UNIVERSITY OF DELHI

MASTER OF ARTS

Psychology
Effective from the Year 2019-2020

PROGRAMME BROCHURE

CONTENTS

I. About the Department:

The proposed programme shall be governed by the Department of Psychology, Faculty of Arts, University of Delhi—110007.

Department of Psychology

Psychology at the Master's level was introduced in Delhi University in 1957 under the Department of Philosophy and Psychology. The Department of Psychology as an independent department was established in 1964 under the headship of Late Prof. H.C. Ganguli.

The Department has two units, one at the North Campus and the other at the South Campus established in 1981. At the North Campus the courses offered are M.A. Psychology and Ph.D while at South Campus the course offered is M.A. in Applied Psychology.

In recognition of its achievements in teaching and research, the University Grants Commission (UGC) identified this Department as Department of Special Assistance (DSA) in 1989. The two thrust areas identified are Cognitive Psychology and Applied Social Psychology. Two phases of the DSA Programme (10 Years) have been completed. Recently in 2015 UGC has recommended the Department for SAP (Special Assistance Programme). Department of Psychology was awarded "Second" position in the event "Awards for good practice" during the Antardhwani-2013 organized by the University of Delhi, Delhi.

The Department has a total strength of 13 teaching faculty out of which currently there are 3 Professors, 3 Associate Professors and 4 Assistant Professors. This includes 1 Professor and 1Associate Professor in the Applied Psychology Unit at the South Delhi Campus. The teaching and research programme is supported by the technical staff at different levels. Apart from the Student Laboratory, meant for the practicum work for the students at the Master's level, we have a few research labs, equipped with necessary amenities. The Seminar Room is equipped with the State-of-the-Art facilities. Presently the best and latest technology gadgets have been procured and set up to enhance the teaching and research activities. One of the strength of the teaching programme is to establish interface with Industries and Organizations working in varied domains as hospitals, NGOs, Corporate Sectors etc. The M.A. Psychology and Applied Psychology Courses include the latest trends in Psychology, with emphasis on practical training and field work. The courses lay special emphasis on the acquisition of knowledge and skills through theoretical understanding and its practical implications. The Department has already initiated the process of revising all the courses at the undergraduate and postgraduate level. In addition to lecturing as the primary mode of instruction, teaching is also interactive with due emphasis on seminar, presentations and discussions and also experiential exercises and peer mentoring.

The Departmental teaching, research and field training are centred around contemporary issues   as stress and health, ageing, drug abuse, community mental health, disability, neuropsychological assessment and rehabilitation, etc. A large number of our Master's and Ph.D students after completing their degrees are employed by different organizations/hospitals dealing with these issues.

From time to time, the Department organizes Conferences, Seminars, Refresher Course, Workshops, etc. for the benefit of faculty and students. It has hosted the Indian Science Congress Sessions thrice as well as an International Conference and various National Level Conferences. The Department has organized conferences on Cognitive Psychology, Quality of Life, Human Resource Development. Culture and Psychology, Health Psychology, Affect, Identity and Discourse, Puzzles of Perception and on Indian Psychology. In addition, many research projects have also been undertaken. The department has signed a MOU with San Diego State University which involves collaboration in teaching and research.

The Department of Psychology has been granted the Special Assistance Program (SAP) by the University Grants Commission in 2016. The thrust areas of SAP project are: Institution Building, working with vulnerabilities, and Health and Well-being. The SAP project is in its first phase of implementation, under which various programs are being carried out by the faculty members like undertaking research around the thrust areas, organizing conferences and seminars and teaching-community interface activities.

PREAMBLE

Keeping pace with the disciplinary advances the program would address learning about psychological functioning at individual and social levels in an inclusive manner. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. To this end the students will be familiarized with plurality in perspectives, pedagogy and their implications. The course would allow students to nurture their academic interests in specialized domains of psychology, along with quest for personal growth and citizenship.The Department holds the provision for inclusion of new courses and modification of presented ones during a given academic year. In preparation of the courses the element of interdisciplinarity is kept in view and embedded in the courses. Reading material will be made available by concerned faculty.

VISION

1. To create self-awareness among students to discover one's true calling in life for the evolution of higher human consciousness.
2. To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.
3. To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.
4. To help develop professional skills that empowers the students to gain employment, as well as contribute towards the well-being of other individuals and small groups, and promote harmony in the society.
5. To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

MISSION

To create, evolve and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as

egalitarian concerns for maintaining collective existence. Courses should ensure cultural relevance and address other contemporary societal concerns in the program.

<center>**Structure of the Courses**</center>

To achieve these objectives the proposed curriculum would have the following structure:
A. Core (Foundational) Courses
 B. Electives (Specialization)
C. Open Electives (skill based papers)
 1. Core courses of the curriculum are designed to promote common educational edifice without which a particular discipline cannot be taught. They are necessary as they enable the students to take up more specialized course of their choice later on.
2. Elective courses would cater to specialization in particular domains. They must highlight the conceptual foundations, pedagogical considerations and specific set of skills required within semester frame. They would strive to bring in a process orientation. These courses would be taught through workshop/experiential/reflective mode, and assessment would be done by process driven activities.
3. Open Elective courses should also be designed and developed keeping in view the market demands and core competencies available within the discipline of psychology, which would be taught with the blend of pedagogies relevant for psychology as a subject.

<center>**Principles kept in mind while drafting the Course**</center>

1. These courses were designed and developed by smaller groups of faculty members. At least two faculty members were assigned the task of designing the Core and Elective papers. They were given the choice of co-opting experts in that domain.
 2. The courses were designed to be commensurate with the credit system, which requires a minimum of 40-50 hours of active engagement over a semester.
 3. The faculty decided in the beginning, through a number of deliberations, regarding number of elective papers. It is important to note here that India is a diverse country and expertise in all the optional papers may not be available in all the colleges and Universities across India. It was advised to create adequate options to provide a comprehensive coverage of the discipline and also to the institutions where it would/could be taught.
4. It was envisaged to provide learning possibilities with a high degree of specialization and in-depth knowledge in at least one area/domain of the discipline, or more than one. Nonetheless, developing and retaining appropriate level of skills to enhance employment opportunities in different domains was decided to be a concurrent priority while designing the courses. It is to be remembered that a significant number of students enrol in the Graduation Program after having done Psychology in grade XII. Larger number of students, however, have previous study exposure from other streams of sciences, arts and commerce. Therefore, one of the principles that was kept in mind was that the transition be made smooth both from content as well as process orientation of teaching.

II. Introduction to Choice Based Credit System (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in

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evaluation system also enables the potential employers in assessing the performance of the candidates. Definitions:

(i) 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre

(ii) (ii) 'Course' means a segment of a subject that is part of an Academic Programme

(iii) (iii) 'Programme Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission

(iv) (iv) 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course

(v) (v) 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre

(vi) (vi) 'Open Elective' means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.

(vii) (vii) 'Credit' means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course

(viii) (viii) 'SGPA' means Semester Grade Point Average calculated for individual semester.

(ix) (ix) 'CGPA' is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.

(x) (x) 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into %age marks is given in the Transcript

III. M.A. Psychology Programme Details:

PROGRAMME OBJECTIVES
Our programme envisions-
➢ To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
➢ To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.
➢ To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

PROGRAMME STRUCTURE

The M. A. Psychology Programme is divided into Two Parts as under. Each Part will consist of two Semesters to be known as Semester-1 and Semester-2.

		Semester-1	Semester-2
Part I	First Year	Semester—I-1	Semester—I-2
Part II	Second Year	Semester—II-1	Semester—II-2

Course Credit Scheme

Semester	Core Course			Elective Course			Open Elective Course			Total Credits
	No. of papers	Credits	Total	No. of papers	Credits	Total	No. of papers	Credits	Total	
I	4+1 (prac)	4	20	-	-	-	-	-	-	20
II	2+1 (prac)	4	12	2	4	8	-	-	-	20
III	-	-	-	3+1+1	4	20	2	2	4	24
IV	-	-	-	**A:** 4+1 **B:** 3+1 (Dissertation)	4	20	2	2	4	24
Total credits for the course			32			48			8	**88**

*For each Core and Elective Course there will be 4 lecture hours of teaching per week.

*Open Electives to the maximum total of 8 credits.

*Duration of examination of each paper shall be 3 hours.

*Each paper will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment

Semester 1:

Semester 1 shall consist of 4 core papers which will be compulsory for all students. Each core paper will be for 4 credits. 4 credits will be provided for the Practicum that will be compulsory for all students. Total credit points for this Semester shall be 20.

Semester I				
Core Courses	Credits in each course			
	Theory	Practical	Tutorial	Credits
PSY 101: Cognitive Psychology	4	-	*	4
PSY 101: Research Method and Statistics	4	-	*	4
PSY 101: Social Psychology	4	-	*	4
PSY 104: A Conceptual History of Psychology	4	-	*	4
PSY 105: Practicum based	-	4	-	4
			Total	20

*Credit points for tutorial forms the component of the internal assessment

Semester 2:

Semester 2 shall consist of 2 core papers (4 credit points per paper) and one compulsory Practicum (4 credits). There will be **six** specializations offered to the students out of which students will have to opt for 1 specialization: **Applied Developmental Psychology (A), Organizational Behaviour/HR(B), Clinical/Neuropsychology (C), Indian and Transpersonal Psychology (D), Health and Culture (E) and Social Psychology (F)** Each elective paper will be for 4 credit points.Total Credit points for this semester shall be 20.

Semester II				
Core Courses	Credits in each course			
	Theory	Practical	Tutorial	Credits
PSY 201: Psychometrics	4	-	*	4
PSY 202: Qualitative Research Methods	4	-	*	4
Elective Courses	Credits in each course			
	Theory	Practical	Tutorial	Credits
PSY 203A: Applied Developmental Psychology: Theory, Research and Practice	4	-	*	4
PSY 204A: Socio-emotional Development in Children	4	-	*	4
PSY 203B: Organizational Psychology and Indian Context	4	-	*	4
PSY 204B: Cultural Processes and Leadership	4	-	*	4
PSY 203C: Philosophy of Clinical Psychology	4	-	*	4
PSY204C: Understanding Psychological Disorders	4	-	*	4
PSY 203D: Philosophical and Historical	4	-	*	4

Foundations				
PSY204D: Knowledge in Indian Thought	4	-	*	4
PSY 203E: Health and Well-Being	4	-	*	4
PSY204E: Psychology of Vulnerability	4	-	*	4
PSY 203F:Intergroup Relations in Indian Society	4	-	*	4
PSY204F: Conflict Resolution and Peace Psychology	4	-	*	4
PSY 205: Practicum based on paper 201, 202, 203 and 204.	-	4	-	4
	Total			20

Semester 3:

Semester 3 shall consist of 3 elective papers from each of the six specializations. 4 credit points shall be given for each of these elective papers. The students can opt for a maximum of 2 open electives from this semester. 2 credit points shall be given for the open elective paper which shall consist of 2 units of theory (2 hours/week classes).
There will be a mandatory paper on Field Training Work that the students will have to undertake which shall be for 4 credit points. Total credits for this semester shall 24.
The floating of Elective and Open Elective Papers shall be dependent on the availability of the faculty.

Semester III				
Elective Courses	Credits in each course			
	Theory	Practical	Tutorial	Credits
PSY301A: Contemporary Perspectives and Issues in Applied Developmental Psychology	4	-	*	4
PSY302A: Cognitive Development: Mind, Brain and Education	4	-	*	4
PSY 303A: Developmental Disorders	4	-	*	4
PSY 301B: Organizational Change and Development	4	-	*	4
PSY 302B: Interpersonal Process and Team Building	4	-	*	4
PSY 303B: Power and Politics in Organization	4	-	*	4
PSY 301C: Psychotherapeutic Interventions	4	-	*	4
PSY 302C: Community Mental Health	4	-	*	4
PSY 303C: Clinical Assessment and Diagnosis	4	-	*	4
PSY 301D: Who am I? The self and the structure of the personality	4	-	*	4
PSY 302D: Applications: Yoga-Based Self-Development, Education, Therapy, OB, & Community Work	4	-	*	4
PSY 303D: Emotions and the transformation	4	-	*	4

of personhood in Indian Psychology				
PSY 301E: Positive Psychology and Health	4	-	*	4
PSY 302E: Diversity, Culture and Health	4	-	*	4
PSY 303E: Emotions and Well Being	4	-	*	4
PSY 301F: Psychology of Intimacy	4	-	*	4
PSY 302F: Environmental Psychology	4	-	*	4
PSY 303F: Vulnerabilities of Contemporary Indian Society	4	-	*	4
PSY 304: Practicum based on 301, 302 and 303	-	4	-	4

Open Elective Courses	Credits in each course	
	Theory	Credits
PSY 305: Gender and Psychology	2	2
PSY 306: Theory and Practice of Persuasion	2	2
PSY 307: Development of Theory of Mind	2	2
PSY 308:Children and Narratives	2	2
PSY 309:Play and Child Development	2	2
PSY 310: Psychology of Disability	2	2
PSY 311: Psychological Assessment and Behavioural Skills	2	2
PSY 312: Psychology and the Virtual World	2	2
PSY 313: Psychological Understanding of texts and films	2	2
PSY 314: Introduction to Analytical Psychology	2	2
PSY 315:Archetypes and the Collective Unconscious	2	2
PSY 316: Field Training (Compulsory for all)	4	
	Total	24

Semester 4:

Semester 4 shall consist of 3 elective papers each from 6 specializations. There will be one compulsory Practicum paper. Only top 25% students (on the basis of their marks in the first two semesters) shall have the option of taking up Dissertation that will be for 8 credit points. The remaining will opt for Elective Papers/ Open Elective papers equivalent to eight credits. Students will have to opt for two open elective papers from this semester. The total credit points for this semester shall be 24 points.

Semester IV				
Elective Courses	Credits in each course			
	Theory	Practical	Tutorial	Credits
PSY401A: Adolescence and Young Adulthood	4	-	*	4
PSY402A: Ageing: Growth and Development during Late Adulthood	4	-	*	4

PSY403A: Counselling Children and Adolescents	4	-	*	4
PSY401B: Coaching and Mentoring at Workplace	4	-	*	4
PSY402B: Human Resource Management	4	-	*	4
PSY403B: Negotiation and Bargaining Skills	4	-	*	4
PSY401C: Behavioural Medicine	4	-	*	4
PSY402C: Clinical Neuropsychology	4	-	*	4
PSY403C:Childhood Disorders	4	-	*	4
PSY 401D: Introduction to Transpersonal Psychology				
PSY402D: Transpersonal Phenomena-Transformation, Healing and Wellness	4	-	*	4
PSY403D: Introduction to Buddhist Psychology	4	-	*	4
PSY401E: Culture, Behaviour and Health	4	-	*	4
PSY402E: Psychology of Happiness and Peace	4	-	*	4
PSY403E: Stress, Culture and Health	4	-	-	4
PSY 401F: Self, Globalization and Society	4	-	*	4
PSY 402F: Challenges of Societal Development	4	-	*	4
PSY 403F: Social Psychology and Education	4	-	*	4
PSY 404: Practicum based on papers 401, 402 and 403	-	4	*	4

Open Elective Courses	Credits in each course	
	Tutorial	Credits
PSY 405: Executive Function: Assessment and Intervention	2	
PSY 406: Developmental Assessment	2	
PSY 407: Emotions in everyday life	2	
PSY 408: Experiential Enquiry into Self	2	
PSY 409: Institutions and Entrepreneurship	2	
PSY 410: The Gifted Child	2	
PSY 411: Developmental Psychology in Education	2	
PSY 412: Archetype and Mythology	2	
PSY 413: Dream Interpretation: Jungian Perspective	2	
PSY 414: Training and Consulting in Organizations	2	
PSY 415: Dissertation (Top 20 Only)	8	
	Total	24

Paper No:	Nature of paper	Title	Maximum marks	Credit points
PSY401A	Elective	Adolescence and Young Adulthood	100	4

PSY402A	Elective	Ageing: Growth and Development during Late Adulthood	100	4
PSY403A	Elective	Counseling Children and Adolescents	100	4
PSY401B	Elective	Coaching and Mentoring at Workplace	100	4
PSY402B	Elective	Human Resource Management	100	4
PSY403B	Elective	Negotiation and Bargaining Skills	100	4
PSY401C	Elective	Behavioural Medicine	100	4
PSY402C	Elective	Clinical Neuropsychology	100	4
PSY403C	Elective	Childhood Disorderss	100	4
PSY401D	Elective	Introduction to Transpersonal Psychology	100	4
PSY402D	Elective	Transpersonal Phenomena-Transformation, Healing and Wellness	100	4
PSY403D	Elective	Introduction to Buddhist Psychology	100	4
PSY401E	Elective	Culture, Behaviour and Health	100	4
PSY402E	Elective	Psychology of Happiness and Peace	100	4
PSY403E	Elective	Stress, Culture and Health	100	4
PSY401F	Elective	Self, Globalization and Society	100	4
PSY402F	Elective	Challenges of Societal Development	100	4
PSY403F	Elective	Social Psychology and Education	100	4
PSY404		Practicum based on papers 401, 402 and 403	100	4
PSY405	Open Elective	Executive Function: Assessment and Intervention	50	2
PSY406	Open Elective	Developmental Assessment	50	2
PSY407	Open Elective	Emotions in everyday life	50	2
PSY408	Open Elective	Experiential Enquiry into Self	50	2
PSY409	Open Elective	Institutions and Entrepreneurship	50	2
PSY410	Open Elective	The Gifted Child	50	2
PSY411	Open Elective	Developmental Psychology in Education	50	2
PSY412	Open Elective	Archetype and Mythology	50	2
PSY413	Open Elective	Dream Interpretation: Jungian Perspective	50	2
PSY414	Open Elective	Training and Consulting in Organizations	50	2
PSY415		Dissertation	200	8

NOTES:

1. Students can earn a maximum of 8 credit points from the Open Elective papers (including Semester 3 and 4)
2. Open Elective and Specialization Papers shall be offered depending upon the availability of the faculty.
3. In order to claim/earn a Specialization, students are required to take at least Six Elective papers in that Specialization.
4. In each semester the students can opt for only one specialization area.
5. No practical examination or Viva shall be conducted for the open electives.

