilford Press, New York

#### **Suggested Reading:**

1. Elias, L. & Saucier, D. (2014). Neuropsychology: Clinical and experimental foundations, Pearson Education Limited, Essex, England.

<b>PSY-CC-322</b>	<b>Psychopathology</b>	<b>4</b>
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### **Objectives and Teaching Methods**

This paper is concerned with understanding the nature and causes of various mental disorders. The topic and problems within the field of psychopathology surround us every day. The issues of psychopathology capture our interest, demand our attention, trigger our concern and compel us to raise certain questions about distinct human behavior. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

#### **Unit I: Abnormal Behavior: Causal Factors and Viewpoints 10 Hours**

View about abnormal behavior

Classification systems in psychopathology, ICD-10 and DSM–5, Disadvantages of classification

Prejudicial attitudes towards the mentally ill, Causal and risk factors of abnormal behaviour: Biological, psychological, and socio-cultural

#### **Unit II Anxiety Disorders 10 Hours**

Generalized anxiety disorder, Panic disorder

Specific phobia, Obsessive compulsive disorder

Post-traumatic Stress Disorder (PTSD)

#### **Unit III: Somatoform and Dissociative Disorders 10 Hours**

Pain disorders

Somatisation disorders

Conversion disorders

Hypochondriasis: Dissociative amnesia, Dissociative fugue, Dissociative identity

#### **Unit IV: Mood Disorders and Suicide 10 Hours**

Depression and mania

Unipolar & bipolar disorders

Eating disorder & obesity: Anorexia Nervosa, Bulimia Nervosa

Sexual dysfunctions: Sexual desire disorders, sexual arousal disorders, orgasmic disorders, sexual pain disorders.

#### **Unit V: Schizophrenia Spectrum and Personality Disorders 10 Hours**

Schizophrenia

Delusional disorder

Brief psychotic disorders

Personality disorders: Histrionic, narcissistic, antisocial, borderline and gender identity personality disorders.

### **Essential Readings:**

1. American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Pub.
2. Barlow, D. H. & Durand, V. M. (1999). Abnormal psychology: An integrative approach (2nd Ed). Pacific Grove: Brooks/Cole.
3. Butcher, J.N. (2016). Abnormal Psychology. New Delhi: Pearson Education
4. Carson, R. C., Butcher, J. N., & Mineka, S. (2001). Abnormal psychology and modern life (11th Ed.). New York. Allyn and Bacon
5. Kaplan, H. J., & Sadock, B. J. (2004). Synopsis of comprehensive textbook of psychiatry (10th Ed.). Baltimore: Williams & Wilkins.

### **Suggested Reading:**

1. Buss. A. H. (1999). Psychopathology. New York: John Wiley.

<b>PSY-CC-323</b>	<b>Psychology of Personality</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The course of Psychology of Personality aims to make familiar the students with the basic concept of Personality, processes, and theories with some focus on research pertinent to clinical and non-clinical settings. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

#### **Unit I: Introduction**

**10 Hours**

Meaning of Personality: Concept and Importance of studying Personality

Important Issues in Personality Theories: Philosophical view of the person, Internal and external determinants of behavior, Concept of self, states of awareness and concept of Unconscious, Relationship among cognition, affect and behavior, Influence of past, present and future of behavior

Evaluation of personality theories: Comprehensiveness, parsimony and research relevance

#### **Unit II: Psychodynamic Theories**

**10 Hours**

Freud's Psychoanalytic Theory of Personality: Application and evaluation of Freud's Theory

Adler, Jung, Honey and Sullivan

Recent development within Traditional psychoanalytic theory

Critical evaluations, Major contributions and limitations of theory

#### **Unit III: Phenomenological Theories**

**10 Hours**

Carl Rogers: View of the person, View about science, theory and research, Personality theory of Rogers: Structure, process, growth and development, Applications and evaluation,

Related points of view: Goldstein, Maslow and existentialism; Critical evaluation

#### **Unit IV: Trait and Type Theories**

**10 Hours**

The Trait concept, The trait theory of Allport: Kind of traits, functional autonomy, Idiographic research

The trait-type theory of Eysenck: The trait measurement and factor analysis, Basic dimensions of Personality, Psychopathology and behavior change, evaluation

Cattell: View of science, theory of Personality

The Five Factor model

#### **Unit V: Behavioural and Cognitive Approaches to Personality**

**10 Hours**

The behavioural view of the person and the science, Pavlov and Skinner

Social Cognitive theory of Personality: Bandura and Mischel

Representation of the self: Self schema, the family of the selves and self-verification versus self enhancement

An overview of personality assessment and research

#### **Essential Reading:**

1. Cervone, D. & Pervin, L. A. (2015) Personality: Theory and Research. Wiley.

#### **Suggested Reading:**

1. John, O. P., Robins, R. W. & Pervin, L. A. (2008). Handbook of Personality: Theory and Research. NY: The Guilford Press.

<b>PSY-CC-324</b>	<b>Practical</b>	<b>4</b>
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### **Objectives and Teaching Methods**

**Hours = 60**

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments based on psychopathology and psychology of Personality. They are expected to develop the skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypotheses, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed.

### **Any SIX practical of the following:**

1. Handedness
2. Neuropsychological Tests
3. Dichotic Listening
4. Minnesota Multiphasic Personality Inventory II (MMPI II)
5. Measurement of Anxiety
6. Measurement of Depression
7. Measurement of Phobia
8. Psychopathic Personality
9. Suicide Ideation/Intent
10. Pain Disorder



<b>PSY-EC-325</b>	<b>Basic Organizational Processes</b>	<b>4</b>
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### **Objectives and Teaching Methods**

A basic objective of the course is to enable students to examine relevant concepts of organizational behaviour and help them evolve a basic framework. The students will also be helped to think critically about organizational behaviour concepts and its applications in contemporary World with special reference to India. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit I: Introduction to Organizational Behaviour 10 Hours**

1. Historical background, the Hawthorne studies: Serendipitous discovery, subsequent phases of Hawthorne studies, Implications of Hawthorne studies,
2. Defining organizational behaviour, the relationship to others field, the organizational behaviour approach, Management,
3. Theoretical frameworks: Cognitive framework, behaviouristic framework, social-cognitive framework, globalization, information technology, diversity.