TEACHING

The faculty of the Department is primarily responsible for organizing lecture work for XXX. The instructions related to tutorials are provided by the respective registering units under the overall guidance of the Department. Faculty from some other Departments and constituent colleges are also associated with lecture and tutorial work in the Department. There shall be 90 instructional days excluding examination in a semester. (Add details about Projects/Dissertation and role of supervisor)

Eligibility for Admissions:

The eligibility for admissions shall be decided by the faculty members and shall be reflected in the Admission Brochure

Assessment of Student's Performance and Scheme of Examination:

1. English shall be the medium of instruction and examination.
2. Examination shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi.
3. The system of Evaluation shall be as follows:
   3.1 Assessment of students' performance shall be based on the 70: 30 criteria. 70 marks shall be for the end point examination consisting of five theory questions (14 marks each) and 30 marks shall be for internal assessment. For Open electives (50 marks paper) the examination will be for 35 marks and Internal Assessment for 15 marks.
   3.2 For Practical Examination 70 marks will be based on practical report and 30 marks will be based on viva-voce.
   3.3 Assessment of field training shall be based on the Field training report provided by the student based upon the 50 days summer internship undertaken during summer vacation after Semester 2.
   3.4 Assessment of the Dissertation shall be done on the basis of the report of Dissertation (70 marks) and viva-voce held by the University appointed External Examiner and Internal Examiner (30 marks)

Pass Percentage and Promotion Criteria:

Minimum marks of passing the examination in each semester shall be 40% in each paper and 45% in aggregate for a semester. However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

No student would be allowed to avail more than 3 chances to pass any paper inclusive of the first attempt.

Semester to Semester Progression:
Students shall be required to fulfil the Part to Part Promotion Criteria. Within the same Part, students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least half of the courses of the current semester.
Part to Part- I to II: Admission to Part-II of the Programme shall be open to only those students who have successfully passed at least 75% papers out of the papers offered for the Part-I courses comprising of Semester 1 and Semester 2 taken together. However, he/she will have to clear the remaining papers while studying Part – II of the Programme.

Conversion of Marks into Grades:
As per University rules
Grade Points:
Grade points shall be determined as per the Grade point table as per University Examination rule.

CGPA Calculation:
As per University Examination rule.

Division of Degree into Classes:
As per University Rules.
Attendance Requirement:
No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Department of Psychology, University of Delhi, to have attended 75% of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study. Provided that he/she fulfils other conditions the Head, Department of Psychology may permit a student to the next semester who falls short of the required percentage of attendance by not more than 10 percent of the lectures, tutorials and seminars conducted during the semester.
Span Period:
No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Part-I/Semester I of the M.A. Programme.

Guidelines for the Award of Internal Assessment Marks for M.A. Psychology (Semester Wise)

The Internal assessment for every paper shall be based on the following criteria:

Criteria of Assessment	Assignment/class test 1	Assignment/class test 2	Attendance	Total Internal Assessment marks
For 100 marks paper (Core and Electives)	12	12	6	30
For 50 marks paper (Open Electives)	6	6	3	15

IV: Course Wise Content Details for the Programme:

MASTER of Psychology

<u>**SEMESTER- I**</u>

Core Papers

PSY 101: Cognitive Psychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications. To help learners understand the importance of these cognitive processes in everyday life .

- **Unit 1: Attention and Executive Processes-** Current Paradigms; The Frontal Lobe and Executive Processing; Switching Attention; Attention Control, Attention Training
- **Unit 2: Memory Processes**- Current Models and Directions; Organization of Long-Term Memory; Episodic Memory: The Frontal and Temporal Lobe; Flashbulb Memory; Eyewitness Memory; Traumatic Memory; Everyday Memory; False Memories; Mood and Memory; Aging and Memory; Enhancing Memory
- **Unit 3: Language Processes-** Language Acquisition; Brain and Language; Models of Reading and Language Comprehension; Meaning and Beyond; Language in Context; Processes of Language Production; Language, Thought and Bilingualism
- **Unit 4: Decision Making and Problem Solving**- Decision Making: Models and Theories; Complex, Uncertain Decision Making; Human Problem Solving: Strategies and Heuristics; Expert and Novice Problem Solvers; Artificial Intelligence
- **Unit 5- Practicum:** Based on the above units

Suggested Readings:

- Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press. Harley,
- Treror, A. (2002). The psychology of language: From data to theory. Taylor Francis.
- Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
- Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
- Vaid, J., & Gupta, Ashum. (2002). Exploring word recognition in a semi-alphabetic script: the case of Devanagari. Brain and Language, 81, 679-690

PSY 102: Research Method and Statistics

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: To create in-depth understanding of quantitative designs and techniques in psychological research. To analyse quantitative psychological data and learn the usefulness and application of different statistical methods.

- **Unit-1:** Inferential Statistics: parametric and nonparametric statistics. Single case designs, Group Design-Randomized Group design (between group design) and repeated measures design (within group design), single factor multiple group design, two factor designs, factorial designs.
- **Unit-2:** Correlation and Regression: Applications of Correlation Methods such as Pearson correlation, Bi serial, point-bi-serial, , partial, canonical and multiple correlation. Introduction to Regression: Simple linear regression, multiple linear regression, Non-linear regression and logistic regression.

- **Unit-3:** Special experimental designs: randomized complete block design, Latin square designs, Graeco-latin square designs. Post-Hoc testing: multiple comparison of means.

- **Unit-4:** Multivariate data analysis: Principal component analysis, cluster analysis. Threats to Experiment -internal validity and external validity, Type-1 and Type-2 Error, Statistical power of the test.
- **Unit 5- Practicum:** Based on the above units

Suggested Readings:

- Broota, K.D. (1992). *Experimental Design in Behavioural Research*. ND: New Age International Pub.
- Hair, Joseph F., et al. Multivariate Data Analysis: A Global Perspective. 7th ed. Upper Saddle River: Prentice Hall, 2009.
- Ferguson, G. A. (1959). Statistical analysis in psychology and education.
- Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings* . Oxford University Press.
- Keller, G. (2014). *Statistics for management and economics*. Nelson Education.
- Seltman, H. J. (2014). Experimental design and analysis. *Retrieved January*, *15*, 2015.
- Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.
- Winer, B. J. (1971). *Statistical principles in experimental design*. NY: McGraw Hill.

PSY 103: Advanced Social Psychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: To familiarize students with some of the major theoretical perspectives in social psychology. To appreciate interpersonal and group level psychological processes in the cultural context.

- **Unit 1** Theoretical Perspectives: Social construction, Social representation, Discursive social psychology, Social Exchange, Social comparison.
- **Unit 2** Self and identity: Organization of self -knowledge, Culture and Self Construal, Perceived self-control and self-regulation, Self-esteem, Self-serving bias, Self-presentation. Social identity
- **Unit 3** Social relations: Attraction and intimacy, Pro-social behaviour, Aggression and violence.
- **Unit 4** Group processes: Decision making and Performance, Intergroup conflict, Crowd and social movements, Negotiation and peace- making, Sustainable future.

Suggested Readings:

- Delamater, J. (2003). Handbook of social psychology. New York: Kluswer Academic.
- Flick, U. (1998). The psychology of social. Cambridge: Cambridge University press.
- Burke, Peter J. (2006). Contemporary social psychological theories. Stanford: Stanford social sciences.
- Hogg, M.A. & Cooper, Joel (2003). Sage handbook of social psychology. Los Angles: SAGE
- Kakar, S. (2007). The Indians, Portrait of a People. New Delhi: Viking Penguin.

PSY 104: History of Psychology:

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: To acquaint the student with a wider (global) history of psychology in general and India in particular.To highlight the paradigms and dominant concerns of mainstream Euro-American psychology, and issues therein.To elucidate the major paradigms of psychological knowledge in India and highlight the contribution of Indian knowledge systems.To critically appreciate the significant contributions of major schools of Psychology evolved in Eastern and Western traditions.

- **Unit 1:**Introduction to psychological thought in major Indian systems: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism and Integral Yoga .Academic psychology in India: Pre-independence era; post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian psychology in academiaIssues: The colonial encounter; Post colonialism and psychology; Lack of distinct disciplinary identity
- **Unit 2:** Psychological thought in the West: Greek heritage, medieval period and modern period. The four founding paths of academic psychology. A fresh look at the history of psychology – Voices from non Euro-American backgrounds. Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Move from a modern to a postmodern psychology; Indic influences on modern psychology
- **Unit 3:** Three essential aspects of all knowledge paradigms: Ontology, epistemology, and methodology .Six important paradigms of Western psychology: Positivism, post-positivism, the critical perspective, social constructionism, existential phenomenology, and co-operative enquiry. Paradigmatic controversies, contradictions, and emerging confluences. East and West: Transpersonal psychology, Ken Wilber's Integral psychology, Contemporary Buddhism, Sikhism, Kashmir Shaivism, Sufism, Kriya Yoga, Integral Yoga of Sri Aurobindo
- **Unit 4:** Paradigmatic representation of significant Indian paradigms on psychological knowledge: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism, and Integral Yoga .Science and spirituality (*avidya*and *vidya*) as two distinct forms of knowing in Indian psychology The primacy of self-knowledge in Indian psychology. Some traditional and contemporary attempts at synthesis of major schools of psychology
- **Unit 5:** Practicum based on the above units

Suggested Readings:

- Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of "natives" in colonial and postcolonial contexts. *History of Psychology*, *5*(4), 376–398.
- Brock, A. C. (2006). *Internationalizing the history of psychology*. New York: New York University Press.
- Brysbaert, M., &Rastle, K. (2009). *Historical and conceptual issues in psychology*. New Delhi, India: Pearson Educational.
- Chalmers, A. F. (1982). *What is this thing called science?* Queensland, Australia: University of Queensland Press.
- Corelissen, R. M., Misra, G., &Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India: Pearson.

- Gergen, K. J. (1990). Toward a postmodern psychology. *The Humanistic Psychologist*, *18*(1), 23.
- Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17-30). New Delhi, India: Sage.
- Heron, J., & Reason, P. (1995). Cooperative enquiry. In J. A. Smith, R. Harre& L. Van Langenhove (Eds.), *Rethinking methods in psychology*. New Delhi, India: Sage.
- Joshi, K. (2009). *Integral yoga: Major aims, methods, processes, and results*. New Delhi, India: The Mother's Institute of Research.
- Joshi, K. (2009). *The new synthesis of yoga*. New Delhi, India: The Mother's Institute of Research.
- Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Lincoln, Y. S., Lynham S. A., &Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & S.A. Lynham (Eds.), *The SAGE handbook of qualitative research* (4th ed.). Thousand Oaks: Sage.
-), *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks: Sage.
- Misra, G., &Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), *Encyclopedia of the history of psychological theories* (Part1, pp. 881-892). New Delhi, India: Springer Science.
- Misra, G., & Kumar, M. (2011). Psychology in India: Retrospect and prospect. In G.Misra (Ed.), *Psychology in India Vol.4: Theoretical and methodological developments* (pp. 339-376). New Delhi : Pearson.
- Misra, G. (Ed.) (2011). *Handbook of psychology in India*. New Delhi: Oxford University Press.
- Misra, G. (Ed.) (2014). *Psychology and psychoanalysis*.New Delhi: Centre for Civilizational Studies.
- Nicholson, P. (1995). Feminism and psychology. In J. A. Smith, R. Harre, & L. Van Langenhove (Eds.), *Rethinking psychology*. New Delhi, India: Sage.
- Paranjpe, A. C., &Misra, G. (2012). Psychology in premodern India. In Robert B. Rieber (Ed.), *Encyclopedia of the history of psychological theories* (Part 16, pp. 892-908). New Delhi, India: Springer Science.
- Rao, K. R., &Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi, India: Springer.

PSY 105: Practicum based on Papers 101, 102, 103 and 104

Maximum Marks: 100   Duration: 40 Hours

<u>SEMESTER- II</u>

Core Papers

PSY 201: Psychometrics

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: To create critical understanding of measurement issues and techniques in psychological inquiry. Enable students to develop skills and competencies in test construction and standardization and learn the application and contextual interpretation of data from psychological measurement.

- **Unit 1:** Introduction to Psychological testing ---History; Nature of Psychological Measurement; Errors in Psychological measurement; Terminologies associated with psychological tests, Scientific method, realism, truth and psychology, Scientific measurement in psychometrics and measurement in the natural sciences
- **Unit 2:** Test/Scale construction--- Steps followed in scale/test construction, Scale standardization, Classical Test theory and Item Response theory.
- **Unit 3:** Application of psychological tests in different settings--- Clinical, Organizational, School and educational, developmental settings, Career counseling and guidance, forensic, sports, defense and military
- **Unit 4:** Ethical issues in psychological testingInternational guidelines, Sources of biases in psychological testing; issues in cultural adaptation; professional, moral and social issues involved in psychological testing; developing culture-faire tests.
- **Unit 5- Practicum:** Based on the above units

Suggested Readings:

- Borsboom, D. (2005). Measuring the mind: Conceptual issues in contemporary psychometrics. UK: Cambridge University Press.
- Chadha, N. K. (2009). Applied Psychometry. New Delhi: Sage.
- Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6th Ed.). Boston: Allyn& Bacon.
- Guilford, J. P. (1989) Psychometric methods. NJ: John Wiley.
- Guilksen, (1988). Theory of Mental Tests. California: Wiley.
- Jackson, C. (2003) Understanding Psychological Testing. Mumbai: Jaico Pub. House
- Kalina, P. (1998). The new psychometrics: Sciences, psychology and measurement.London& New York: Routledge.
- Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication
- Rust, J., &Golombok, S. (2009). Modern psychometrics: The science of psychological assessment. London and New York: Routledge.

PSY 202: Qualitative Research Methods

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: To create awareness about the critical aspects of psychological research. Sensitise the students towards the macro(social, political, cultural) and micro(interpersonal intrapsychic) nuances of psychological processes and social realities. To facilitate appreciations of differential interpretation of psychological realities

Course Contents
- **Unit 1 :** Issues in Qualitative Research— Nature of Reality and Researcher's self in qualitative research, subject-object relationship in qualitative research, Reflexivity, Voices and Silence in qualitative research, issues related with Power, Validity & reliability in qualitative research, Triangulation, Ethics in qualitative research.
- **Unit 2:** Field based Methods: Grounded Theory, Ethnography, Interview and Cooperative inquiry, Observation method, Action Aid Research,
- **Unit 3:** Text Methods(Basic and Advance)— Thematic Analysis, Narrative Analysis, Conversational Analysis, Methods—Life history, Case Study, Psycho Biographies Psycho-historical Method, Auto-Ethnographies and Autobiographies,
- **Unit 4:** Emerging Methodologies in qualitative research: Existential phenomenology, phenomenological methodology, gender methodology ,psycho analytic methodology,
- Unit 5: Practicum based on unit 2,3 & 4.
 Note: Unit is compulsory for all. Students shall be required to learn in detail, one Field based method from Unit 2, one Basic and Advance Text method from Unit 3 and one detailed methodology from Unit 4.

Suggested Readings:
- Denzin and Lincoln Handbook of Qualitative Research Method.
- Lifton, R. J. (1967). *Death in Life: Survivors of Hiroshima.* New York: Random House
- Silence as Resistence to Analysis:Or,On Not Opening One's Mouth Properly;Maggie Maclure, Rachael Holmes, Liz Jones and Christina Mac Rae; Qualitative Inquiry 2010 16:492.Qualittative Inquiry, Sage publication.
- On Becoming a Qualitative Researcher: The Value of Reflexivity, Daine Watt. Qualitative Report, Vol.12 Number 1,2007.
- Reading Between The Lines: Interpreting Silences in Qualitative Research. Blake Poland and Ann Paderson. Qualitative Inquiry, 1998 4:293

Electives

PSY 203 A: Applied Developmental Psychology: Theory, Research and Practice

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To build strong research oriented theoretical foundation in congruence with recent advances in the field of developmental science. The course aims to provide creative spaces to the students to extend their knowledge to the word of practice. To highlight the cultural and contextual nuances of development.

Course Learning Outcomes: On completion of the course students will be able to-

> ➢ Appreciate different perspectives in developmental psychology
> ➢ Understand the cultural basis of human development
> ➢ View and employ different research methods and intervention strategies
> ➢ Ethically value the interface between theory, research, practice and policy

- **Unit 1. Developmental systems perspectives:** Theoretical perspectives and developmental implications, the interface between theory, research, practice and policy
- **Unit 2-Deconstructing developmental psychology:** Discourses of childhood, children's voice in research, language and power in developmental research.
- **Unit 3- Culture and human development:** Conceptions of culture, cultural aspects of growth and development: child rearing practices, ethno-theories of parenting. Development in Indian context-*Samaskaras*- Indian milestones of development, the rites and rituals in Ayurvedic paediatrics
- **Unit 4- Research and intervention:** Research methods in developmental psychology**,** action research, program development & evaluation, developing culturally sensitive tools, developmental assessment ethical issues
- **Unit 5- Practicum:** Based on the above units

Suggested Readings:

- Bornstein, M. H., & Lamb, M. E. (Eds.). (2010). *Developmental science: An advanced textbook*. Psychology Press..
- Burman, E. (2016). *Deconstructing developmental psychology*. Taylor & Francis
- Kakar, S. (1968). The human life cycle: The traditional Hindu view and the psychology of Erik Erikson. *Philosophy east and west*, *18*(3), 127-136.
- Khalakdina, M. (2011). *Human Development in the Indian Context, Volume II: A Socio-Cultural Focus* (Vol. 2). SAGE Publications India.
- Lerner, R. M., Jacobs, F., &Wertlieb, D. (Eds.). (2005). *Applied developmental science: An advanced textbook*. Sage Publications.
- Mertens, D. M., & Wilson, A. T. (2012). *Program evaluation theory and practice: A comprehensive guide*. Guilford Press.
- Saraswathi, T. S. (Ed.). (2003). *Cross-cultural perspectives in human development: Theory, research and applications*. Sage.
- Saraswathi, T. S., &Ganapathy, H. (2002). Indian parents' ethnotheories as reflections of the Hindu scheme of child and human development. *Between culture and biology: Perspectives on ontogenetic development*, 79-88.

Paper 204 A: Socio-emotional Development in Children

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To build strong research oriented theoretical foundation in congruence with recent advances in the field of developmental science. The course aims to provide creative spaces to the students to extend their knowledge to the word of practice. To highlight the cultural and contextual nuances of development.

Course Learning Outcomes:
On completion of the course students will be able to-

  ➢ Appreciate different perspectives in developmental psychology
  ➢ Understand the cultural basis of human development
  ➢ View and employ different research methods and intervention strategies

- **Unit 1- Social context of development and socialization**- Early socialization in family: Parents/adults, siblings ,social development and structure of caring
- **Unit 2-Emotional and moral development-** Emotions, empathy, moral emotions and moral reasoning
- **Unit 3- Peer relationships across lifespan-** Externalising and internalising tendencies, later life adjustment, implications for future relationships, social development of trust
- **Unit 4- Social understanding and social outcome**: Positive social behaviour: helping and sharing and cooperation, social competence and theory of mind; antisocial behaviour: aggression, bullying
- **Unit 5- Practicum:** Based on the above units

Suggested Readings:

- Bierman, K. L. (2004). Peer Rejection*: Developmental Processes and Intervention strategies.* New York: Guilford.
- Brownell, C.A. & Kopp C.B. (2007). *Socioemotional Development in the Toddler Years: Transitions and Transformations.* New York: The Guilford Press. 37
- Bukowski, W.M., Rubin, K.H. &Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology.* UK: Psychology Press.
- Craig, W. (2000). *Childhood Social Development: The Essential Readings.* MA: Blackwell Publishers
- Grusec, J. E., & Hastings, P. D. (Eds.). (2014). *Handbook of socialization: Theory and research.* Guilford Publications.
- Rigby, K. (2008). Children *and Bullying: How Parents and Educators Can Reduce Bullying at School.* Blackwell Publishing
- Sharma, D. (Ed.) (2003*). Childhood, Family and Sociocultural Change in India: Reinterpreting the Inner World.* New Delhi: Oxford

PSY 203 B: Organizational Psychology and Indian Context

Maximum Marks: 100   Duration: 40 Hours

Course Objectives

1. To enable students to examine the relevant concepts of organizational behaviour and think critically about their application and relevance to Indian realities.
2. To understand how the behaviour of individuals in organizations is shaped by Indian culture and society.

Course Contents

- **Unit I Organizational Behaviour and Processes:** Organizations as Open systems, Organization and the individual: Nature and types of organizations, organizations as sub systems of society, Historical antecedents of OB in India and the contemporary context, Indigenization of OB research and its challenges.
- **Unit II Societal Culture and Organizations:** Dimensions of Culture: Models and Approaches, The Indian cultural context and Organizations: context sensitivity of Indians, indigenous work values, and modern management, Challenges of cultural change, Socialization and the integration of individuals with organizations.
- **Unit III Organizational Change and Effectiveness:** Concept of organizational change and models of change, Restructuring Processes, Resistance to Change, Role of Leadership and creating conditions for successful change management.
- **Unit IV Emerging Challenges of Organizational Behavior:** Globalization and Changing Profile of Employees, Issues of Diversity in Indian Organizations: Attitudes of *Mitri, Karuna,Mudita* in relationships at work, Knowledge Management and people issues, Competency Mapping and Psychological Processes, Coaching Mentoring and Counselling.

Suggested Readings

- Pareek ,U. (2006). Understanding Organizational Behaviour.Oxford University Press: New Delhi
- Katz,D, and Kahn,R.L.(1967). Social Psychology of Organizations. Prentice Hall.
- Tripathi,R.C. and Dwivedi,R. (2016). Organizational Studies in India. Orient Blackswan:New Delhi.
- Bhawuk,D.P.S.(2008). Towards an Indian Organizational Psychology. In K.Ramakrishna Rao (Ed.), Handbook of Indian Psychology (pp. 471-491). Cambridge University Press: New Delhi.
- Gupta, R.K. & Panda, A. (2003). Individualised familial self: The evolving self of qualified technocrats in India. Psychology and Developing Societies, 15, 1-29.
- Gupta, R.K. & Panda, A. (2009).Culture, Institutions and organizations in India,In G. Misra (2009) Vol II, ,Psychology in India, Pearson, New Delhi

PSY 204 B: Cultural Processes and Leadership

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

1. To facilitate the development cultural reflective competencies for understanding cultural making of organizations.
2. To enable students to develop insight into different leadership styles and competencies for effective organizational functioning.

Course Contents

Unit I: Culture and Climate: Historical antecedents, Central concerns: Values, Symbols, Cognition, Emotion and Meaning, Myths and Rituals, Visible artefacts.

Unit II:Leader and Culture creation: Role of founder in development of cultures, the role of leaders in embedding culture, reinforcing mechanisms. Dynamics of Cultural change: Role of Managerial ideologies, Competing values perspective.

Unit III Leadership Concepts and Issues: Leadership effectiveness, Leader's Role in fostering team work and group dynamics among members, Leadership skills: Visioning etc.

Unit IV: Challenges of Leadership: Issues and Challenges of Leadership Development and Developing Women Leaders, Developing Ethical Leadership, Servant and Authentic Leadership, Indian Models of Leadership and Leadership and Power: Issues Transactional, Transformational Leadership and Effects of Negative Charisma.

Suggested Readings

- Schein,E. (1988). Culture and Leadership Processes in Organizations. Addison-Wesley- New York.
- Readings based on Paper by Kanungo, J.B.P Sinha.

PSY 203 C: Philosophy of Clinical Psychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: This paper intends to expose students to the discipline of clinical psychology through its historical genesis. It intends to enable them in understanding the socio-political milieu of different cultures behind the constructions/nomenclatures/labels which the discipline bears. The paper shall also facilitate students in understanding the diverse perspectives of psychopathologies and abnormal psychology chronologica:lly.

Course Contents

- **Unit 1:History and conceptualisation of abnormal Psychology**-influences of Greek and Roman, Impact of Renaissance on Abnormal Psychology, History of Clinical Psychology following World War II, the Ascent of Psychiatry and Psychology in Pre progressive Era, contemporary view on abnormal psychology, abnormal psychology in multicultural context.
- **Unit2:Evolution of Theory in Clinical Psychology:** Classic and Contemporary thinkers and their contribution in clinical psychology-Sigmund Freud, Eric Erikson, Carl Jung, Carl Rogers, Rollo May, R.D. Laing, Foucault, Sudhir Kakar, Research Approaches in clinical Psychology.
- **Unit3:Historical and contemporary perspectives on clinical Psychology-**colonial constructs to emerging indigenous perspectives –nature Vs. nurture debate, evolution of psychosurgeries(from lobotomy to deep brain stimulations), cultural perspective for understanding psychopathologies, from science to supernatural perspectives on psychopathologies.
- **Unit4: Trends and future directions in clinical psychology**-ethical considerations and dilemma of clinical psychology, complementary and alternative approach to clinical psychology, global perspective on psychopathologies , specialities and settings, application and methods, treatment and prevention
- **Unit 5: Practicum-** Based on the above

Suggested Readings:

- Abnormal Psychology Across Ages (Vol.1) History and Conceptualizations ed Thomas G. Plante. Praeger publication.
- Madness and Civilisation by Micheal Foucault. Vintage Edition.
- The archetypes and the Collective Unconcious.Collected works of C.G. Jung, Part I of Vol.9 published by Princeton University.
- Psychopathology from Science to Clinical Practice by ed by Louis G. Castonguay & Thomas F. Oltmanns
- Oxford Textbook of Psychopathology by Paul H. Blaney & Robert F. Kreuger
- Collected Writings of Sigmund Freud.
- Existence: A New Dimension in Psychiatry and Psychology ed by Rollo May, Ernest Angel, Henri F. Ellenberger.

PSY C: Understanding Psychological Disorders

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: This paper aims to provide a comprehensive and accessible overview of clinical psycho-social pathologies and insights into mental illnesses and its aetiologies. The paper shall enable the students to understand the cultural, contextual, systematic and structural embeddedness of the individual undergoing psychological concerns. This paper shall also enable students in engage with the dialogue on (in)sanities of human kind and 'how and what ' for doing better treatment, intervention and care.

Course Contents:

- **Unit1: Brief History diagnosis and classification** of Major Axis's in clinical psychology :Anxiety Disorders; Panic and Phobia, Generalised Anxiety Disorders and Obsessive Compulisve Disorders, Post Traumatic Disorders, Mood Disorder, Depression; Social and Cognitive Aspects, diagnosis and examination of psychiatric patients,
- **Unit2: Schizophrenia and other psychotic disorders** with its etiology and neurocognition, impulse control disorders, psychiatric emergencies, sleep disorders, psyhcopathy sadistic and narsistic personality concerns of personality disorders,
- **Unit3:** Neurocogntive disorders,substance related disorders, neurodegenerative diseasaes and their psychological challenges, Stockholm Syndrome, clinical insights into sexuality and gender related disorders, feeding and eating disorders, culture bound syndromes, media and mental illness
- **Unit4:** Towards a phenomenological Social Psychiatry, relational competency theory, Psychopathology and self-regulation,future of relational psychopathology, culture and mental illness, Relational self and the Other in the understanding of clinical psychology, religion, spirituality and mental care.
- **Unit 5: Practicum-**Based on the above units

Suggested Readings:

- SIMS' Symptoms In The Mind. Textbook of Descriptive Psychopathology. 5th edition by Femi Oyebode.
- Contemporary Clinical Psychology by Thomas G. Plante. 3rd edition.
- Models of Psychopathology: Generational Processes and Relational Rules. Hooper L.M.,L'Abate L., Sweeny L.G.,Gianesini, G., Jankowski, P.J. Springer publication.
- Karl Jaspers' Philosophy and Psychopathology edited by Thomas Fuchs, Theimo Breyer and Christoph Mundt. Springer publication.
- Phenomenology and the Social Context of Psychiatry: Social Relations, Psychopathology and Husserl's Philosophy edited by Magnus Englander, Bloomsbury Study in Continenta,l Philosophy
- APA Handbook of Clinical Psychology edited by John C. Norcoss, Gary R. VandenBros, Donald K. Freedheim

PSY 203 D: Philosophical and Historical Foundations

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: A basic understanding of the historical and philosophical foundations of mainstream science, leading to a critical appraisal of what in it helps and what in it hinders a comprehensive understanding of human nature.

Course Contents

- **Unit 1: Psychology in the context of our global civilization-** The strengths and limitations of the European enlightenment; The social and philosophical foundations of modern science; American pragmatism and the rise of science and technology; The origin, strengths and limitations of physicalism; The origin, strengths and limitations of (de)constructionism.
- **Unit 2 What the Indian tradition can contribute-** The two main points:*Sachchidananda* as the foundation of reality (an understanding of reality that encompasses both matter and spirit; consciousness and joy at the roots); Yoga as technology of consciousness; A very short history of Indian thought; A critical evaluation of the strengths and weaknesses of the Indian tradition with regards to a comprehensive understanding of human nature
- **Unit 3The need forintegrality and a comprehensive synthesis**- Different concepts of consciousness and ways of understanding reality; The need for integrality; Why an integral synthesis of the various yoga traditions is needed and how it is to be done; Why an integral synthesis of science and Indian thought is needed and how it is to be done; A critical evaluation of what stands in the way on the side of mainstream science; A critical evaluation of what stands in the way from within the Indian culture
- **Unit 4 SriAurobindo's concept of an** *on-going evolution of consciousness-* What Sri Aurobindo's*evolution of consciousness* adds to Darwin's purely physical evolution as background for our understanding of human existence; How an involution and subsequent emergence of such varieties of conscious existence could provide a credible third option between "evolution by design" and "evolution by chance"
- **Unit 5:** Practicum based on the above units

   Suggested Readings

- Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010). Impact of performance. *International Journal of Yoga, Jul-Dec, 3*(2), 55–66.
- Aurobindo, Sri. (2007). *A few representative short texts by Sri Aurobindo*. Pondicherry, India: Sri Aurobindo Centre of Consciousness Studies. Retrieved on August 14, 2016 from http://www.saccs.org.in/texts/integralyoga-sa.php
- Aurobindo, Sri. (2010). *The synthesis of yoga.* Pondicherry, India: Sri Aurobindo Ashram Trust. Retrieved on August 14, 2016 from http://www.sriaurobindoashram.org/ashram/sriauro/writings.php
- Aurobindo, Sri. (2008). *The integral yoga*. Pondicherry, India: Sri Aurobindo Ashram Trust.
- Brunton, P. (2009). *The Maharshi and his message*. Tiruvannamalai, India: Sri Ramanasramam.
- Chakraborty, S. K. (1995). Wisdom leadership: Leading self by the SELF. *Journal of Human Values, 1*(2), 205-220.