#### **Unit II: Organizational Context: Design and Concern 10 Hours**

1. Organization theories, Organizational as open system, information processing views, contingency and ecological theories of Organization
2. Modern Organization design, horizontal Organization design, network designs, the virtual organization creating and maintaining a culture
3. Organizational reward, traditionally offered reward, recognition versus money newer types of rewards

#### **Unit III: Organizational decision making 10 Hours**

1. Decision making in organizations, the rational model, bounded rationality and intuition, common biases and errors in decision making
2. Ethics in decision making, individual differences, organizational constraints, three Ethical decision criteria, improving creativity in decision making
3. Making judgements about others, attribution Theory, common short-cuts in judging others, specific applications of short-cuts in organizations.

#### **Unit IV: Motivation and Leadership in Organizations 10 Hours**

1. Emerging challenges of organizational behaviour, early theories of motivation, hierarchy of need theory, theory X and Theory Y, Two-factor theory, McClelland theory of needs
2. Contemporary theory of motivation, self-determination theory, job engagement, goal setting theory, reinforcement theory, equity theory/organizational justice, expectancy theory
3. Leadership, the Fiedler model, other contingency theories, Leader-member exchange theory, Charismatic leadership, transformational leadership

#### **Unit V: Organizational Communication 10 Hours**

1. Decision and types of communication, downward and upward communication, Lateral communication, non-verbal communication, formal small group networks, the grapevine
2. Persuasive communication, assertive communication, automatic and controlled processing, interest level, prior knowledge, Personality, message characteristics,
3. Barriers of effective communication, filtering, selective perception, information overload, emotions language, silence, communication apprehension, Lying.

### **Essential Readings:**

1. Luthans, F. (2010). Organizational behaviour (12<sup>th</sup> Ed.). New York: McGraw Hill.
2. Robbins S. P., and Judge (2010). Organizational behaviour. New York: Prentice Hall.
3. Nelson L, Debra and Quick Campbell James (2008). Organizational Behavior: Foundation, Realities and Challenges: Thompson-South Western, New Delhi

### **Suggested Readings:**

1. Pareek, U. (2006). Understanding Organizational Behavior, Oxford University Press, New Delhi.
2. Katz. D and Kahn R.L. (1967) Social Psychology of Organizations- Prentice Hall

<b>PSY-EC-326</b>	<b>Community Psychology</b>	<b>4</b>
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### **Objectives and Teaching Methods**

A basic objective of the course is to introduce the students with use of basic principles of psychology in community settings. It also focuses the basic challenges as well as opportunities of psychology in community setting. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit 1: Introduction to Community psychology 10 Hours**

Definition and perspectives; Development and practice of community psychology; Ecological levels of analysis in community psychology

#### **Unit 2: Methods of community research 10 Hours**

Aims of community psychology research: Qualitative, quantitative; integrating qualitative and quantitative methods.

#### **Unit 3: Understanding communities 10 Hours**

Individuals within environments; conceptual models of ecological context; importance of context for intervention; creating and altering settings. Nature, importance and context of community, human diversity, coping and stress in context.

#### **Unit 4: Preventing problem behaviour and promoting social competence 10 Hours**

Concepts of prevention and promotion, risk and resiliency. Implementing prevention and promotion programmes: issues and cultural diversity in programme implementation.

#### **Unit 5: Promoting community and social change 10 Hours**

Empowerment and citizen participation; multiple forms of power; empowerment practices and settings. Community and social change; community organizing techniques; elements of effective community change initiatives.

### **Essential Readings:**

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3<sup>rd</sup>ed.). Wadsworth, Cengage Learning: Belmont, CA, USA.
2. Naidoo, A., Pillay, J., & Bowman, B. (2007). *Community psychology*. Juta and Company Ltd.
3. Orford, J. (1992). *Community psychology: Theory and practice*. Wiley.

### **Suggested Readings:**

1. Rappaport, J. & Seidman, E. (2000). *Handbook of community psychology*. Springer Science & Business Media.
2. Rudkin, J.K. (2003). *Community psychology: Guiding principles and orienting concepts*. Prentice Hall.

<b>PSY-EC-327</b>	<b>Counseling Psychology</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic objective of the course is to familiarize the students with use of psychological principles, methods and procedure of counselling psychology to extend professional help to persons with non-clinical problems. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit 1: Counselling**

**10 Hours**

Historical perspective. Educational, developmental, and preventive models; ethical issues in counselling.

#### **Unit 2: Counselor and the Counselee**

**10 Hours**

Expectations and goals; characteristics of counselee and counselors; role and functions of the counselors.

#### **Unit 3: Counselling approaches**

**10 Hours**

Psychoanalytic, person-centered, existential, and cognitive-behavioral approaches.

#### **Unit 4: Counselling process**

**10 Hours**

External conditions and preparation; structuring the counselling relationship; counselling interview and degrees of lead by the counselor; nonverbal behavior.

#### **Unit 5: Areas of counseling**

**10 Hours**

Educational, career, marital and gerontological; stress management oriented counselling; Counselling for terminal disease patients: cancer and HIV /AIDS.

### **Essential Readings:**

1. Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8<sup>th</sup> International Edition). London: Pearson.
2. Erford, B. (2013) *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (2<sup>nd</sup> Ed.). London: Pearson.
3. Fouad, N.A. (Ed) (2012) *APA Handbook of counseling psychology*. Washington: American Psychological Association
4. Gelso, C. J., & Fretz, B .R. (2000). *Counselling psychology* (2<sup>nd</sup> Ed). KY: Cengage Learning.

### **Suggested Readings:**

1. Gladding, S. T. (2014). *Counselling: A comprehensive profession*. New Delhi: Pearson Education.
2. Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.) (2010). *Handbook of counselling psychology* (3<sup>rd</sup> Ed). London: Sage Publication Ltd.

<b>PSY-EC-328</b>	<b>Psychodiagnostics</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic objective of the course is to provide opportunity to get familiar with some selected psychological tools used in diagnosing the persons with clinical and non-clinical problems. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

### **Unit 1: Psychodiagnostics**

**10 Hours**

Nature and scope; Process and stages of diagnostic assessment; Differential diagnosis.

### **Unit 2: Clinical assessment**

**10 Hours**

Definition and purpose; The art and science of interviewing, Interview and its types- intake, crisis, diagnostic interview; reliability and validity of interviews; mental status examination; case history; Behavioural assessment – Nature, objectives, and methods used.

### **Unit 3: Assessment of intelligence**

**10 Hours**

The Stanford-Binet Scale of intelligence – 5<sup>th</sup> ed., WAIS-IV, WISC-IV; Diagnostic utility of intelligence tests – scatter analysis and other techniques.

### **Unit 4: Personality assessment**

**10 Hours**

Psychometric and projective tests; The MMPI-2, Revised Neo Personality Inventory (NEO-PI-R), the Rorschach, TAT, Sentence completion techniques.