PSY 204 D: Knowledge in Indian Thought

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: To create abasic understanding and critical appraisal of the various types of Knowledge used in mainstream science and in the Indian tradition. TO develop critical appraisal for inner, higher and more intuitive type of knowledge

Course Contents:

- **Unit 1- The various types of knowledge-** The two Vedic kinds of knowledge: *vidyā* (knowledge by identity) and *avidyā* (socially-constructed knowledge); How according to the Isha Upanishad, *vidyā* and *avidyā* are equally needed; How they are used together in the hard sciences; Sri Aurobindo's four types of knowing in the ordinary waking consciousness (sense-based knowledge, introspection, experiential knowledge, knowledge by identity); The four knowledge realms in which these forms of knowledge can be used (objective, subjective, inner, and direct).
- **Unit 2- How to improve the quality of our psychological knowledge-** Rigorous subjectivity: honing of the *antaḥkaraṇa*, the inner instrument of knowledge; Equanimity; Stages in the development of equanimity; Mental silence and the witness consciousness; Methods of becoming silent; Concentration (one-pointed and all-inclusive concentration)
- **Unit 3- Inner and higher knowledge-** Intuition's lookalikes: forms of "pseudo-intuition"; Intuition: true, unconstructed, pre-existing knowledge; Knowledge by intimate direct contact; Knowledge from other realms; Types of true intuition; Distortions and impurities; shadows on lower planes; Higher levels of the individual mind; Knowledge in the different *cakras.*
- **Unit 4- Towards a yoga-based research methodology-** Yoga for healing and for knowledge; The predominance of similarities between subjective and objective research; Where yoga-based research goes beyond auto-ethnography; Developing an "objective", impartial witness consciousness (introspection vs. witness consciousness). What IIP can add: Detailed and unbiased perception of normally subliminal processes; Active intervention in normally subliminal processes; (similar to the role of high-tech chemistry and physiology in medical research)
- **Unit 5:** Practicum based on the above unit

Suggested Readings:

- Aurobindo, Sri. (2007). *A few representative short texts by Sri Aurobindo.* Pondicherry, India: Sri Aurobindo Centre of Consciousness Studies. Retrieved on August 14, 2016 from http://www.saccs.org.in/texts/integralyoga-sa.php
- Cornelissen, R. M. M. (Expected: April 2017). *Infinity in a drop: an introduction to integral Indian psychology.* Retrieved on August 14, 2016 from http://www.ipi.org.in/infinity/infinity-outline.php
- Dalal, A. S. (Ed.) (2001). *A greater psychology: An introduction to the psychological thought of Sri Aurobindo.* New York: Penguin Putnam Inc.
- Dalal, A. S. (Ed.) (2001). *Our many selves.* Pondicherry, India: Sri Aurobindo Ashram Trust.
- Dossey, L. (1989). *Recovering the soul.* New York: Bantam Books.
- Gupta, M. (2013). *The gospel of Sri Ramakrishna.* Chennai, India: Sri Ramakrishna Math.

PSY 203 E: Health and Well-Being

Maximum Marks: 100 Duration: 40 Hours

PSY 204 E: Psychology of Vulnerability

Maximum Marks: 100 Duration: 40 Hours

Course Contents:

- **Unit 1: Deconstructing Vulnerability as a Concept-**Understanding the layers of vulnerability, challenging the separatist ideology of vulnerability vs resilience, experiencing inequality and discrimination, distribution and redistribution of power
- **Unit 2: Surviving Identity**: Living with a label-Mental Illness and its stigma, vulnerability of living as an abuse survivor, reality of individuals inflicted with violence, survivors of identity based injustice-transgenerational trauma, PTSD survivors
- **Unit 3:Unexamined realities of silent bearers of vulnerability**-Vulnerability in romantic relationships, hidden vulnerability of a caregiver, gendered silences across developmental life span, fragile self of non-civilian service men/women, inaudible pain of individuals engaging in self- harming behaviours, misuse of power impacting adolescent psyche
- **Unit 4:Caring for the Vulnerable**-Empowering the embodied understanding of vulnerability, confronting the preoccupation of medical model of cure over care, Emphasize the need for journey back to oneself, cathartic experiences and meaning in varied forms of art.
- **Unit 5:Practicum-** Based on the above units

Suggested readings:

- D, M. (2010). Living and Coping with Parkinson's Disease: Perceptions of Informal Care. *Palliative Medicine*.
- F, R. (2016). Effectiveness Of Group Poetry Therapy On Emotional Expression In Patients With Schizophrenia. *ASEAN Journal of Psychiatry*.
- H, W. (2008). *Echoes of the Trauma: Relationship Themes and Emotions in the Narratives of the Children of the Holocaust Survivors.* Cambridge University Press.
- J, S. (2003). Restoring the Patient's Voice. *Journal of Holistic Nursing*.
- L, S. (2014). Turning points and the "everyday": Exploring agency and violence in Intimate relationships. *European Journal of Women's Studies*.
- P, G. (2014). Queer Youth Suicide and the Psychopolitics of "it gets Better". *Sexualities*.

PSY 203 F: Intergroup Relations in Indian Society

Maximum Marks: 100   Duration: 40 Hours

Course Objectives- To facilitate greater understanding issues of violence and intergroup conflicts among groups of Indian society.

Course Contents

- **Unit I Introduction to Intergroup Relations:** history of social psychology in India, historical perspectives and indigenization of social psychology in India; Theoretical approaches to understanding inter-group relations in : Relative deprivation, norm violation, terror management etc.
- **Unit II Emotions and Intergroup Relations:** collective emotions and intergroup dynamics; emotional climate: concept, measurement and relevance to nations; Language and intergroup relations.
- **Unit III: Violence and Identity:** concept of violence, causes of violence, identity and violence, role of ideology; Concept of óther' and intergroup attitudes etc.
- **Unit IV: Contemporary Global Issues:** Terrorism: psychological issues and concerns; Social Movements and Social Change.

Suggested Readings:

- Hodson,G.and Costello,K. (2007). Interpersonal Disgust, Ideological Orientations, and Dehumanization as Predictors of Intergroup Attitudes. Psychological Science,18,8, 691-698.
- Maass,A.; Salvi,D.;Arcuri,L. and Semin,G.(1989). Language use in Intergroup Contexts: The linguistic Intergroup Bias,57,6, 981-993.
- Tripathi,R.C.and Singh,P.(2016).Perspectives on Violence and Othering in India. Springer:New Delhi.
- Fromm,E.(1956).The Sane Society. Routledge and Kegan Paul.UK.

PSY 204 F: Conflict resolution and Peace Psychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives

To sensitize the student with respect to different approaches to understanding the psychological aspects of peace as individuals, groups and communities and help create a new and harmonious world order

Course Contents

- **Unit I Conflict Resolution and Peace:** Motives of competition and cooperation, conflict resolution approaches in societies; Peace Psychology: concept, emergence and social values.
- **Unit II Forgiveness:** Nature and Philosophy of Reconciliation and forgiveness, paradoxes and challenges, interventions to promote forgiveness.
- **Unit III Building cultures of Peace:** Role of Personal transformations, family, Non-violent action and trust etc.
- **Unit IV Peace Education:** nature and challenges of peace education: peace-keeping, structural approaches to peace, negotiation
- **Unit V-** Practicum bases on the above units

Suggested Readings

- De Rivera,J.(2009.). Handbook on Building Cultures of Peace. Springer:MA.
- Worthington Jr.,E.(2005). Handbook on Forgiveness. Taylor and Francis:NY.

PSY 205: Practicum based on papers 201, 202, 203 and 204

Maximum Marks: 100   Duration: 40 Hours

Semester - III

Electives

PSY 301 A: Contemporary Perspectives and Issues and Applied Developmental Psychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To situate developmental psychology in contemporary contexts. Train students to deal with 'special populations'. To create an interdisciplinary dialogue between the socio-political-legal aspects of development

Course Learning Outcomes:
On completion of the course students will be able to-

- ➢ Deal with children from marginalized and vulnerable sections of the society
- ➢ Identify issues pertaining to children's needs and rights

- **Unit 1- Negotiating childhood and changing constructions of age:** Impact of globalization, digital world and social media.
- **Unit 2- The vulnerable child**- Resiliency and vulnerability, Malnutrition**,** Childhood trauma, child trafficking and prostitution, street children, children in shelter homes/ observation homes, children from dysfunctional family, children in court room, children in conflict with law
- **Unit 3- Dealing with marginalized populations-** Issues and Challenges**-**Poverty, differentially-abled children, Transgender and homosexual children, integration into mainstream.
- **Unit 4- Child needs and rights-** Cultural constructions of child needs, legal support and rights of a children in India.
- **Unit 5- Practicum:** Based on the above units

Suggested Readings:

- Brooks, R., & Goldstein, S. (2001). *Raising Resilient Children: Fostering Strength, Hope, and Optimism in Your Child*. Contemporary Books, 4255 West Touhy Avenue, Lincolnwood, IL
- Burman, E. (1996). Local, global or globalized? Child development and international child rights legislation. *Childhood*, *3*(1), 45-66.
- James, A., &Prout, A. (Eds.). (2015). *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood*. Routledge.
- Panter-Brick, C. (2002). Street children, human rights, and public health: A critique and future directions. *Annual review of anthropology*, *31*(1), 147-171.
- Saraswathi, T. S., Menon, S., &Madan, A. (Eds.). (2017). *Childhoods in India: Traditions, Trends and Transformations*. Taylor & Francis.

PSY 302 A: Cognitive Development: Mind, Brain and Education

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

To develop a broad understanding of the basic neurobiological and sociocultural mechanisms and processes in cognitive development. To identify the issues and challenges involved in studying the same. To critically assess the implications of cognitive developmental research in the area of education

Course Learning Outcomes:

On completion of the course students will be able to-

> ➢ Identify the several critical developmental milestones
> ➢ Critically reflect on the neurocognitive and cultural basis of cognitive development
> ➢ Draw implications for early educational interventions

- **Unit 1- Concept development-** Category formation, naive and essential theories, conceptual change, development of causal reasoning, misconceptions and biases in causal reasoning, scientific reasoning and hypothesis testing in children, development of mathematical concepts
- **Unit 2- Language and reading development-** Theories and milestones of development, Meta-linguistic awareness and reading, early literacy acquisition, developmental delay and interventions
- **Unit 3- Development of theory of mind-** Neurocognitive and cultural perspectives
- **Unit 4- Emotions and cognitive development-** Neurocognitive evidences, classroom environment and socio-cultural settings of learning, school readiness and achievement
- **Unit 5- Practicum:** Based on the above units

Suggested Readings:

- Flavell, Miller & Miller. (2002). *Cognitive Development*. 4th Edition, Prentice Hall.
- Gauvain, M. (2001). *The social context of cognitive development*. Guilford Press.
- Goswami, U. (2008). *Cognitive development: the learning brain.* Psychology press
- Goswami, U. (Ed.) (2002). Handbook of *childhood cognitive development*. Blackwell Publishing Company.
- Hobson, P. (2004). *The Cradle of thought*. New York, Oxford University Press
- Lee, K. (Ed.). (2000). *Childhood cognitive development: The essential readings*. Wiley-Blackwell.
- Siegler&Alibali. (2005). *Children's thinking*. 4th Edition, Prentice Hall

PSY 303 A: Developmental Disorders

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

To provide an understanding of the various developmental disorders. To train students for clinical assessment and intervention. To create awareness about the several issues and challenges involved in social inclusion and integration of children with developmental disorders. To critically assess the role of parenting and family

Course Contents

- **Unit 1- Socio-emotional and behavioural impairments-** Autism, ADHD, Conduct disorder-epidemiology, assessment and diagnosis, etiology, intervention and prognosis
- **Unit 2- Learning and reading disabilities** –Dyslexia, dysgraphia, dyscalculia - epidemiology, assessment and diagnosis, etiology, intervention and prognosis
- **Unit 3- Issues in integrated schooling and social inclusion-** Teacher's training, empathy building, policy and awareness, challenges and threats to social inclusion
- **Unit 4- Raising a child with impairment-** Role of parenting, Emotional, social and legal challenges, family structure, presence of siblings
- **Unit 5- Practicum:** Based on the above units

  Suggested Readings:

  - Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European journal of special needs education*, *17*(2), 129-147.
  - Barkley, R.A. & Murphy, K.R. (2006). Attention-Deficit Hyperactivity Disorder: A clinical workbook (3rded.). New York: The Guilford Press.
  - Brobst, J. B., Clopton, J. R., &Hendrick, S. S. (2009). Parenting children with autism spectrum disorders: The couple's relationship. *Focus on Autism and Other Developmental Disabilities*, *24*(1), 38-49.
  - Forehand, G. A., &Ragosta, M. (1976). A Handbook for Integrated Schooling.
  - Frith, U. (2003). *Autism: Explaining the enigma*. Blackwell Publishing.
  - Harrower, J. K. (1999). Educational inclusion of children with severe disabilities. *Journal of Positive Behavior Interventions*, *1*(4), 215-230.
  - Loeber, R., Burke, J. D., Lahey, B. B., Winters, A., &Zera, M. (2000). Oppositional defiant and conduct disorder: a review of the past 10 years, part I. *Journal of the American Academy of Child & Adolescent Psychiatry*, *39*(12), 1468-1484.
  - Luster, T., &Okagaki, L. (2006). *Parenting: An ecological perspective* (Vol. 2). Routledge.
  - Lytton, H. (1990). Child and parent effects in boys' conduct disorder: A reinterpretation. *Developmental Psychology*, *26*(5), 683.
  - Mash, E.J. & Barkley, R.A. (2003) (Eds.). Child psychopathology. New York: The Guilford Press.
  - Moffitt, T. E. (1993). The neuropsychology of conduct disorder. *Development and psychopathology*, *5*(1-2), 135-151.

PSY 301 B: Organizational Change and Development

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

1. To understand the application of behavioural sciences theory and models for planning change and development in organizations.
2. To equip the students in diagnosing issues and planning different types of intervention strategies and also enhance personal capabilities in handling as well as navigating change in one's life situations.

Course Contents:

- **Unit I   Introduction to Organizational Change and Development:** types of Change in organizations, and Change Models, Resistance to Change; Change Management and Nature of Planned Change; Organizational Development: History of the Field, Nature and Process of OD.
- **Unit II   Designing Interventions:** An overview of interventions, Interpersonal, Team and Intergroup and System interventions
- **Unit III   Methods of OD:** Survey Feedback, Grid Organizational Development, Process Consultation, Gestalt, and Comprehensive Interventions.
- **Unit IV   Future Issues and Applications:** Building Learning Organizations and Planning Mergers and Acquisitions etc; Organizational Development in Global Settings and Non-Industrial Settings, Power, Politics and OD, Future Directions in OD.

Suggested Readings:

- French,W.L. and Bell, C.H. (2006). Behavioural Science Interventions for Organizational Improvement (8th Ed.) Pearson India: New Delhi.
- Cummings,T.G. and Worley,C.G. (2009). Organizational Development and Change (9th Ed.) South-Western Cengage Learning: Mason OH.
- Seijts,G.H. (2006). Cases in Organizational Behaviour. Sage: New Delhi

PSY 302 B: Inter-personal Processes and Team Building

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: To grasp principles of interpersonal communication.To understand the stages of team development and design an effective team.To turn a group of individuals into a collaborative team that achieves high performance and learning to deal with issues of conflict and negotiation.

Course Contents:

- **Unit I:** Importance of interpersonal relationships in organization, Team as a sub-system of an organization, Importance of experiential learning: Significance of self learning, introspection, Overview of interpersonal relationships: Interpersonal needs; FIRO-B, The psychology of individuals in groups: Trust, identity, attachment, Perceptiveness and feedback in team setting: JOHARI window; Indian perspective, Processes in interpersonal relationships
- **Unit II:** Buddhist values - maîtri (love), karuna (compassion), mudita (joy) and upeksha (equanimity), Groups and teams, Difference between groups and teams, Hindrance in team building: Group think; Indian societal stereotypes and prejudice, Building effective teams: Stages of team building and issues at each stage, Creating a balanced team: Team roles; Establishing trust in teams, Shared vision/mission of the team: Goal clarification in teams, Gaining commitment in teams.
- **Unit III:** Conflicts in groups and teams: Concept of conflict and its implications on team effectiveness, Nature and causes of conflict: Resource scarcity, Managing conflicts: Jugaad; Consensus building; Keeping relationships above goals; Negotiation; Third party intervention; Face saving for self and others, Importance of super ordinate goals.
- **Unit IV:** Developing skills for team management, Team leadership skills: Process intervention and structural intervention, Skills for managing different types of teams: Homogeneous & heterogeneous teams; Self managed; Virtual teams and project teams, Managing interdependence: Intergroup and team relations, Linking team processes to team effectiveness.

Suggested Readings:

- Buddhism in a Nutshell. Retrieved on July 29, 2016 from http://slbuddhists.org/inanutshell/brahmavihara.html
- Gupta, R. K. (2002). Prospects of effective teamwork in India: Some cautionary conjectures from a cross-cultural perspective. Indian Journal of Industrial Relations, 38(2), 211-229.
- Gupta, R. K., & Panda, A. (2003). Cultural imperatives for developing leaders, teams, and organizations in Indian contexts. In A. K. Singh and D. Chauhan,
- Developing leaders, teams and organizations. New Delhi, India: Excel Books.
- Pareek, U. (1982). Managing conflict and collaboration. New Delhi, India: Oxford & IBH.
- Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). New Delhi, India: Oxford University Press.

PSY 303 B: Power and Politics in Organizations

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

1) To create awareness of Organizations as areas of politics and power play
2) Demonstrate an understanding of the types of power in organizations and learning to apply different strategies of influence in organizations to navigate everyday situations.

Course Contents

- **Unit I:Power in Organizations:** Conceptualization of Power, Nature and Sources of Power and Influence in Organizations, Power Paradox, Leadership and Power in Indian Organizations.
- **Unit II:Organizations as Political Arenas:** Causes and Organizational antecedents of politics, Coalitions and Networks in Organizations: Role of resources and allies, Social networks and power, Network centrality, Building powerful networks.
- **Unit III:Political Behaviour, Personality and politics:** Machiavellianism, Cultural and indigenous aspects of exercise of power and politics in organizations:*Sam,daam,danda,bheda.* Ethics and Politics: Sanctioned and Non-sanctioned political tactics.
- **Unit IV: Contemporary Issues:** Social reality and politics in contemporary Indian public and private sector organizations, Intergroup issues; Positive politics and the development of political skill, Political perspectives on the Development of Corporate Identity etc.
- **Unit V:** Practicum based on the above units

Suggested Readings:

- Cialdini, Robert B. (2008). Influence: Science and Practice. (5th edition). Allyn & Bacon.Pfeffer, J. () Managing With Power: Politics and Influence in Organizations
- Collins, J. (2001). *Good to great: Why some companies make the leap... and others don't.* New York: HarperCollins.
- Everett, J. (2006). Social Movements in India Poverty, Power and Politics. Perspective on politics, 4(1)
- Maxwell, J.C. (2011). The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization, Thomas Nelson Publishers
- Pfeffer, Jeffrey. (2010). Power: Why Some People Have It and Others Don't. Harper Business.
- Pfeffer, Jeffrey (1994). *Managing with power: Politics and influence in organizations.* Boston: Harvard Business School Press.

PSY 301 C: Psychotherapeutic Interventions

Maximum Marks: 100   Duration: 40 Hours

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PSY 302 C: Community Mental Health

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To orient students towards psychosocial foundations of mental health. To acquaint students with various social contexts and their dynamics contributing to mental health. To develop skills for assessment and community intervention

Course Learning Outcomes: On completion of the course students will be able to-

➢ Appreciate social and cultural roots of mental health
➢ Develop intervention for community mental health

Course Contents

- **Unit 1-Introduction to Community Mental Health(CMH)-** Community mental health in India-relevance, challenges, historical evolution of community health services in India, general hospital psychiatry, future of community health in India, Mental Health Act 2017
- **Unit 2- Social dimensions of CMH-**Family and mental health in India, stigma and mental illness, disability and functioning, gender and CMH, homelessness
- **Unit 3-Emergent Issues and CMH-** Farmers' suicidal behavior and suicide prevention, crisis and violence intervention, disaster management from mental health perspective
- **Unit 4- Models and Strategies**- Preventive approach, Integrating mental health services in general health care- issues and challenges, mental health literacy and education, addressing social stigma and social inclusion, community based intervention-role of governmental and non-governmental organizations, self-help groups, role of psychiatry and counseling, psychosocial rehabilitation
- **Unit 5 – Practicum-** Based on the above

Suggested Readings-

- Bloom, B. L. (1977). *Community mental health: A general introduction.* Brooks/Cole.
- Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2012). *Community mental health in India.* Jaypee Brothers Medical Publishers (P) Limited.
- de Jong, J. (Ed.). (2006). *Trauma, war, and violence: Public mental health in socio-cultural context.* Springer Science & Business Media.
- Jacob, K. (2013). Community mental health in India. *Indian Journal of Psychiatry*, *55*(2), 209-209.
- Jorm, A. F., Korten, A. E., Jacomb, P. A., Christensen, H., Rodgers, B., & Pollitt, P. (1997). 'Mental health literacy. *a survey of the public's ability to recognise mental disorders and their beliefs about the effectiveness of treatment. Med J Aust,166*(4), 182-186.
- Kapur, R. L. (1946). The story of community mental health in India. *Mental health: An Indian Perspective 1946–2003*, 92-100.
- Kawachi, I., & Berkman, L. F. (2001). Social ties and mental health. *Journal of Urban health*, *78*(3), 458-467.
- Mosher, L. R., & Burti, L. (1989). *Community mental health: Principles and practice* (pp. 323-346). New York: Norton.

PSY 303 C: Clinical Assessment and Diagnosis

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To orient students towards basic skills and procedures involved in clinical assessment and diagnosis. To highlight the role culture and context in the same. To familiarize students with the various tools for examination.

- **Unit 1-Basic Elements in Assessment-**Epistemological issues of assessment and diagnosis, addressing the presenting problems, taking social and behavioral history, mental status examination (MSE), making assessment decisions- micro, mezzo and macro perspectives, importance of culturally sensitive assessment procedures-cultural competence of the clinician, clinician and client relationship
- **Unit 2- Classification-**Differing models of classification of disorders-prototypal and dimensional approach, Formal diagnostic classifications- ICD and DSM, unresolved issues in DSM 5-a critical approach, cultural roots of abnormal behavior and its impact on classification
- **Unit 3- Assessment and Diagnostic Tools-** Assessment interviews, clinical observation, psychological testing, neurological examination-MRI, fMRI, CAT, PET. Integration of data
- **Unit 4- Situating disorders-** Narratives of illness, difference and personhood, contextualized and person centered diagnosis, examining the psychosocial context, psychopathology in Ayurveda
- **Unit 5 – Practicum-** Based on the above

Suggested Readings-

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.
- Castillo, R. J. (1997). *Culture & mental illness: A client-centered approach*. Thomson Brooks/Cole Publishing Co.
- Gupta, S. P. (1977). Psychopathology in Indian Medicine (Ayurveda). *Varanasi: Chaukhamba Sanskrit Pratishthan*.
- Lewis-Fernández, R., Aggarwal, N. K., Bäärnhielm, S., Rohlof, H., Kirmayer, L. J., Weiss, M. G., & Groen, S. (2014). Culture and psychiatric evaluation: operationalizing cultural formulation for DSM-5. *Psychiatry: Interpersonal and biological processes*, *77*(2), 130-154.
- Morey, L. C. (1991). *Classification of mental disorder as a collection of hypothetical constructs* (Vol. 100, No. 3, p. 289). American Psychological Association.
- Probst, B. (Ed.). (2015). *Critical Thinking in Clinical Assessment and Diagnosis*. Springer.
- Skinner, H. A. (1981). Toward the integration of classification theory and methods. *Journal of Abnormal Psychology*, *90*(1), 68.
- World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines*. Geneva: World Health Organization.

PSY 301 D: Who am I? The Self and the Structure of Personality

Maximum Marks: 100   Duration: 40 Hours

Course Objectives

➢ To get a basic insight in one's surface self-identifications, self-concept and all that might be below, behind and beyond.
➢ To develop a basic understanding and critical appraisal of Sri Aurobindo's model of the Self and the personality.
➢ To develop a basic understanding and critical appraisal of a few major classifications of emotions, modes of being, and personality types found in the Indian tradition.

Course Contents:

- **Unit 1-A first look inside: A roughly constituted chaos-**The shifting borders of the "I"; Different identifications on the surface (other people's opinions; possessions; body; mind; capacities and qualities; family and other group-memberships…); The subconscious: Is there more to it than what Freud saw?; The Kena Upanishad.
- **Unit 2- The Self and the structure of the personality in more detail-**The concentric system; Inner nature; True or central being; The vertical system; The cakras; The centre of identity in more detail; The ego; The self; The soul; Shifting the border between self and world inward; Consciousness as power
- **Unit 3- Modes of being, personality types, and group-memberships-**Bharata's*nāṭyaśāstra;Rasa,bhāva*and the various lists of emotions; *Svabhāva* and *svadharma;* Typologies based on the dominant part of the personality: *Guṇa, Varṇa,* Ayurvedic*prakṛiti (kapha, pita, vāta)*; Group-memberships as seen from Integral Indian Psychology; The symphony that's possible when all attune to each other and the whole
- **Unit 4- Development, action, and relationships (What makes us the way we are? What makes us do what we do?-**Development over many lives; Development within one life; Life-stages, *āśramas,* then and now; Desire (fear and indifference) as motive for action; The immense complexity of motivation; motiveless action possible? Relationships; With people, one significant other, yourself, work, life, the Divine; Self-giving and re-owning yourself ; Being lonely, alone and all-one; Love and oneness
- **Unit 5- Practicum-** Based on the above

Suggested Readings:

▪ Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010). Impact of performance.*International Journal of Yoga, Jul-Dec, 3*(2), 55–66.
▪ Brunton, P. (2009). *The Maharshi and his message.*Tiruvannamalai, India: Sri Ramanasramam.
▪ Chakraborty, S. K. (1995).Wisdom leadership: Leading self by the SELF. *Journal of Human Values, 1*(2), 205-220.
▪ Cornelissen, R. M. M. (Expected: April 2017). *Infinity in a drop: An introduction to integral Indian psychology.* Retrieved on August 14, 2016 from http://www.ipi.org.in/infinity/infinity-outline.php
▪ Cornelissen, R. M. M., Misra, G., &Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology.*New Delhi, India: Pearson.

PSY 302 D: Applications: Yoga-based self-development, Education, Therapy, OB and Community work

Maximum Marks: 100   Duration: 40 Hours

Course Obectives:

➢ A basic understanding and critical appraisal of the theory and practice of Integral Yoga.
➢ Some initial practice of Integral Yoga according to capacity and interest.
➢ Its application in Self-development, Education, Therapy, and OB/community development.

Course Contents:

- **Unit 1-The common ground: Integral yoga-based self-development-**The aim and the motivation for taking up Integral Yoga; Transformation of the nature under influence of the highest levels of consciousness one can reach; Self-observation as a tool for growth; Mental silence, equanimity, and detachment revisited; Aspiration, rejection and surrender; "Offering up" difficulties for higher levels of consciousness to deal with them.
- **Unit 2- Education-**Three principles of education; A basic understanding and critical appraisal of the implicit curriculum in present-day schooling, and the psychological consequences of misguided attempts at "inculcating values", over-educating, and over-evaluating; Educating the mind; Educating the vital (*prāṇa,* the life force and the emotional nature)
- **Unit 3-Therapy and counseling-**Aspects of Client CenteredCounseling that can be used in Integral Indian Psychotherapy; What Integral Indian Psychology can add in terms of its understanding of reality and human nature; An exceptionally comprehensive perspective on the human condition, offering coherent and satisfying aims, both for life and therapy; An exceptionally comprehensive collection of tools to use this understanding to work towards one's aims.
- **Unit 4-OB and social work-**Nature, purpose and types of organizations; Organization as a context for development of individual and collective consciousness; organization as a sub-system of society; Individual/self ; Karmic view of life and work: *Karma yoga* and *niṣkāma karma;*; Attitude of *maitri, karuṇa, mudita,* and *apekśa*in relationships at work;. Organizational culture: spiritual values and culture in organizations and their impact on ethical behaviour and customer orientation; *vāsudevakuṭumbakam* /cosmic collectivism; *sarvadharmasambhāva;* Leadership for the spiritual development of the organization: role of the leader in the consciousness perspective such as servant leadership;*rājṛṣi;* Organizational sustainability and corporate social responsibility (CSR): *Lokasangrah;* Developing the pluralistic / inclusive organization.
- **Unit 5- Practicum-** based on the above units

Suggested Readings:

- Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010). Impact of performance.*International Journal of Yoga, Jul-Dec, 3*(2), 55–66.
- Hardy, J. (1987). *A psychology with a soul.* New Delhi, India: Penguin Group.

PSY 303 D: Emotions and Transformation of Personhood in Indian Psychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

➢ To introduce the understanding of the theory of bhakti rasa as transformation of personhood through emotion.

➢ To develop a perspective on emotional transformation as applied in the Indian context and its unique role in nurturing excellence, and creativity in educational and organizational contexts.

Course Contents:

- **Unit 1-Emotional awareness and regulation: Rasa as transformation of emotion**
Definitions of emotions and various perspectives on emotions and identification of gaps; Emotion, cognition, the brain and sociality: A contentious discussion; Emotion landscapes in clinical and counselling contexts: Depression, trauma, panic. Emotional awareness and regulation through extant therapy and counselling practices and gaps.
- **Unit 2-The transformation of personhood: Indian perspective on emotion-** Introduction to the Indian perspective on the transformation of personhood; The early theory of rasa, the eight rasas, the theorization by Abhinavagupta on transformation of emotion through witnessing on the stage. Introduction of shanta rasa; The later theory of rasa as bhakti – Transformation of personhood through emotions. Bhakti as yoga and as rasa: A brief overview.
- **Unit 3- Bhakti rasa and the transformation of self-other and the society-**Bhakti as a historical movement; Transformation of emotion through bhakti, as well as an outcome of meditation.Transcending and thereby reforming the social; Radical approaches in Indian psychology; Bhakti as an intentional lifelong role–play. Case studies of bhaktas - Sri Ramkrishna, Meera, Gouranga. Critical appraisal of the extant western psychologies in their rigid construction of emotionality as well as sociality.Theorization of psychological transformation through bhakti rasa by RupaGosvami.
- **Unit 4- Meditation and emotional transformation-** Empathy, compassion and insight: The idea of a sakshi/drshta. Research evidence on empathy, meditation and compassion, including linkage with Buddhist meditation practice.Emotional awareness and regulation through yoga.
- **Unit 5- Practicum-** Based on the above

Suggested Readings:

- Lynch, D. M. (1990). *The divine passions: The social construction of emotions in India.* Delhi, India: Oxford University Press.
- McDaniel, J. (1989). *The madness of the saints: Ecstatic religion in Bengal.* Chicago: University of Chicago Press.
- Pandit, S., &Misra, G. (2011).Emotions in Indian Psychology.In G. Misra (Ed.), *Psychology and Psychoanalysis* (pp.663-692). Delhi, India: Center for Civilizational Studies.
- Paranjpe, A. (2009). In defence of an Indian approach to the psychology of emotion. *Psychological Studies*, *54,* 54-58.

Paper 301 E: Positive Psychology and Health

Maximum Marks: 100   Duration: 40 Hours

PSY 302 E: Diversity, Culture and Health

Maximum Marks: 100   Duration: 40 Hours

PSY 303 E: Emotions and Well-being

Maximum Marks: 100   Duration: 40 Hours

Course Contents

- **Unit 1: Origin and situatedness of emotions and well-being**-Concept of Well-being, theories of well-being (Hedonism, Desire theories, Object-list theories, Correspondence theory of well-being), relationship between well-being and emotions, conceptualizing normal and disordered emotions, relationship between well-being of whole time to well-being at a particular time, the societal context for experiencing emotional well-being, gendering emotional well-being
- **Unit 2:Challenging the fragmented-dichotomous conception of emotional well-being-** Challenging the bipolar valance dimension of emotions, Functionality of negative emotions in achievement and motivation, exploring the good and bad of negative emotions in relationships, Emotional well-being for the social media generation, Relationship between emotional well-being and emotional intelligence, Buddhist-Asian and Confucian traditions of emotional well-being and emotional regulation

Suggested Readings:

- A, R. (2018). Understanding the Role of Negative Emotions in Adult learning and Achievement: A Social Functional Perspective. *Behavioral Sciences.*

- B, E. (2009). *Bright-sided: How the Relentless Promotion of Positive Thinking has Undermined America.* Metropolitan Books.

- B, H. (2004). Negative Side of Positive Psychology. *Journal of Humanistic Psychology.*

- C, F. (2000). The Emerging Role of Emotions in Work Life: An Introduction . *Journal of Organizational Behavior*, 123-129.

- C, T. (2009). *Philosophical Psychology: Psychology, Emotions and Freedom.* The Catholic Univesity of America Press.

- D, H. (2008). *The Pursuit of Unhappiness: The Elusive Psychology of Well-Being.* Oxford University Press.

- G, F. (2016). *The Philosophy of Well-Being: An Introduction.* Routledge.

- M, A. (2013). Jealousy and Relationship Closeness:Exploring the Good(reactive) and Bad(suspicious) sides of Romantic Jealousy. *Sage Open.*

- P, W. (2017). Critique of Positive Psychology and Positive Interventions. *Journal of Positive Living*.

PSY 301 F: Psychology of Intimacy

Maximum Marks: 100   Duration: 40 Hours

Course Objectives

1. To provide an in-depth understanding of the psychological processes involved in close interpersonal relationships.
2. To gain insight into the challenges sustaining healthy relationships and learn to successfully negotiate relational issues encountered in varied life situations.