### **Unit 5: Neuropsychological assessment**

**10 Hours**

Bender-Gestalt and Wechsler Memory Scale-III.

### **Essential Readings:**

1. Goldenberg, H. (1983). *Contemporary clinical psychology* (2<sup>nd</sup> Ed.) New York: Brooks & Cole.
2. Morrison, J. (2007). *Diagnosis made easier*. NY: Guilford Press.
3. Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). *Introduction to clinical psychology*. (5<sup>th</sup> Ed.). Upper Saddle River, N. J.: Prentice Hall.

### **Suggested Readings:**

1. Pridmore, S. (2000). *The psychiatric interview: A guide to history taking and mental status examination*. Amsterdam: Taylor & Francis.
2. Trull, T. J. & Prinstein, M.J. (2013). *Clinical Psychology* (8<sup>th</sup> Ed.). Wadsworth, Cengage Learning.

<b>PSY-EC-329</b>	<b>Military Psychology</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic goal of the course is introduce the students a new and emerging field of military psychology. It also aims to familiarize them with the use of psychological principles and methods useful and relevant in the military setting. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit 1: Military psychology**

**10 Hours**

Nature, scope, historical perspective, contemporary issues and emerging trends in military psychology.

#### **Unit 2: Selection and Training of Military Personnel**

**10 Hours**

Assessment of psychomotor, spatial abilities, interest, aptitudes, and Personality; Training-training needs analysis, types and methods of training, evaluation and monitoring.

#### **Unit 3: Social Factors in military**

**10 Hours**

Leadership and subordination-Conformity, compliance and obedience, maintaining interpersonal relations, group cohesion, morale and motivation.

#### **Unit 4: Human factors in Military Organizations**

**10 Hours**

Human errors, safety and accidents, ergonomics and system design; Vigilance, Complacency.

#### **Unit 5: Environmental factors and Health Issues**

**10 Hours**

Effects of extreme environmental conditions and deprivation on military performance; Mental health issues in military: depression, alcoholism, substance abuse, suicide, combat stress, post-traumatic stress, coping with stress.

### **Essential Readings:**

1. Anastasi, A., & Urbina, S. (2003). *Psychological testing*. Prentice Hall: New Delhi.
2. Hall, R., & Mangelndroff, D. (1991). *Handbook of military psychology*. John Wiley: USA.
3. Kennedy, C.H., & Zillmer, E.A. (2006). *Military psychology: Clinical and operational applications*. Guilford: New York, USA.
4. Ramachandran, K. (in press). *Handbook of military psychology*. Delhi: DIPR.

### **Suggested Readings:**

1. Shalit, B. (1988). *The psychology of conflict and combat*. Praeger: NY.
2. Reuven, G., Adavid, M., & Dorff, A. (1991). *Handbook of Military Psychology*. USA, John Wiley Sons.

<b>PSY-EC-330</b>	<b>Psychopharmacology</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic objective of the course is to introduce the major psychotropic drugs used in the treatment of persons suffering from a variety of mental health problems. It also aims to familiarize them with the basic physiological processes and mechanisms involved in functioning of different psychotropic drugs. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit 1: Principles of psychopharmacology 10 Hours**

Pharmacokinetics, and pharmacodynamics.

#### **Unit 2: Types of psychoactive drugs 10 Hours**

Classification of psychoactive drugs and their effects

#### **Unit 3: Techniques in neuropharmacology 10 Hours**

Microdialysis, autoradiography, immunocytochemistry, and in-situ hybridization.

#### **Unit 4: Neurotransmitters in transmission 10 Hours**

Chemical signaling by neurotransmitters, neurotransmitter receptors and second-messengers systems.

#### **Unit 5: Techniques in behavioral pharmacology 10 Hours**

Measures of motor activity, analgesia, fear, anxiety, reward, learning and memory.

### **Essential Readings:**

1. Bloom, F.E., Iverson, S.D., Roth, R.H., &Iversen, L.L. (2008). *Introduction to neuropsychopharmacology*. New York: Oxford university Press.
2. Ettinger, R.H. (2010). *Psychopharmacology*. NJ: Pearson education, Inc.
3. Julien, R.M., Advokat, C.D. &Comaty, J.E. (2011). *A primer of drug action*. New York: Worth publisher.

### **Suggested Readings:**

1. Mckim, W.A. & Hancock, S. (2012). *Drugs and behavior: Introduction to behavioral pharmacology*. Pearson.
2. Meyer, J.S. &Quenzer, L.F. (2013). *Psychopharmacology: Drugs, the brain and behavior*. MA: Sinauer Associates, Inc.

<b>PSY-EC-331</b>	<b>Psychology of Adolescence</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic objective of the course is to introduce the learners to get familiar with the basic characteristics, challenges and solutions of developmental tasks of adolescence. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit 1: Puberty and adolescence 10 Hours**

Concept and characteristic features; developmental tasks; myths about adolescents.

#### **Unit 2: Physical changes 10 Hours**

Perception and reaction to physical changes.

#### **Unit 3: Social development 10 Hours**

Achieving independence from parents; parenting; parent-peer relationship; morality: Kohlberg and Loevinger's models.

#### **Unit 4: Personality development 10 Hours**

Identity and self-esteem; search for identity, ethnic identity and self-esteem.

#### **Unit 5: Psychosocial problems of adolescence 10 Hours**

Major stressors; depression, suicidal behaviour, drug abuse.

### **Essential Readings:**

1. Berk, L. E. (2013). *Development through the lifespan*. India: Pearson Education.
2. Kail, R.V. & Cavanaugh, J.C. (2007). *Human development: A life span view*. Wadsworth: Cengage
3. Lerner, R. M. & Steinberg, L. (2009). *Handbook of adolescent psychology*, Vols I & II. NY: John Wiley & Sons.

### **Suggested Readings:**

1. Santrock, J. (2011). *Adolescence*(14<sup>th</sup> Ed.) NY: McGraw-Hill Higher Education.
2. Shaffer, D. R. (1996). *Developmental psychology and adolescence*. California: Brooks & Cole

<b>PSY-EC-332</b>	<b>Stress Management in Organizations</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic goal of this course is to enable students to understand the basic construct of stress, its causes and management techniques. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit 1: Stress**

**10 Hours**

Concept, different perspectives, and symptoms; framework of stress; Occupational stress, P-E fit model of job stress.

#### **Unit 2: Causes of occupational stress**

**10 Hours**

Personal characteristics, organizational structure, properties of work and work setting, job roles.

#### **Unit 3: Effects of occupational stress**

**10 Hours**

Effect on job behavior, job satisfaction, performance, absenteeism. Effects on employee's physical and psychological health.

#### **Unit 4: Individual-centered stress management techniques**

**10 Hours**

Cognitive, hypno-suggestive, behavioural and physical (yoga and aerobic exercises) interventions; Coping strategies.

#### **Unit 5: Organization-centered stress management interventions**

**10 Hours**

Preventing, mitigating and moderating stress at organizational level.

### **Essential Readings:**

1. Matteson, M. T. & Ivancevich, J. M. (1987). *Controlling work stress-Effective human resources and management strategies*. San Francisco: Josey Bass
2. Pestonjee, D. M. (1992). *Stress and coping*. New Delhi: Sage Publications.
3. Ross, R. R. & Altmair, E. M. (1994). *Interventions in occupational stress*. New Delhi: Sage Publications.

### **Suggested Readings:**

1. Schafer, W. (2000). *Stress management* (4<sup>th</sup> Ed.). New Delhi: Cengage.
2. Srivastava, A. K. (1999). *Management of occupational stress: Theories and practice*. New Delhi: Gyan Publishing House.



<b>PSY-EC-333</b>	<b>Dissertation (Preparatory Stage)</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

Students opting for the dissertation in the third semester shall be required to submit the title and the supervisor's written consent in a stipulated period to the department's concerned office. Further, the candidate will be required to submit a proposal or a brief write-up before summer vacation. If the candidate fails to submit the supervisor's written consent and plan proposal in the stipulated time frame, he/she will not be allowed to opt for a dissertation in the third and fourth semesters. Such students would be asked to opt for theory/practical papers as the alternative to the dissertation. The dissertation shall be divided into two halves i. e., preparatory stage and the advanced stage, which will be carried out in the third and fourth semesters, respectively. It is expected that each student would present a paper in the conference of national/international repute and also publish one paper in peer/referred/UGC care listed journal out of the dissertation work carried out during the third and fourth semesters.

The preparatory stage of the dissertation would be dedicated to developing a detailed proposal of the study. This stage would be centered on planning the review of previous literature, identifying the research questions, choosing the study's objectives, describing the statements of the problem, selecting tools of the study, and deciding research design and sample for the data collection, etc. Hence, this research proposal may include one large study/experiment or several studies/experiments depending on the research's objectives and research questions. The proposal's preparation shall be done following the Publication Manual of the American Psychological Association. The dissertation proposal may be developed to conduct laboratory research, field work, survey research, case study, or any other type of psychological research. The final proposal shall be developed within 15 to 20 pages, including references and annexure. The final proposal shall be submitted before the commencement of the theory examination. The third semester's evaluation of the proposal shall be done in 100 marks (60 marks+40 marks as internal assessment). The internal component will be evaluated by the concerned supervisor/s. The end term evaluation (in 60 marks) shall be done before an external examiner through a scientific presentation followed by viva-voce.

<b>PSY-OE-334</b>	<b>Life Skills and Personality Development</b>	<b>Credits 2</b>
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### **Objectives and Teaching Methods**

The course of Life skills and personality development has been framed in consonance with the recent emphasis to identify and foster human skills pertinent to the development and growth leading to all round progress of the individuals. This course aims to familiarize the students with the basic life skills essential for personality development and effective adjustment. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

### **Unit I: Introduction**

**05 Hours**

Life Skills: Meaning and scope of life skills,

Managing Life skills; Communication, emotional intelligence, Problem solving, Assertiveness, coping stress, social and emotional skills

### **Unit II: Personality Development**

**05 Hours**

Meaning of Personality, the markers of good personality development, the issues of personality development,

Effective Personality: Concept, indices and methods of effective personality development

### **Unit III: Human Communication**

**05 Hours**

Communication: Meaning, components, importance and process of communication, Channels of communication

Verbal Communication: meaning and scope, methods to enhance verbal communication,

Non-verbal Communication: Basic components of non-verbal communication: Gesture, facial expression, posture, Importance of non-verbal communication

### **Unit IV: Emotional Intelligence and Human Life**

**05 Hours**

Emotional Intelligence: Meaning, components, Models and role of emotional intelligence in human performance and functioning

Emotional intelligence and various aspects of human functioning: Health, Job performance, Coping through emotional approach

### **Unit V: Life Skills and Areas of Human Functioning**

**05 Hours**

1. Methods of developing Life skills: Role-playing and rehearsal, Social Learning
2. Role of life skills in school, work place, family and community

### **Essential Readings:**

1. Glencoe (2010). Managing life skills. McGraw Hill USA
2. Life skills. (2012). NCERT Books, New Delhi
3. Clayton, E. & Tucker-Ladd (2004). Psychological self-help. Self Help Foundation.

### **Suggested Reading:**

1. Wadkar, Alka (2016). Life Skills of Success. Sage Texts

<b>PSY-OE-335</b>	<b>Prevention and Management of Depression for Professional Excellence</b>	<b>Credits 2</b>
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### **Objectives and Teaching Methods**

This course's foremost objective is to acquaint people with psychological techniques to prevent and manage depression in their day-to-day life. These days, depression has become a common mental disorder that presents with depressed mood, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or appetite, and poor concentration. Moreover, depression often comes with symptoms of anxiety. These problems can become chronic or recurrent and lead to substantial impairments in an individual's ability to take care of their everyday responsibilities. Many times, depression may lead to suicide, which translates to 3000 suicide deaths every day across the globe, including India. Lecture, interaction with patients with depressive disorders, discussion based on case conferences, etc., would be adapted as the teaching methods.

### **Section A: Understanding Depressive Disorders**

#### **Unit I: Introduction to Depressive Disorders (05 Hours)**

1. General and specific definitions of depression
2. Signs and symptoms of depressive disorders
3. Diagnostic criteria of depressive disorders
4. Types of depressive disorders
5. Prevalence of depressive disorders in professional set-ups

### **Section B: Preventive Techniques for Depressive Disorders**

#### **Unit II: Assertiveness Technique (05 Hours)**

1. Basic understanding of assertive behavior
2. Identification and management of aggressive behavior
3. Understanding and dealing with submissive behavior
4. Assertive practices in everyday life
5. Assertiveness and professional excellence

#### **Unit III: Mindfulness Technique (05 Hours)**

1. The foundations of mindfulness practices
2. Steps in the mindfulness practices
3. Regulation of the mind and breath in mindfulness
4. Mindfulness practices in everyday life
5. Mindfulness and professional excellence

### **Section C: Management Techniques for Depressive Disorders**

#### **Unit IV: Cognitive Behavior Therapy (CBT) (05 Hours)**

1. Basic concepts of Cognitive Behavior Therapy
2. Understanding of cognitive distortions
3. Importance of cognitive restructuring
4. Practicing Cognitive Behavior Therapy in everyday life
5. Cognitive Behavior Therapy and professional excellence

#### **Unit V: Rational Emotive Behavior Therapy (REBT) (05 Hours)**

1. Basic concepts of Rational Emotive Behavior Therapy
2. Identification of irrational beliefs
3. Importance of disputing and changing irrational beliefs
4. Practicing Rational Emotive Behavior Therapy in everyday life
5. Rational Emotive Behavior Therapy and professional excellence

### **Essential Readings:**

1. Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5).
2. Miltenberger, R. G., (2008). Behavior Modification: Principles and Procedures, Fourth Edition, Thompson Wordsworth
3. Fensterheim, H., & Baer, J. (1975). Don't say yes when you want to say no, Self-help book.
4. Coery, C. (2013). Case Approach to Counselling and Psychotherapy, Nelson Education, Ltd.