Course Contents

- **Unit 1- Introduction to Close Relationships** Love and Attraction,Conception of Intimacy, Theoretical Approaches: Life span and Attachment theory etc, Intimate Processes. Cultural aspects of closeness and intimacy.
- **Unit 2 -Challenge of Relationships:** Intimate partnerViolence in Relationships, Relational Aggression, Relationship Failures and Dissolutions: Issues and Factors.
- **Unit 3 -Relational Issues and Therapeutic Interventions:** Types of therapy in Couple and Family relationships, Issues of Forgiveness and Relational repair.
- **Unit 4 -Contemporary Issues:** Nature of Modern Intimacy,Intimacy in Virtual Settings, Technology and Romantic relationships, Intimacy and Ageing, Intimacy interactions in same-sex friendships.
- **Unit 5-** Practicum Based on the above Units

Suggested Readings

- Prager,K.J. (1997).The Psychology of Intimacy. The Guilford Press.
- Halling,S. (2008). Intimacy, Transcendence and Psychology: Closeness and Openness in Everyday life.Palgrave McMillan: US.
- Debra,J.M. andArthur,Aron (2004). Handbook of Closeness and Intimacy.LE.Associates,Publishers: NJ.
- Layder,D. (2009). Intimacy and Power: The dynamics of Personal Relationships in Modern Society. Palgrav Macmillan:UK
- Jamieson,L.(1998). Intimacy: Personal Relationships in Modern Societies. Polity.

PSY 302 F: Environmental Psychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives

To explore the role of environment in our everyday lives and to appreciate the complex social and psychological issues of the human -environment Relationship and enable them to design effective interventions. To enable students to identify issues for effective interventions for facilitating Pro-environmental attitudes and Behaviour.

Course Contents

- **Unit 1-** Introduction to Environmental Psychology: Human Behaviour and Environment, Relationship of individuals with their physical settings, Natural Environment and Built Environment. Historical Emergence of Environmental Psychology. Theoretical Perspectives: Ecosystems and Ecological, Cognitive Approaches etc.
- **Unit 2-** Psychological Processes and the Environment: Environmental Perception and Evaluation, Personal Space and Social Space, Place Identity and Attachment, Media and the Social Construction of Environment. Human Environments Issues: Crowding, Pollution, Territoriality.
- **Unit 3-** Pro-Environmental Behaviour: Pro-environmental attitudes, values and behaviour as Volunteerism etc. Environmental awareness, Challenges of increasing Pro-environmental behavior, Indigenous and Cultural and Cross-Cultural approaches to Environment and the Community.
- **Unit 4-** Contemporary Issues of Environmental Psychology: Climate Change and Human Behaviour . Psychological Aspects of Disaster and Disaster Coping, Cognitive adaptation to global warming. Environmental Psychology of the Internet, Virtual Environments.
- **Unit 5-** Practicum Based on the above units

Suggested Readings:

- Bechtel,R.B and Churchman A. (2002). Handbook of Environmental Psychology. John Wiley and Sons: New York.
- Gifford,R. (2013).Environmental Psychology: Principles and Practice. Allyn and Bacon Inc : Massacheusetts.
- Gifford,R. (2014).Environmental Psychology Matters. Annual Review of Psychology, 2014,65, 541-579.
- Sundstrom,E.,Bell,Paul,A.;Busby,P.L.;Asmus,C.(1996). Environmental Psychology 1989-1994. Annual Review of Psycholgy,47,485-512.
- Hansen,A. (1991). Media and the Social Construction of the Environment. Media Culture and Society, 13,443-458.
- Jain,U. (2012). Cultural Construction of Environmental Problems. Procedia : Social and Behavioural Sciences,68,6-15.

PSY 303 F: Vulnerabilities of Contemporary Indian Society

Maximum Marks: 100   Duration: 40 Hours

Course Objectives

1. To enable students to inculcate critical human sensitivity and appreciate alternate human experiences of marginal populations.
2. To examine the relationship between political processes, cultural and social realities and psychological processes realities those underlie societal vulnerabilities and relevant interventions.

Course Contents

- **Unit I : Introduction to Social Vulnerabilities :** issues and challenges of developing societies: modernization, urbanization , industrialization and change in societies, displacement and migration etc.
- **Unit II : Poverty and Deprivation :** Discourses of Poverty; Causes and impact of poverty: social , political, economic and societal factors; concomitants of poverty and disadvantage, social exclusion and mental health, challenges and interventions for poverty alleviation.
- **Unit III Corruption and Other Societal Challenges:** Theories and Perspectives on corruption, Issues of Power, Ethics, Social Norms; The social and psychological perspectives on Unemployment.
- **Unit IV Community Mental Health:** introduction to community psychology, social contexts and community health, Resilience building, community development, ethics of community interventions.
- **Unit V:** Practicum based on any of the above Units

Suggested Readings:

- Misra,G. and Tripathi,R.C.(1995). Deprivation: Its Social Roots and Psychological consequences. Concept Publishing.
- Mohanty,A.K. and Misra,G.(2000). Psychology of Poverty and Disadvantage. Concept Publishing.
- Zaloznaya,M. (2014). The Social Psychology of Curruption.Sociology Compass,8,2,187-202.
- Kubbe,I.; and Engelbert,A. (2018). Curruption and Norms. Palgrave Mc Millian.
- Fryer,D. and Ullah,P. (1987). Unemployed People. Open University Press.

PSY 304: Practicum based on Papers 301, 302 and 303

Maximum Marks: 100
Duration: 40 Hrs

Open Electives

PSY 305: Gender and Psychology

Maximum Marks: 50   Duration: 20 Hours

Course objectives: To build a broad and Insightful Understanding of Gender as a concept and its interplay in one's daily interactions. The course aims to highlight the origin and need for gender sensitivity, while emphasizing the necessity to contextualize it with cultural connotations. It maps the influence of Gender and meanings attached to those gendered living across an individual's life span.

- **Unit1:** Bridgingthe history of Gender with the contemporary socio-political concerns Theories of Gender in psychology, history of social movements of gender, gender and Binaries, gender socialisation and stereotypes, gender at workplace.
- **Unit 2:** Gender and Culture**,** sexuality and gender fluidity, empowerment and choice ,media and gender, embodied self and gender, gendered bodies and its meaning.

Suggested Readings:
- Mcbride, Dorothy & Mazur, Amy. (2008). Women's movements, feminism and feminist movements. 219-243.

- B, M. (2017). Happily Ever After? "Successful Ageing" and the heterosexual imaginary. *European Journal of Cultural Studies* , 363-381.

- E, B. (2010). Explaining Religious Market Failure: A gendered critique of the Religious Economies Model. *Sociological Theory* .

- E, C. (2016). What Is a Woman Created For? The Image of Women in Russia through the Lens of the Russian Orthodox Church. *Feminist Theology* .

- J, H. (1998). *The Violences of Men: How Men Talk about and How Agencies Respond to Men's Violence to Women.* Sage Publications.

- K, B., & J, G. (2005). Beyond the mask: women's experiences of public and private ageing during midlife and their use of age-resisting activities. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine* .

- S, L. (2013). A Cross-Cultural Exploration of Masculinity and Relationships in Men From Turkey, Norway, and the United States. *Journal of Cross-Cultural Psychology* , 84-105.

- V, M. (2018). Humhandara and hujaya: Virginity, Culture, and Gender Inequalities Among Adolescents in Zimbabwe. *Reproductive Health in Sub-Saharan Africa* , 1-11.

PSY 306: Theory and Practice of Persuasion

Maximum Marks: 50   Duration: 20 Hours

Course Objectives:

- ➢ To understand various psychological principles underlying the process of persuasion and influence.
- ➢ To develop skills of persuasion and identifying persuasion that is desirable.

Course Contents:

- ▪ **Unit 1**: Persuasion Defined. Interpersonal Persuasion and Persuasion in other contexts. Theoritical Orientations, Role of self-autonomy, locus of control, context types, Rule incompatibility
- ▪ **Unit 2**: Persuasion Variables: Source credibility, persuasibility and sex, personality and context, cognitive complexity, counterarguing, free choice and foreseen consequences, expectation violation, message variables, evidence and emotions.

Suggested Readings:

- ▪ Putnam L. L. and Roloff M. E. (1992), Communication and Negotiation. Sage Publication.
- ▪ Roloff M. E. & Berger C. R. (1982), Social Cognition and Communication. Sage Publication.
- ▪ Roloff M. E. and Miller G. R. (1980), Persuasion: New Directions in Theory and Research. Sage Publication.
- ▪ O'Keefe D. J. (2015) Persuasion Theory and Research. SAGE Publications, Inc; Third edition
- ▪ Andersen K. E. (1971) Persuasion: Theory and Practice. Allyn and Bacon Publisher

PSY 307: Development of Theory of Mind

Maximum Marks: 50   Duration: 20 Hours

Course Objectives:
To develop a critical perspective towards the importance of theory of mind, intentionality and language for social understanding across life span. To study difficulties in developing a theory of mind.

Course Contents:

- **Unit 1**-A brief overview of mind and intentionality, theories of theory of mind.
- **Unit 2-** Intentionality in the explanation of the behavior of self and others.

Suggested Readings:

- Astington, J. W., Harris, P. L. & Olson, D. R. (Eds.) (1998). Developing Theories of Mind. New York: Cambridge University Press. Astington,
- J.W. & Baird, J.A. (Eds.) (2005) Why language matters for Theory of Mind. New York: Oxford University press.
- Babu, N. (2008). Development of mental state language and theory of mind. New Delhi: Concept. Bukowski, W. M., Rubin, K. H. &Laursen, B. (2008). Socio and Emotional Development: Critical Concepts in Psychology. UK: Psychology Press.
- Doherty.M. J. (2008).Theory of Mind: how children understand other's thoughts and feelings. New York: Psychology Press.
- Grusec, J. C. & Hastings, P. D. (Eds.) (Year). Handbook of socialization theory and research. (Pp. 588-613). New York: The Guilford Press

PSY 308: Children and Narratives

Maximum Marks: 50   Duration: 20 Hours

Course Objectives:
To understand the nature of narrative development in children. To recognize narratives as tools of intervention in educational and therapeutic settings

Course Learning Outcomes:
On completion of the course students will be able to-

- ➢ Critically appraise the role of narratives in early developmental years
- ➢ Address the cultural differences in narrative styles and its implications on adult-child interaction
- ➢ Appreciate narrative as an intervention tool

Unit 1- Narrative development of children-Developmental stages, interaction with adults on narrative richness, effects of cultural differences on narrative styles, narrative abilities as predictors of literacy- the wise artistry of *panchatantra*, narrative organization and perceptions of space and time

Unit 2- Narratives as intervention and therapy- Concepts and therapeutic challengesNarrative perspectives to childhood depression, children's narratives of traumatic experiences, narratives of special contexts (young offenders, social exclusion, refugee), narratives of hope, storytelling as learning intervention and for ethical exploration

Suggested Readings-

- Nelson, K. E. (Ed.). (2014). *Children's language* (Vol. 4). Psychology Press.
- DeGangi, G. A., &Nemiroff, M. A. (2009). *Kids' club letters: Narrative tools for stimulating process and dialogue in therapy groups for children and adolescents.* Taylor & Francis.
- Sell, R. D. (2000). *Literature as communication: the foundations of mediating criticism* (Vol. 78). John Benjamins Publishing.
- Kao, S. M. (2014). *Narrative Development of School Children: Studies from Multilingual Families in Taiwan*. Springer.
- Vetere, A., & Dowling, E. (Eds.). (2016). *Narrative therapies with children and their families: A practitioner's guide to concepts and approaches*. Taylor & Francis.
- White, M. K., & Morgan, A. (2006). *Narrative therapy with children and their families*. Dulwich Centre Publications.
- Wright, A. (1995). *Storytelling with children*. Oxford University.

PSY 309: Play and Child Development

Maximum Marks: 50   Duration: 20 Hours

Course Objectives:
To explore the developmental nuances and importance of play during childhood.

Course Learning Outcomes:
On completion of the course students will be able to-

> ➢ Appreciate the importance of play for children and toddlers' development
> ➢ Apply principles of play therapy with children

Unit 1-The importance of play-Play during infancy, toddlerhood and pre-school years, imaginative play and adaptive development, neurocognitve perspective to play and play deprivation, play, toys and language, culture and gender in play, computer and technology as emerging toys-implications for cognition and emotions

Unit 2- Play as healing- Introduction to play therapy- theories/perspective (gestalt. object-relations, integrated, narrative, dynamic, and experiential), models and practice, cultural issues in play therapy, creating play environments

Suggested Readings-

- Cattanach, A. (2004). *Introduction to play therapy*. Routledge.
- Frost, J. L., Wortham, S. C., &Reifel, R. S. (2001). *Play and child development*. Merrill, Prentice Hall.
- Goldstein, J. H. (Ed.). (1994). *Toys, play, and child development*. Cambridge University Press.
- Schaefer, C. E., &Kaduson, H. G. (Eds.). (2007).*Contemporary play therapy: Theory, research, and practice*. Guilford Press.

PSY 310: Psychology of Disability

Maximum Marks: 50   Duration: 20 Hours

PSY 311: Psychological Assessment Behavioural Skills

Maximum Marks: 50   Duration: 20 Hours

Course Objectives

➢ To create awareness of the relevance and applications of Psychological testing and equip them for effective administration and data interpretation of certain select Psychological Tests used in organizational settings.

➢ To enable students to explore and develop a more self -reflective relationship with self and others by experiencing the psychological challenges of listening and communicating in various interpersonal and organizational situations.

Course Contents

- **Unit 1- Psychological Testing in Organizations:** Importance of Psychological Measurement, Essentials of Test Use, Test Administration and Scoring and Interpretation of specific tests as Myers Briggs Type Inventory (MBTI), FIRO-B , Emotional Intelligence etc, Ethical Issues in Psychological Testing.

- **Unit 2-Behavioural Skills in Organizations:** Experiential learning and its importance, Kolb's model of experiential learning, Critically reflecting upon the Experience and Challenges of behavioural skills as Assertiveness, Listening , Feedback Giving and Receiving etc.

Suggested Readings

- Anastasi,A. and Urbina,S. (1996). Psychological Testing. Pearson Higher Ed: USA
- Kolb,D.A. (2015).Experiential Learning: Experience as a Source of Learning and Development (2nd Ed.) Pearson Education Inc: New Jersey.

PSY 312: Psychology and the Virtual World

Maximum Marks: 50   Duration: 20 Hours

PSY 313: Psychological Understanding of Texts and Films

Maximum Marks: 50   Duration: 20 Hours

PSY 314: Introduction to Analytical Psychology

Maximum Marks: 50   Duration: 20 Hours

Course Contents

- **Unit 1**: Carl Jung—Personal Experiences and Analytical Psychology
- **Unit 2**: Jung's Notion of the Primordial Images

Suggested Readings:

- Hart, V. (1994).Carl Jung's Alchemical Tower at Bollingen.*RES*: *Anthropology and Aesthetics*, No. *25*, 36-50.
- Jung, C. G. (1989). *Memories, Dreams, Reflections*. New York: Knopf Doubleday Publishing Group.
- Eliade, (1959).*Cosmos and History: The myth of the eternal return*. New York, USA: Harper and Brothers publishers.
- Jung, C. G. (1959). *The Archetypes and the Collective Unconscious*. London: Routledge&Kegan Paul.

PSY 315: Archetypes and Mystical Traditions

Maximum Marks: 50   Duration: 20 Hours

Course Contents

- **Unit 1:** Gnosticism and the Scared Feminine
- **Unit 2:** Alchemy and Catholic Dogma

Suggested Readings

- Jung, C. G. (1989). SeptemSermonesadMortuos in *Memories, Dreams, Reflections*. New York: Knopf Doubleday Publishing Group.
- Jung, C. G. (1958). *Psychology and Religion*: *West and East*. London: Routledge&Kegan Paul.
- Jung, C. G. (1963). *MysteriumConiunctionis*, *An Inquiry into the Separation and Synthesis of Psychic Opposites in Alchemy*. London: Routledge&Kegan Paul.
- Jung, C. G. (2010). *Psychology and Alchemy*. London: Routledge.
- Neumann, E. (1991). *The Great Mother*, *An Analysis of the Archetype*. Princeton: Princeton University Press.
- von Franz, M.L. (1996). *The Interpretation of Fairy Tales*. Boston: Shambhala.

Paper 316: Field training (Theory-Practice Integration)

<u>Semester - IV</u>

Electives

PSY 401 A: Adolescence and Young Adulthood

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To understand the pertinent developmental issues during adolescence and young adulthood.
To create research based orientation to understand psychological basis of designing intervention.