### **Suggested Readings**

1. Casey, P., & Kelly, B. (1985). Fish's clinical psychopathology, signs, and symptoms in psychiatry, 3<sup>rd</sup> Edition.
2. Ting, C. (1999). The Fundamentals of Meditation Practice, Buddha Dharma Education Association Inc.

<b>PSY-CC-421</b>	<b>Psychology of Emotion</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

The course of Psychology of Emotion aims to make familiar the students with the basic constructs, processes and dynamics of emotion, its impacts on human functioning, performance and social interactions and relationships. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

### **Unit I: Introduction to the Psychology of Emotion**

**10 Hours**

Introduction: First Ideas, Nineteenth Century Founders - Darwin, William James, Sigmund Freud.

Twentieth Century-Magda Arnold, Sylvan Tomkins, Alice Isen and his Associates (from 1950s to 1990s), Researcher's conceptions of Emotion.

Emotional Realm: Emotions, Moods, Dispositions. Cultural Understanding of Emotions: Self construal-Independent and interdependent selves. Values, Epistemology.

Cultural Influences on Emotions: Cross Cultural comparisons. Ethnography. Integrating Evolutionary and Cultural approaches to Emotion.

### **Unit II: Appraisal, Knowledge and Experience**

**10 Hours**

Appraisal and Emotion- Historical Background and Concept Primary appraisals, Good and Bad- which is Stranger?, Secondary Appraisal- Discrete approaches. Dimensional approaches.

Extending Appraisal Research- Cultural variation in appraisal. A third phase of Appraisal [Verbal Sharing] - Emotional Words.

Concept of Emotions as prototypes. Categorical properties of Emotion knowledge. Emotional Experience- Measuring Emotional Experience. Specific Emotions and core Affect.

### **Unit III: Emotions in Social Relationships**

**10 Hours**

The Interaction between Emotions and Social Relationships, Emotions in Friendships- Gratitude, Mimicry. Social Support.

Emotions in Hierarchical Relationships- Emotional Displays and the Negotiation of Social Rank. Power and Emotion. Social class and Emotion.

Emotion Within and Between Groups- Anger and Inter Group Conflict. Disgust and Us-Them Thinking. Infrahumanization. Emotional processes that improve Group Relations.

### **Unit IV: Emotions and Cognition**

**10 Hours**

Passion and Person. Emotion prioritize Thoughts, goals and Actions. Three Perspectives on Emotions in Cognitive Functioning- Emotion Congruence. Feelings as information. Styles of processing.

Effects of Moods and Emotions on Cognitive Functioning – perceptual Effects. Attentional Effects. Effects on Remembering. Eye witness Testimony. Persuasion. Moral Judgment.

Emotion and Law- Rules of Morality. Rules of Obligation. Dispassionate Judgment?

### **Unit V: Individual Differences in Emotionality**

**10 Hours**

Biases of Emotion in Temperament and Personality- Individual Differences in Emotion Shape. How we construe the World. Reciprocal processes in Emotion Expression. Attachment and Emotionality.

Emotions Associated with Attachment styles- Genetic Influences on attachment. Internal working models of Attachment. The Bridge between Attachment and Emotions.

Parental Relationships in Children Emotional Organization- Parents' responsiveness to children's Internal States.

Parenting in the socialization of Emotion. Intergenerational Transmission and Genetics in Parenting. Beyond Parenting: Influence of Siblings and Cues.

Emotionality over Lifespan: Continuities in Emotionality from Childhood to Adulthood. Personality Traits and Emotionality. Can Personality and Emotionality Change? Emotionality and Biography.

### **Essential Reading:**

1. Kelner, D., Oatley, K., & Jenkins, J. M. (2014). Understanding Emotions. Wiley Press.

### **Suggested Reading:**

1. Mandal, M. K. (2004). Emotion. East-West Press, New Delhi.

<b>PSY-CC-422</b>	<b>Psychological Measurement and Testing</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

This course has been made to convey basic understanding of principles of psychological testing through various field exposures. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

### **Unit I: Psychological Assessment**

**10 Hours**

Nature and purpose

Assessment, evaluation and testing

Principle of assessment

Ethical considerations

### **Unit II: Construction of Psychological Tool**

**10 Hours**

Writing test items

Rational, empirical, Factor analytic,

Item analytic approaches to test construction.

### **Unit III: Psychometric Properties**

**10 Hours**

Establishing reliability

Establishing validity

Development of norms

Issues and challenges

### **Unit IV: Applications of Psychological Tests**

**10 Hours**

Testing and assessment in various settings-

Education

Counseling and guidance

Clinical setting

Organizational and developmental areas

### **Unit V: Major concerns in Testing and Measurement**

**10 Hours**

Response bias and response set

Cross-cultural issues test equivalence and measurement bias

Test adaptation issues

Translation – back translation method and statistical methods

### **Essential Readings:**

1. Gregory, R. J. (2011). Psychological testing: History, principles, and applications (6th edition). New Delhi: Pearson Education.
2. Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.) New Delhi: Pearson Education.
3. Murphy, K. R. & Davidsofer, C. O. (2005). Psychological testing: Principles and applications (6th Ed.). NJ: Pearson Education.

### **Suggested Readings:**

1. Jackson, C. (2003). Understanding Psychological Testing. Mumbai: Jaico Pub. House.
2. Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistar Publication
3. Matsumoto, D. & van de Vijver, F J. R. (2011). Cross-cultural research methods in psychology. Cambridge: Cambridge University Press.

<b>PSY-CC-423</b>	<b>Clinical Intervention</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

This of paper of clinical psychology addresses behavioral and mental health issues faced by individuals across the lifespan including: Intellectual, emotional, psychological, social and behavioral maladjustment, disability and discomfort. Minor adjustment issues as well as severe psychopathology. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

### **Unit I: Nature of Specific Therapeutic Variables 10 Hours**

The client and the therapist, client- therapist relationship  
 Course of therapeutic intervention: initial contact, assessment  
 Goals of treatment, implementing treatment, Termination, evaluation, and follow-up  
 Issues in psychotherapy

### **Unit II: Psychoanalytic Therapy (Freudian) 10 Hours**

Goals and assumptions  
 Steps; Therapeutic techniques-Free association, analysis of dreams, analysis of resistance  
 Transference and confrontation  
 Clarification, interpretation and working through

### **Unit III: Phenomenological and Humanistic Existential Psychotherapy 10 Hours**

Client-centered therapy; origins, Theoretical propositions  
 Therapeutic process diagnosis and applications  
 Gestalt therapy  
 Existential therapy

### **Unit IV: Behavioural and Interpersonal Perspectives 10 Hours**

Behavior therapy: Origins and Techniques  
 Systematic desensitization, assertiveness training, exposure therapy  
 Modeling, behavioural rehearsal, contingency management, aversion therapy  
 Cognitive behaviour therapy- Ellis's and Beck's approach.

### **Unit V: Psychopharmacological Therapy 10 Hours**

Overview of psychopharmacological therapy  
 Use of neuroleptics  
 Use of anxiolytics, and antidepressants,  
 Use of mood stabilizers, and psychostimulants

### **Essential Readings:**

1. Corey, G. (2009). Theory and practice of counselling and psychotherapy. (8<sup>th</sup>Ed). Belmont, C.A: Brooks/Cole.
2. Neitzel, M.T., Bernstein, D.A. & Millich, R. (1998). Introduction to clinical psychology (5<sup>th</sup>Ed). Upper Saddle River, New Jersey: Prentice Hall.
3. Page, A.C. & Stritzke, W.G.K. (2006). Clinical Psychology for trainees: Foundations of science informed practice. New York: Cambridge University Press.
4. Planate, T.J. (2005). Contemporary clinical psychology. New Jersey: John Wiley & Sons.

### **Suggested Reading:**

1. Culari, S. (1998). (Ed.) Foundations of clinical psychology. New York: Allyn& Bacon.

<b>PSY-CC-424</b>	<b>Practical</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

**Hours = 60**

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments in Psychology of emotion and Clinical Psychology. They are expected to develop the skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypotheses, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed. In addition, they are expected to understand how various emotions-positive and negative-can be produced empirically by the researchers in laboratory

### **Any SIX practical of the following:**

1. Empathy
2. Measurement of Emotional Expression
3. Measurement of Discrete Emotions
4. Measurement of Cultural Variations in emotions
5. Verbal Descriptions of Emotions
6. Cognitive Behaviour Therapy (CBT)
7. Behaviour Modification Techniques
8. Free Association
9. Case History Taking/Mental Status Examination
10. Projective Tests

<b>PSY-EC-425</b>	<b>Health Psychology</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

The course of Health Psychology aims to make familiar the students with the new field of psychological inquiry which focuses on the scientific study of the nature and dynamics of relationship between health and human behaviors. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

#### **Unit I: Introduction to Health Psychology 10 Hours**

Health Psychology-Nature, Scope and its interdisciplinary and socio-cultural contexts.

The relationship of health psychology with clinical psychology behavioral medicine, gender and health.

#### **Unit II: Perspectives in Health Psychology 10 Hours**

Models of Health: Biopsychosocial model, Health behaviors model, self efficacy model.

Concept of sthitya aparagyna (Bhagvad gita). Yoga and meditation.

#### **Unit III: Health Psychology Across the Life Span 10 Hours**

Health promotion and disease prevention, behavioral risk factors (e.g. drug and alcohol use, Unsafe sexual behavior; smoking; diet and sedentary life style.

#### **Unit IV: Emotional Approach 10 Hours**

Stress personality and social support as psycho-social linkages of health, Cardio-vascular disorders. Psychology and pain.

#### **Unit V: Cognitive and Interpersonal Approaches 10 Hours**

Conditions/resources promoting and maintaining health, psychological, economic and spiritual-oriented interventions.

Development of health habit and reduction of unhealthy behavior.

### **Essential Readings:**

1. Brannan, I. & Feist, J. (1996). Health Psychology: an introduction to behavior and health. Pacific groove, C.A. : Brooks/cole.
2. Mishra, G. (1999) Psychological Perspectives on Stress and Health. New Delhi, Concept Publication.

### **Suggested Reading:**

1. Marks et al. (2011) Health Psychology, N. D.: SAGE.



<b>PSY-EC-426</b>	<b>Child and Adolescent Psychopathology</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic objective of this course is to provide students with an opportunity to get familiar with fundamental mental health issues which occur during childhood and adolescence. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

### **Unit 1: Introduction 10 Hours**

Historical overview of adolescent and child psychopathology; Classification; Risk factors - child maltreatment, impulsivity, behavioral inhibition, prenatal factors, brain injury.

### **Unit 2: Symptomatic disorders 10 Hours**

Enuresis, encopresis, somnambulism, tics and Tourett's syndrome.

### **Unit 3: Externalizing disorders 10 Hours**

Attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder, conduct disorder, juvenile delinquency, Alcohol & drug involvement,

### **Unit 4: Internalizing Behavior Disorders 10 Hours**

Anxiety disorders-obsessive-compulsive disorder, phobic reactions, separation anxiety, and selective mutism, Childhood depression.

### **Unit 5: Other Psychological Disorders 10 Hours**

Autism, schizophrenia and Eating disorders; Mental retardation and learning disabilities

### **Essential Readings:**

1. Beauchaine, T. P., & Hinshaw, S.P. (2013). *Child and adolescent psychopathology* (2<sup>nd</sup> rev. ed). N.J.: John Wiley & Sons.
2. Mash, E.J. & Barkley, R.A. (Eds) (2013). *Child psychopathology* (3<sup>rd</sup> Ed), NY: Guilford Publications Inc.
3. Mash, E. J. & Wolfe, D. A. (2012). *Abnormal child psychology* (5<sup>th</sup> Ed.). New Delhi: Cengage Learning.

### **Suggested Readings:**

1. Weis, R. (2013). *Introduction to abnormal child and adolescent psychology*. Thousand Oaks: Sage Publications, Inc.
2. Wicks-Nelson, R. & Allen, I. (2013). *Abnormal child and adolescent psychology* (8th International Ed.), London: Pearson.
3. Wilmhurst, L. (2014). *Child and adolescent psychopathology: A Casebook*. CA: Sage Publications.