Course Learning Outcomes:
On completion of the course students will be able to-

> ➢ Understand the developmental patterns and issues associated with adolescence age
> ➢ Apply psychological skills in promoting career planning, higher education and positive youth development

- **Unit 1- The Changing Self-** The centrality of self, constructions of bodily images (sexuality and gender role stress)**,** self in relation with others-struggles toward individuation, culture and conceptions of personal autonomy, aggression and defiance, anticipating and avoiding regret, risky decision making (substance/drug abuse etc), existential crisis
- **Unit 2- Interpersonal relationships**- The changing nature of parent-child relationships power relations, adjustment issues, early romantic relationships, Friendship, social networking
- **Unit 3- Future**- Career planning, higher education, vocational and social goals, achievement
- **Unit 4**- **Youth as active citizens**: Civic duty, citizenship, and positive youth development, issues in studying youth in India
- **Unit 5- Practicum-** Based on the above

Suggested Readings:

- Adams, G. R., &Berzonsky, M. (Eds.). (2008). *Blackwell handbook of adolescence* (Vol. 8). John Wiley & Sons.
- Comstock, J. (1994). Parent-adolescent conflict: A developmental approach. *Western Journal of Communication (includes Communication Reports)*, *58*(4), 263-282.
- Jacobs, J. E., &Klaczynski, P. A. (Eds.). (2006). *The development of judgment and decision making in children andadolescents*. Psychology Press.
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American psychologist*, *55*(1), 170.
- Santrock, J. W., & Curl, R. M. (2003). *Adolescence* (9th ed.). New York: McGraw-Hill.
- Schafer, R. (1973). Concepts of self and identity and the experience of separation-individuation in adolescence. *The Psychoanalytic Quarterly*, *42*(1), 42-59.
- Walters, L. (2013). Judith G. Smetana: Adolescents, Families, and Social Development: How Teens Construct Their Worlds.

PSY 402 A: Ageing-Growth and Development during Late Adulthood

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To provide an in-depth understanding into developmental patterns, issues and challenges faced during the later stages of development. To highlight the role of psychologists in promoting successful ageing.

Course Learning Outcomes:
On completion of the course students will be able to-

➢ Envisage the developmental patterns in the late adulthood
➢ Identify the several facets of successful ageing- psychological, socio-emotional and legal
➢ Draw implications for clinical assessment and intervention

- **Unit 1- Physical, Cognitive and Social Decline:** Dealing with the inevitable changes in the body and the brain. Neurocognitive disorders-epidemiology, assessment and diagnosis, etiology, intervention and prognosis. Decline in social status and its implications
- **Unit 2-Looking Back:** Successful ageing, Socio-emotional development. Retirement and leisure, role of family, role of religion and spirituality in growth and development during old age. Interventions
- **Unit 3- Old Age in India:** Contemporary issues and challenges of the elderly in India. Cultural shifts and changes in family structures and roles. Psychological and institutional services and policies for the older populations
- **Unit 4- Death, Dying and Bereavement-** Death awareness and anticipation (self and partner), cultural differences in bereavement
- **Unit 5- Practicum :**Based on the above units

Suggested Readings:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.
- Birren, J.E. (1982*). Handbook of Psychology of Aging*. CA: Van Nostrand Reinhold Co.
- Dandekar, K. (1996). The elderly in India.
- Gubrium, J. F., &Sankar, A (1996). *Qualitative Methods in Aging Research.* Sage: Thousand Oaks
- John, K.A. (1997). *Providing Community Based Services to the Rural Elderly.* London: Sage 38
- Rao, A. V. (1993). Psychiatry of old age in India. *International Review of Psychiatry*, *5*(2-3), 165-170.
- Van Willigen, J. &Chadha, N. K. (2003). *Social Aging in Delhi Neighbourhood.* NY: Bergin and Garvy.

PSY 403 A: Counselling Children and Adolescents

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To acquaint students with skills, procedure, techniques and issues around counselling children and adolescents.

Course Learning Outcomes:
On completion of the course students will be able to-

> ➢ Adapt and apply counselling theories to children and adolescents
> ➢ Appreciate issues pertaining to specialized context and intervene accordingly

Course Contents:

Unit 1- Establishing the relationship- Goals for counselling children and adolescents, adapting counselling theories to children and adolescents, child-counsellor relationships, ethical considerations, attributes of a counsellor, cultural factors

Unit 2- Assessment, Goal-setting and Intervention- Constructive Understanding-formulation and diagnosis, practice frameworks-understanding internal processes of therapeutic change in children, facilitating change. Terminating the process

Unit 3- Child and adolescent counselling skills and techniques- Active listening ,use of minimal responses, use of reflection, dealing with resistance and transference, paraphrasing and summarizing, dealing with self-destructive beliefs. Group counselling, play therapy, art therapy, use of narratives

Unit 4- Counselling in specialized contexts- Trauma focused care-child abuse and neglect, juvenile-justice involved adolescents, working with suicidal adolescents, school counselling and career planning

Unit 5- Practicum- Based on the above

- Thompson, C. L., Rudolph, L. B., & Henderson, D. A. (2000). *Counseling children.* Pacific Grove, CA: Brooks/Cole.
- Sharry, J. (2004). *Counselling children, adolescents and families: A strengths-based approach.* Sage.
- Geldard, K., Geldard, D., & Foo, R. Y. (2017). *Counselling children: A practical introduction.* Sage.
- Underwood, L. A., & Dailey, F. L. (2016). *Counseling adolescents competently.* SAGE Publications.
- Henderson, D. A., & Thompson, C. L. (2010). *Counseling children.* Cengage Learning.

PSY 401 B: Coaching and Mentoring at Workplace

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: To develop an appreciation of developmental relationship.To develop effective interpersonal skills for coaching and mentoring.To identify coaching and mentoring options for employees.

Course Contents:

- **Unit 1:** Overview of developmental relationships: An introduction to developmental relationships: Counseling, coaching and mentoring, Personality and developmental relationships: Altruism; extension motivation; nishkam karma. Issues in developmental relationships in Indian context: Managing Trishanku complex; dependency proneness, diversity; mind set towards Indian cultural diversity.
- **Unit 2:** Overview of coaching, counseling and mentoring: Process of counseling, coaching and mentoring, Mentor competencies: The nurturing superior, Indian perspective on coaching, counseling and mentoring: Sneh-shraddha.
- **Unit 3:** Developing dyadic relationships: Guru Shishya Parampara, Samkhya, Feedback process: Interpersonal and performance.
- **Unit 4:** Organizational systems: Coaching and mentoring process at work place, Work-centric nurturant culture, Views of Arthashastra (Kautilya), Cosmic collectivism.

Suggested Readings

- Garvey, B., Stokes, P., & Megginson, D. (2009). Coaching and mentoring: Theory and practice. London: Sage.
- Gupta, R. K., & Awasthy, R. (Eds.) (2015). Qualitative research in management: Methods and experiences. New Delhi, India: Sage Publications.
- Guptan, S. U. (2006). Mentoring: A practical guide to touching lives. New Delhi, India: Response Books.
- Kakar, S. (1991). The guru as healer. In S. Kakar, The analyst and the mystic: Psychoanalytic reflections on religion and mysticism (pp. 35–54). Chicago, IL: The University of Chicago Press.
- Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). Delhi, India: Oxford University Press.
- Ragins, B. R., & Kram, K. E. (Eds.) (2007). The handbook of mentoring at work: Theory, research and practice. Los Angeles: Sage Publications.
- Rock, A. D., & Garavan, T. N. (2006). Reconceptualizing developmental relationships. Human Resource Development Review, 5(3), 330-354.
- Santhosh, B. (2012). Coaching: The art of developing leaders. New Delhi: Wiley-India.
- Shrowty, A. W. (1996). Knowledge transfer and the guru-shishya model. Journal of Human Values, 2(2), 127-135.
- Sinha, J. B. P. (2009). Culture and organizational behaviour. New Delhi: Sage Publication.

PSY 402 B: Human Resource Management

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

- ➢ To understand the human resource issues in organizations and build a foundation for assisting organizations in resolving human resource problems.
- ➢ To develop broader understanding of the core HR functions ranging from Human Resource Acquisition to Separation and gain insight into current HR issues and elements of the human resource systems

Course Contents:

- **Unit 1:** Introduction to Human Resource Management, Strategic and traditional HRM, changing role and changing environment of HRM, Challenges of HR management: Individual and Competitiveness, balancing organizational demands and employees' concerns.
- **Unit 2:** Strategy and Human resource planning; Vision, Mission and Values Environmental analysis-internal analysis, issues of HR in cultural transition.
- **Unit 3:** Meeting HR requirements: Job Analysis, Recruitment and Selection, Diversity and empowering employees, Performance Management, Career management and Talent Management and developing diverse talent pool, Competency assessment
- **Unit 4:** International HRM; Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational), communication and team work and training issues in international work force.
- **Unit 5:** Practicum based on the above units

Suggested Readings:

- Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.
- Bhatnagar, J., & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
- Cascio W.F. & Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
- DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.
- DeNisi, A. S., & Griffin, R. W. (2011). Managing human resources (4th Ed.). Boston: Cengage Press.
- Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.
- Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.
- Khandelwal, K. A. (2009). In search of Indianness: Cultures of multinationals. New Delhi, India: Kanishka Publishers.
- Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). Human resource management: A South Asian perspective. Delhi, India: Cengage Learning India Pvt. Ltd.
- Pande, S., & Basak, S. (2012). Human resource management. New Delhi, India: Pearson Education.

PSY 403 B: Negotiation and Bargaining Skills

Maximum Marks: 100   Duration: 40 Hours

Course Objectives

- ➢ To enable the students to become aware of salient psychological issues and challenges of conflict management and negotiation.
- ➢ To enable students to develop specific Communication and Negotiation skills necessary for effective Negotiations.

Course Contents:

- **Unit I   Conflict in Organizations:** Social Relations and Conflict, Dilemmas of Cooperation and Competition, Functional and Dysfunctional Conflicts and Conflict Management Styles, Culture and Conflicts.
- **Unit II   Bargaining and Negotiation:** Types of Bargaining, Distributive and Integrative Negotiations: Strategies and Tactics, Assumptions of the Negotiation Process, Third Party approaches to Conflict Resolutions: Mediation and Arbitration.
- **Unit IIIPsychological Processes in Negotiation**: Intrapersonal, Interpersonal and Group Level aspects of Negotiation, Perception, Cognition and Emotions in Negotiations, Personality and Gender in Negotiations.
- **Unit IV   Culture and Negotiation:** Issues of Communication, Trust and Intergroup Dynamics in Cross- cultural Negotiation Situations, Managing Difficult Negotiations, Deception and Ethics in Negotiations.
- **Unit V   Practicum** Based on the Above Units

Suggested Readings:

- ▪ Gelfand,M.J. and Brett,J.M.(2004). Handbook of Negotiation and Culture. Stanford University Press: California.
- ▪ Lewicki,R.;Saunders,D. and Barry,B. (2015).Negotiation. Mc Graw Hill Education.
- ▪ Thompson,L.L.; Wang,J. and Gunia,B.C. (2010).Negotiation. Annual Review of Psychology, 61, 491-515.

PSY 401 C: Behavioural Medicine

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To appreciate and understand the psychological factors associated with illness and healing.
To understand the psycho-social understanding of diseases, grief and bereavement. To
develop skills for intervention in beahvioural medicine.

Course Learning Outcomes:
On completion of the course students will be able to-

> ➢ Appreciate socio-genesis and cultural constructions of emotions
> ➢ Gain into their own emotional strengths insights

- **Unit 1- Introduction to Beahvioural Medicine –** Psychological and social
  influences on health and illness, psychoneuroimmunology, stress and health,
  beahvioural coping styles, psycho-physiological models of disease, application of
  psychological principles to health
- **Unit 2- Understanding Pain and Grief-** Psychological and physiological processes
  involved in pain, assessment of pain, pain-management through psychological
  techniques, narratives of grief and bereavement, working through death anxiety, grief
  counseling
- **Unit 3- Dealing with the Terminally Ill-** Defining death and dying**,** Psycho-social
  factors associated with Cancer and AIDS**,** Physician-patient relationship, breaking bad
  news, building hope and resiliency among end-of –life issues, addressing denial and
  apprehensions of the patient, interventions for family and other care-givers
- **Unit 4- Contemporary Issues and Intervention-** Euthanasia, CBT, Biofeedback
- **Unit 5-Practicum-** Based on the above

Suggested Readings-

- Basmajian J.V. (1979). Biofeedback – Principles and practice for clinicians.
  Baltimore: Williams & Wilkins Company.
- Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). International handbook of behavior
  modification and therapy. New York: Plenum Press.
- Bellack, A. S. & Hersen, M. (1985). Dictionary of behavior therapy. New York:
  Pergamon Press.
- Dimatteo, M.R., & Martin, L.R. (2002). Health Psychology. New Delhi: Pearson.
- Lambert, M.J (2004). Handbook of Psychotherapy and behaviour change (5th ed.).
  New York: John Wiley and Sons.
- Rimm D.C. & Masters J.C. (1979). Behavior therapy: Techniques and empirical
  findings. New York: Academic Press.
- Sweet, J.J, Rozensky, R.H. & Tovian, S.M. (1991). Handbook of clinical psychology
  in medical settings. Plenum Press: NY
- Tunks, E & Bellismo, A. (1991). Behavioral medicine: Concepts & procedures. New
  York: Pergamon Press.
- Turner, S.M., Calhown, K.S., & Adams, H.E. (1992). Handbook of Clinical Behavior
  therapy. New York: Wiley Interscience.
- Weinman, J., Johnston, M. & Molloy, G. (2006). Health Psychology (Vols. 1-4).
  London: Sage Publications.

PSY 402 C: Clinical Neuropsychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

To orient students towards psychosocial foundations of mental health. To acquaint students with various social contexts and their dynamics contributing to mental health. To develop skills for assessment and community intervention

Course Learning Outcomes: On completion of the course students will be able to-

- ➢ Appreciate social and cultural roots of mental health
- ➢ Develop intervention for community mental health

Course Contents:

- **Unit 1-Introduction to Clinical Neuropsychology-** Role of neuropsychology in clinical practice, neuro-anatomy and neuropathology
- **Unit 2- Neuro-psychopathology-**Memory disorders, executive dysfunction, disorders of language and communication, visuospatial and attentional disorders
- **Unit 3-Neuropsychological Assessment-** Psychological and psychiatric aspects of brain disorders, psychometric foundations of neuro-psychological assessment
- **Unit 4- Neuropsychological Rehabilitation**- Theoretical approaches to cognitive rehabilitation, brain injury and psychological problems-issues and intervention, neuro-rehabilitation strategies for people with neuro-degenerative disorders, psychopharmacology
- **Unit 5 – Practicum-** Based on the above

Suggested Readings-

- ▪ D'Esposito, M. (Ed.). (2003). *Neurological foundations of cognitive neuroscience*. MIT press.
- ▪ Goldstein, L. H., & McNeil, J. E. (Eds.). (2012). *Clinical neuropsychology: A practical guide to assessment and management for clinicians.* John Wiley & Sons.
- ▪ Heilman, M. K. M., & Valenstein, E. (2010). *Clinical neuropsychology*. Oxford University Press.
- ▪ Zomeren, A. H., & Brouwer, W. H. (1994). *Clinical neuropsychology of attention.* Oxford University Press, USA.

PSY 403 C: Childhood Disorders

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:
To create an in-depth understanding into childhood psychopathology -nature, prevalence, causes, assessment, issues and challenges, treatment and future course

Course Contents:

- **Unit 1-Introduction-**Defining disorders of infancy, childhood and adolescence. Parents, children with disabilities and social integration, understanding childhood psychopathology through culturally diverse families' perspectives
- **Unit 2- Oppositional Defiant and Conduct Disorders-** Epidemiology, assessment and diagnosis, etiology, intervention and prognosis
- **Unit 3- Childhood Depression and Suicidality-** Epidemiology, assessment and diagnosis, etiology, intervention and prognosis
- **Unit 4- Anxiety Disorders-** Epidemiology, assessment and diagnosis, etiology, intervention and prognosis
- **Unit 5 – Practicum-** Based on the above

Suggested Readings-

- Parritz, R., & Troy, M. (2013). *Disorders of childhood: Development and psychopathology*. Nelson Education.
- Brown, R. T., Antonuccio, D. O., DuPaul, G. J., Fristad, M. A., King, C. A., Leslie, L. K., ... & Vitiello, B. (2008). *Childhood mental health disorders: Evidence base and contextual factors for psychosocial, psychopharmacological, and combined interventions*. American Psychological Association.
- Bursztyn, A. M. (Ed.). (2011). *Childhood Psychological Disorders: Current Controversies: Current Controversies*. ABC-CLIO.
- Benson, J. B., & Haith, M. M. (Eds.). (2009). *Diseases and Disorders in infancy and Early Childhood*. Academic Press.

PSY 401 D: Introduction to Transpersonal Psychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: This paper provides an overall introduction to the field of transpersonal psychology. After studying this course the student will be able to:

➢ Realize how much human beings can grow and develop.
➢ Distinguish between religion and spirituality, as current defined.
➢ Develop a broader outlook on life.
➢ Strive to move in the direction of spirituality.
➢ Explore transpersonal research topics as the art of transformation.