<b>PSY-EC-427</b>	<b>Organizational Communication</b>	<b>4</b>
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### **Objectives and Teaching Methods**

The course aims to acquaint the students with basic process, importance, mechanisms and implications of organizational communication and its relevance for organizational outcomes. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit 1: Conceptual framework**

**10 Hours**

Meaning and process of communication, perspectives; direction of communication flow, communication barriers.

#### **Unit 2: External communication**

**10 Hours**

Environmental scanning; management of external communication

#### **Unit 3: Interpersonal communication**

**10 Hours**

Needs perspective, transactional analysis, Johari window; role of symbols, media and information technology, choosing among media; communication networks.

#### **Unit 4: Non-verbal communication**

**10 Hours**

Dimensions and functions of non-verbal communication; cultural differences in nonverbal communication.

#### **Unit 5: Communication for organizational effectiveness**

**10 Hours**

Persuasion and influence, counselling, listening, orientation and feedback, conducting effective interviews, effective oral presentations.

### **Essential Readings:**

1. Andrews, P. H. & Herschel, R. T. (1997). *Organizational communication*. (1<sup>st</sup> Ed.). New Delhi: A.I.T.B.S. Publishers.
2. Fisher, D. (2003). *Communication in organizations* (2<sup>nd</sup> Ed.). Bombay: Jaico Books.
3. Godhaber, G. M. (1990). *Organizational Communication* (5<sup>th</sup> Ed.). Bubuque Brown.

### **Suggested Readings:**

1. Lesikar, R.V. & Pettit, J. D. (1998). *Business communication: Theory and applications*. (6<sup>th</sup> Ed.). Illinois: Richard D. Irwin Inc.
2. Tubbs, S.L. & Moss, S. (2006). *Human Communication: Principles and Contexts*. (10<sup>th</sup> Ed.). McGraw Hill.

<b>PSY-EC-428</b>	<b>Cross-Cultural Psychology</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic objective of this course is to introduce the extent to which psychological processes are specific and universal. Major theoretical issues in cross-cultural psychology will also be introduced. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit 1: Culture and behavior**

**10 Hours**

Concept of culture, cultural relativity and universality, goals of cross-cultural psychology, cultural transmission.

#### **Unit 2: Methods of cross-cultural research**

**10 Hours**

Types of cross-cultural studies, etic and emic approaches; sampling and measurement issues, biases and equivalence; back translation procedure.

#### **Unit 3: Culture and cognition**

**10 Hours**

Major issues and theoretical positions, cultural influences on perception, categorization, learning, memory and problem solving; everyday cognition.

#### **Unit 4: Culture and emotion**

**10 Hours**

Basic emotions, recognition and judgment of emotions, cultural display rules, cultural construction of emotional experiences and categories.

#### **Unit 5: Cultural change and adaptations**

**10 Hours**

Approaches to the study of culture change, acculturation framework, measurement of acculturation, psychological and socio-cultural adaptations, behavior shifts and acculturative stress.

### **Essential Readings:**

1. Berry, J. W, Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A., & Sam, D.L.
2. (2011). *Cross-cultural psychology: Research and applications*. Cambridge: Cambridge University Press.
3. Berry, J. W. et al. (Eds.). (1997). *Handbook of cross-cultural psychology* (2<sup>nd</sup>ed.) (Vol. 1-3), Boston: Allyn& Bacon.
4. 3. Keith, K. D. (2010). *Cross-cultural psychology: Contemporary themes and perspectives*. New York: Wiley-Blackwell

### **Suggested Readings:**

1. Matsumoto, D. (2001). *The handbook of culture and psychology*. New York:Cambridge University Press.
2. Matsumoto,D., &Juang, L. (2013). *Culture and psychology*. Belmont: Wadsworth.

<b>PSY-EC-429</b>	<b>Environmental Psychology</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic objective of the course is to introduce the bi-directional relationship between environment and human behaviours as well as its relevance to understand the dynamics of relationships and implications for the life outcomes of people. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### **Unit 1: Introduction**

**10 Hours**

Nature, scope, history and focus of environmental psychology; Scientific method; models and theories of environment behavior relationship.

#### **Unit 2: Environmental perception and cognition**

**10 Hours**

Environmental perception; spatial cognition; environmental values and attitudes, attachment and identity; appraisal and assessment, personal space, privacy and territoriality.

#### **Unit 3: Environmental stress and health**

**10 Hours**

Environmental stress, crowding, noise and overpopulation; effects of physical environment on health.

#### **Unit 4: Weather and climate issues**

**10 Hours**

Weather and climate, seasonality, natural and technological disasters, environmental risk perception.

#### **Unit 5: Environmental problems and solutions**

**10 Hours**

Psychology of environmental problems; sustainability, common dilemma, solution to environmental problems, sustainable design; designing more habitable environments.

### **Essential Readings:**

1. Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). *Environmental Psychology* (5<sup>th</sup>ed). NY: HarcourtBrace, Inc.
2. Gifford, R. (2007). *Environmental psychology: Principles and practice*. Optimal Books.

### **Suggested Reading:**

1. Winter, D. D., & Koger, S. (2004). *The Psychology of Environmental Problems* (2<sup>nd</sup>ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

<b>PSY-EC-430</b>	<b>Forensic Psychology</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic objective of the course is make the students acquaint with applications of psychological principles to legal settings. Basic techniques and implications of psychology to understand violence, and criminal situations will also be discussed. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

### **Unit 1: Introduction to Forensic Psychology 10 Hours**

Historical overview, Functions of Forensic Psychologists, Psychology and law.

### **Unit 2: Psychology of Crime 10 Hours**

Developmental Theories and Psychobiological bases of crime, Risk Assessment & Violence Prediction, Eyewitness Testimony and Expert Testimony.

### **Unit 3: Psychological Investigation of Crime 10 Hours**

Scientific Lie Detection: Polygraph, Verbal & Non-Verbal Cues, Hypnosis and Narcoanalysis, Behavioural Analysis; Understanding the criminal Personality- antisocial Personality, psychopath & sociopath; Personality Profiling

### **Unit 4: Psychology of Violence 10 Hours**

Workplace and domestic violence, Child Abuse, Victim Psychology

### **Unit 5: Correctional Psychology 10 Hours**

Recognizing the suffering: Rape Trauma Syndrome and Post traumatic Stress Disorder, Coping with criminal victimization, rehabilitation of victim and offender

### **Essential Readings:**

1. Bartol, C. R. & Bartol, A. M. (2004). *Introduction to forensic psychology*. Thousand Oaks, CA: Sage Publications.
2. Brown, J. M., & Campbell, E. A. (Eds.) (2010). *The Cambridge handbook of forensic psychology*. Cambridge, England: Cambridge University Press.
3. Costanzo, M. & Krauss, D. (2010). *Legal and forensic psychology*. New York: Worth Publishers.
4. G., Hollin, C., & Bull, R. (Eds.) (2008). *Forensic psychology*. Chichester, England: John Wiley & Sons, Ltd.
5. Huss Matthew T. (2009). *Forensic psychology: Research, clinical practice, and applications*. West Sussex, UK: Wiley-Blackwell.

### **Suggested Readings:**

1. Joanna R. Adler, Jacqueline M Gray (Eds) (2010) *Forensic psychology*, N.Y.: William Publishing,
2. Towl, Graham J., & Crighton, David A. (Eds) (2010) *Forensic psychology*, West Sussex: N.J. John Wiley & Sons Ltd.
3. Weiner, Irving B. & Hess, Allen K. (Eds) (2006) *Handbook of Forensic Psychology*, N.J. John Wiley & Sons Ltd.

<b>PSY-EC-431</b>	<b>Psychology of Aging</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

A basic goal of this course is to introduce the students with the basic psychological attributes of older adults and their life outcomes as well as challenges to their life. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

### **Unit 1: Adult development & Aging**

**10 Hours**

Concept, Stages-characteristic features and developmental tasks, Physical & Biological changes, maintenance of physical health.

### **Unit 2: Theoretical approaches**

**10 Hours**

Biological theories, Erikson's Stage theory, role theory, activity vs. disengagement theories, exchange theory, continuity theory, socio-environmental theory.

### **Unit 3: Cognition**

**10 Hours**

Memory - changes in short and long-term memories, semantic, episodic and autobiographical memory, forgetting in adulthood, memory enhancing techniques; Intelligence-Beyond Piagetian formal operational stage, terminal drop model and disuse theory, measurement related issues, wisdom; Creativity in later life.

### **Unit 4: Personality and Self**

**10 Hours**

Continuity vs. discontinuity issue, changes in self-structure, maintenance of self-esteem; Aging and mental health; Factors in positive ageing.

### **Unit 5: Social Concerns of late adulthood**

**10 Hours**

Retirement, living arrangement, grand-parenting, coping with bereavement, widowhood, and loneliness.

### **Essential Readings:**

1. Birren, J. E., & Schaie, K. W. (2011). *Handbook of the psychology of aging* (6th Ed). London: Academic Press.
2. Charles, Susan T., ed. (2009). *Current directions in adulthood and aging*. New York: Pearson.
3. Erber, J. T. (2013). *Aging and older adulthood* (3rd ed). N.J.: Wiley-Blackwell.
4. Hofer, S. M., & Alwin, D. E. (2008). *Handbook of cognitive aging: Interdisciplinary perspectives*. London: Sage.

### **Suggested Readings:**

1. Schaie, K.W., & Willis, S.L., eds. (2011). *Handbook of psychology of aging* (7<sup>th</sup> Ed). London: Academic Press.
2. Stuart-Hamilton, I. (2006). *The psychology of ageing: An introduction*. London: Jessica Kingsley Publishers.

<b>PSY-EC-432</b>	<b>Applications of Indian Psychology</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

The central focus is on increasing one's self-knowledge and on developing those psychological skills and attitudes that help in one's personal growth. It is, after all, only to the extent that one understands one's own self and is able to apply that understanding in life, that one can help others. To enable an in-depth engagement of students with the core psychological concepts available in the Indian traditions and to creatively evolve the applications of Indian psychological concepts are the major objectives of this course. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

### **Unit I: Introduction to Indian Perspectives**

**10 Hours**

The Eastern and Western applied Psychology, Conceptualizations of human problems, origin and development of problems. Approaches of interventions.

### **Unit II: Consciousness and Self and Identity**

**10 Hours**

What is self? self as consciousness; states of consciousness; self as knower, as enjoyer, as doer; ego-identity and soul identity; self and society. Yoga, , Dynamics of Action: Feeling and Doing (including Bhakti), Work and organizations.

### **Unit III: Human Emotions**

**10 Hours**

Bases of emotions, desires and detachment; types of emotions and their manifestations, theories of rasa and bhāva; positive states of mind; controlling anger and violence in society.

### **Unit IV: Health and Well-Being**

**10 Hours**

Health, well being and human development, Indian approaches to health and well being, Yoga, Ayurveda, goals of life- concept of purusharthas, personality development- concept of ashramas.

### **Unit V: Transpersonal approaches in Indian Psychology**

**10 Hours**

Transpersonal phenomenon and consciousness- contributions of William James, Jung, Hinduism, Buddhism, Jainism in understanding transpersonal phenomenon.

### **Essential Readings:**

1. Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). Handbook of Indian Psychology. New Delhi: Foundation Books.
2. Misra, G. & Mohanty, A. K. (2001). Perspectives on Indigenous Psychology. New Delhi: Concept Publishing Co.

### **Suggested Readings:**

1. Mehta, M. L. (2002). Jaina Psychology: Introduction. Varanasi: Parshvanath Vidyapeeth.
2. Veereshwar, P. (2002). Indian Systems of Psychotherapy. Delhi: Kalpaz Publications.
3. Coster, G. (1998). Yoga and Western Psychology. Delhi: Motilal Banarsi Dass Publishers Pvt. Ltd.
4. Vrinte, J. (1996). The Quest for the Inner Man: Transpersonal Psychotherapy and Integral Sadhana. Pondicherry, India: Sri Mira Trust.
5. Kalupahana, D. J. (1992). The Principles of Buddhist Psychology. Delhi: Sri Satguru Publications.

<b>PSY-EC-433</b>	<b>Dissertation (Advanced Stage)</b>	<b>Credits 4</b>
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### **Objectives and Teaching Methods**

The major objective of this stage of dissertation is to design and collect data and prepare a write-up of the dissertation. The prepared dissertation will be evaluated by a committee constituted as per the ordinance. The dissertation's advancement shall be the executive phase of data collection, analysis of data, and preparation of detailed reports. The final report's preparation shall be done according to the Publication Manual of the American Psychological Association (APA). The final report of the dissertation shall be developed within 80-90 pages, including references and annexure. The detailed report of the dissertation work must be completed during the fourth semester. The final report of the dissertation must be submitted before the fourth semester's commencement of theory examination. The dissertation's evaluation will be done in 100 marks. The concerned supervisor will evaluate the internal component. The end term evaluation (in 60 marks) will be done by external examiners, including the literary and scientific presentation of the dissertation and the performance in the viva-voce in the open seminar.