Course Contents:

- **Unit 1- Introduction-** Defining transpersonal psychology; Traditional roots, history, and evolution of the transpersonal perspective ; Transpersonal self-expansiveness as a scientific construct
- **Unit 2- Transpersonal Theory – 1-** Consciousness research and transpersonal psychology; Jung, analytical psychology and transpersonal psychology
- **Unit 3- Transpersonal Theory - 2 -** Integral psychology of Sri Aurobindo; Ken Wilber's contributions to transpersonal psychology; Transpersonal philosophy: the participatory turn
- **Unit 4- Transpersonal Research Methodologies-** Transpersonal Research and Future Directions; Quantitative Assessment of Transpersonal and Spiritual Constructs; Transpersonal Psychology and Science: Methodological and Philosophical Issues
- **Unit 5: Practicum-** Based on the above

Readings:

▪ Harris L. Friedman & Glenn Hartelius (Eds.) (2013). *The Wiley-Blackwell Handbook of Transpersonal Psychology*. West Sussex, UK: John Wiley & Sons.
▪ Anderson, R., &Braud, W. (2011). *Transforming self and others through research: Transpersonal research methods and skills for the human sciences and humanities.* Albany: State University of New York Press.
▪ Daniels, M. (2005). *Shadow, self, spirit: Essays in transpersonal psychology*. Exeter, UK: Imprint Academic.
▪ Ferrer, J. N. (2001). *Revisioning transpersonal theory: A participatory vision of human spirituality*. Albany: State University of New York Press
▪ Friedman, H. (2002). Transpersonal psychology as a scientific field. *International Journal of Transpersonal Studies*, *21*, 175-187.
▪ Grof, S. (1985). *Beyond the brain: Birth, death, and transcendence in psychotherapy*. Albany: State University of New York Press.
▪ Grof, S. (2008).Brief history of transpersonal psychology. *International Journal of Transpersonal Studies, 17*, 46-54.
▪ Hartelius, G., Caplan, M &Rardin, M. A. (2007). Transpersonal psychology: Defining the past, divining the future. *The Humanistic Psychologist, 35(2)*, 135-160.
▪ Lancaster, B. L. (2004). *Approaches to consciousness: The marriage of science and mysticism*.Basingstoke, UK: Palgrave Macmillan

PSY 402 D: Transpersonal Phenomena- Transformation, Healing and Wellness

Maximum Marks: 100   Duration: 40 Hours

Course Objectives: This paper introduces students to a variety of transpersonal phenomena both spontaneous and induced. After studying this course the student will be able to:

  ➢ Appreciate the full range and spectrum of human experiences that includes the spiritual dimension.
  ➢ Appreciate the variety of religious traditions existing across societies and their underlying universal dimensions.
  ➢ Get the basic principles of understanding illness and health from transpersonal perspectives and will learn about therapy and healing rooted in them.
  ➢ appreciate that humans can undergo transformative experience that have healing potential.

Course Contents:

- **Unit 1-Exceptional human experiences-**Recognizing, understanding and appreciating exceptional human experiences; Paranormal experiences and parapsychology; Near-death experiences and transpersonal psychology
- **Unit 2- Psychedelic experiences -**Psychedelic-induced experiences; Psychedelic induced transpersonal experiences, therapies, and their implications for transpersonal psychology
- **Unit 3- Altered states, transformation and healing-**Dreaming and transpersonal psychology; Hypnosis and transpersonal psychology
- **Unit 4-Transpersonal perspectives on therapy-**Transpersonal perspectives on mental health and mental illness; Transpersonal psychotherapies
- **Unit 5- Practicum**

Suggested Readings:

  ▪ Harris L. Friedman & Glenn Hartelius (Eds.) (2013).*The Wiley-Blackwell Handbook of Transpersonal Psychology*. West Sussex, UK: John Wiley & Sons.
  ▪ Cardena, E., Lynn, S. J., &Krippner, S. (Eds.). (2000). *Varieties of anomalous experience: Examining the scientific evidence*. Washington, DC: American Psychological Association.
  ▪ Grof, S (1976). *Realms of the human unconscious: Observations from LSD research*. New York: Dutton.
  ▪ James, W. (1902). *The varieties of religious experience: A study in human nature*. New York, NY: Longmans, Green and Co.
  ▪ Laing, R. D. (1967). *The politics of experience and the bird of paradise*. London: Penguin Books
  ▪ Laszlo, E. (2004). *Science and the Akashic field: An integral theory of everything*. Rochester, NY: Inner Traditions.
  ▪ Maslow, A. H. (1971). *The farther reaches of human nature*. New York: Viking.
  ▪ Mellick, J. (1996). *The natural artistry of dreams: Creative ways to bring the wisdom of dreams to waking life*. Berkeley, CA: Conari Press.
  ▪ Perry, J. W. (1974). *The Far Side of Madness*. Englewood Cliffs, NJ: Prentice Hall.
  ▪ Ring, K. (1980). *Life at death: Scientific investigation of the near-death experience*. New York: Coward, McCann &Geoghegan.

PSY 403 D: Introduction to Buddhist Psychology

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

➢ To understand the historical account of the compilation of the basic teachings of the Buddha in the three baskets, viz. the *tipiṭaka.*
➢ To understand the basic teachings of the Buddha as found in the *suttapiṭaka.*
➢ To get an introduction to the Buddhist psychology and philosophy as found in the *suttapiṭaka* and the *abhidhammapiṭaka.*
➢ To get familiar with integration of mindfulness practice in various traditional therapies for recurrent depression, obsessive compulsive and other behavioural disorders.

Course Contents:

• **Unit 1- What is psychology?-**Study of human mind and behavior; Psychology and the teachings of the Buddha – There is suffering and a way to end it. Mind is supreme.
• **Unit 2-Principal teachings of the Buddha – I***Tipiṭaka* – The *suttas* and the *abhidhamma.;* Historical development; Introduction to various traditions; canonical and commentarial literature.; Four noble truths and eightfold noble Path; tranquillity and insight; ethics as self-protection; nature of mental defilements.
• **Unit 3- Principal teachings of the Buddha – II-**Three marks of existence – Impermanence, un-satisfactoriness, impersonality. Paradigms of understanding human being – Five aggregates [*khandhas*], six 'windows' [*āyatana*].The principle of dependent origination.
• **Unit 4- Introduction to the *abhidhamma-*Conventional and ultimate reality;** Distinction between concepts and reality; Building blocks of ultimate reality – *Dhammas*: Analogy with modern science; the *dhamma* theory – Its axioms; conditioned *dhammas* and unconditioned *dhamma*; Behaviour as an interplay of the conditioned *dhammas*; introduction to 'conditional relations' [*paṭṭhāna*].
• **Unit 5-** Practicum

Suggested Readings:

▪ Bodhi, B. (1999). *A comprehensive manual of abhidhamma* (2nd ed.). Kandy, Sri Lanka: Buddhist Publication Society.
▪ Dhar, P. L. (2011). No I, no problems – The quintessence of Buddhist psychology of awakening, *Psychological Studies, 56(4),* 398-403.
▪ Epstein, M. (1995).*Thoughts without a thinker.*New York: Basic Books.
▪ Goleman, D. (2004). *Destructive emotions - A dialogue with the Dalai Lama*. London: Bloomsbury.
▪ Gorkum, N. V. (2009). *Abhidhamma in daily life* . London: Zolog.
▪ Karunadasa, Y. (2000). Dhamma as phenomena: The abhidhammic view of empirical reality. *The Middle Way: Journal of the Buddhist Society*, *75(3),* 161-179.
▪ Mahathera, V. N. (1998). *The Buddha and his teachings.* Taipei, Taiwan: Buddha Dharma Education Association.
▪ Thera, V. N. (1998). *Abhidhamma studies*. Kandy, Sri Lanka: Buddhist Publication Society.

PSY 401 E: Culture, Behavior and Health

Maximum Marks: 100

Duration: 40 Hours

PSY 402 E: Psychology of Happiness and Peace

Maximum Marks: 100   Duration: 40 Hours

Course Contents:
- **Unit 1: Locating Happiness in Psychological Approaches**- Psychological definitions of Happiness, Biology of happiness, Personality and happiness, Theories and models for attaining happiness, social markers of Happiness, Objective measurements of happiness
- **Unit 2: Philosophical Approaches to Happiness-**Hedonic, Eudemonia, Utilitarianism, Positive Psychology, Humanistically informed Positive Psychology, Existential Positive Psychology
- **Unit 3**: **Eastern Traditions of Happiness and its relationship with Peace-**Buddhist View of Happiness, Well-being from Hindu Santana Dharma perspective, Meditation and Mindfulness, Islamic Spiritual Path- returning to "*fitrah*" (innocence), Morality and Happiness
- **Unit 4: Deconstructing Happiness in the Contemporary world**-Happiness and social media, Cage of Materialism, Happiness-suicide paradox, Overt mobile based happiness-covert narcissist vulnerability, Momentary nature of happiness, Discovering peace in certainty of uncertainty
- **Unit 5: Practicum-** Based on the Above Units

Suggested readings:

- A, J. (2014). Towards a Developmental Understanding of Happiness. *Sociological Research Online*.
- J, M. (2015). *Theories of Happiness: An Anthology.* Broadview Press.
- L, L. (2014). Person-Oriented Conception of Happiness and Some Personality Theories. *Sage Open*.
- N, L. (2016). The Views on Happiness: A Dialectic Approach. *Vision: The Journal of Business Perspective*.
- S, O. (2013). Concepts of Happiness Across Time and Cultures. *Personality and Social Psychology Bulletin*.
- T, C. (2011). Effects of Intensive Mobile Happiness Reporting in Daily Life. *Social Psychological and Personality Science*.
- **Batthyany, A., Russo-Netzer, P. (Eds.). (2014).** *Meaning in Positive and Existential Psychology.* **Springer.**

PSY 403 E: Stress, Culture and Health

Maximum Marks: 100   Duration: 40 Hours

PSY 401 F: Self, Globalization and Society

Maximum Marks: 100   Duration: 40 Hours

Course Objectives

  ➢ To understand the impact og globalisation and transnational processes on self and identity
  ➢ To develop an understanding, appreciating the plurality and diversity of society

Course Contents

- **Unit I : Globalisation and Society:** Economic, political and socio-cultural aspects, psychological effects of globalisation.
- **Unit II : Issues of Plural Societies :** Global migration and issues of a diverse society, changing dynamics of labour, Acculturation, Immigration and Diaspora : Theoretical perspectives, Citizenship concerns etc.
- **Unit III :Multiculturalism and Diversity** : Appreciating diversity and inter-cultural training, issues of self, identity and global citizen, human , social and cultural capital.
- Unit IV **The information age and Globalisation** : Self as a psycho-social dynamic processing system, Technology and self: virtual reality and identity, self –presentation etc.
- **Unit V Practicums** based on the above units

 Suggested Readings:

  ▪ Hermans,H.J. and Dimaggio,G. (2007).Self, Identity and Globalisation in Times of Uncertainty: A Dialogical Analysis. Review of General Psychology,11,1, 31-61.
  ▪ Castells,M.(2010). The Rise of the Network Society Wiley Blackell:UK.

PSY 402 F: Challenges of Societal Development

Maximum Marks: 100   Duration: 40 Hours

Course Objectives:

- ➢ To provide insights into the nature and relevance of Psychology in Social Policy.
- ➢ To equip students with a critical perspective and method for innovative policy making and improvement of well-being.

Course Contents:

- **Unit I -Psychology and Public Policy:** Social research and public policy, Psychology and development, Psychologists in policy arena, Policy failures: Issues and challenges.
- **Unit II -Domains of Policy Making: Environment and Health:** Importance and Challenges of Social policy in the areas of Mental Health; Disability and Health Care Programmes; Environmental behaviour.
- **Unit III -Domains of Policy Making: Social:** Importance and Challenges of Social policy in the areas of Poverty and other kinds of social disadvantages; Justice, Education etc.
- **Unit IV -Programme Evaluation:** Types of Evaluations, Planning an Evaluation, Implementation, Monitoring and Evaluation, Advocacy; Ethics of Evaluation, Issues of Power.
- **Unit V-**Practicum Based on the above units

Suggested Readings

- ▪ Maton,K.I. (2016). Influencing Social Policy: Applied Psychology Serving the Public Interest. Oxford University Press
- ▪ Tripathi,R.C. and Sinha,Y.(2014). Psychology, Development and Social Policy in India. Springer: India
- ▪ Posoval,E.J.(2016). Programme Evaluation: Methods and Case Studies. Routledge.

PSY 403 F: Social Psychology and Education

Maximum Marks: 100   Duration: 40 Hours

Course Contents:
- **Unit 1- Education from social-psychological perspective-** Cultural and contextual perspectives to learning and thinking. The classroom as a social environment. Education and social status, Educational experience of people from different domains of socialisation (caste, class, gender). Equality and education. Education as means to social-upliftment.
- **Unit 2-Teacher- Student Interaction-** Teacher's expectancy and teacher's bias (Rosenthal effect). Social-psychological origins of teacher's differential behaviour in classrooms. Teacher's authority and classroom as a site of power-Foucault on education and educational practices. Classroom conversations- defining the boundaries of discussions-appropriate/inappropriate conversations.
- **Unit 3- Classroom management-** Social motivation, student's needs and self -esteem. Integrating theory and practice- role of vocational training. Addressing and managing intellectual and social diversities in a classroom. Creating a cooperative, fostering environment.
- **Unit 4- Modernity and Contemporary Issues of Education-** The western- indigenous debate on education systems (Colonial education versus traditional education systems). Factors associated with curriculum building and restructuring. Technology and education.
- **Unit 5- Practicum-** Based on the above units.

Suggested Readings:

- Babad, E. (2009). *The social psychology of the classroom*. Routledge.
- Popkewitz, T. S., & Brennan, M. T. (1998). *Foucault's challenge: Discourse, knowledge, and power in education*. Teachers College Press.
- Deacon, R. (2006). Michel Foucault on education: a preliminary theoretical overview. *South African Journal of Education*, 26(2), 177-187.
- Johnson, D. W. (1970). The social psychology of education.
- Dei, G. J. S. (Ed.). (2011). *Indigenous philosophies and critical education: A reader*. Peter Lang.
- McConaghy, C. (2000). *Rethinking indigenous education: Culturalism, colonialism, and the politics of knowing*. Post Pressed.
- Hall, B. L., Dei, G. J. S., & Rosenberg, D. G. (Eds.). (2000). *Indigenous knowledges in global contexts: Multiple readings of our world*. University of Toronto Press.

PSY 404: Practicum based on papers 401, 402 and 403

Maximum Marks: 100
Duration: 40 Hrs

Open Electives

PSY 405: Executive Function: Assessment and Intervention

Maximum Marks: 50   Duration: 20 Hours

Course Objectives:
To orient students towards a skill based approach to cognitive training and management. To familiarize students with the recent advances in the area of executive functioning. To train students in computer assisted intervention programs like CogniPlus.

Course Contents:

- **Unit 1-Introduction-**Executive functioning as theoretical and clinical construct, Executive function assessment using- Rating scale, neuropsychological testing, cognitive assessment system (CAS), Behavioral rating inventory (BRIEF), Behavioral assessment system for children (BASC), tasks of executive control
- **Unit 2- Intervention and Training-** Computer assisted training programs. Treatment of executive functioning disorders, enhancing executive functioning processes – metacognition, strategy, effort. Working memory and CogniPlus, Cogmed.

Suggested Readings-

- Ashman, A., & Conway, R. (2002). *An introduction to cognitive education: Theory and applications*. Routledge.
- Goldstein, S., & Naglieri, J. A. (Eds.). (2013). *Handbook of executive functioning*. Springer Science & Business Media.
- Roche, J. D., & Johnson, B. D. (2014). Cogmed working memory training product review. *Journal of attention disorders*, *18*(4), 379-384.
- Zelazo, P. D., Müller, U., Frye, D., Marcovitch, S., Argitis, G., Boseovski, J., ... & Carlson, S. M. (2003). The development of executive function in early childhood. *Monographs of the society for research in child development*, i-151.

PSY 406: Developmental Assessment

Maximum Marks: 50   Duration: 20 Hours

Course Objectives:
To train students with skills and techniques for working with children in research and clinical settings

Course Learning Outcomes:
On completion of the course students will be able to-

> ➤ Developmentally adapt and conduct interviews and observations with children
> ➤ Critically assess the importance of developmental milestones and the use of psychometric testing for the same

Course Contents:

- **Unit I- Interviewing and Observing children-** Theoretical perspective to clinical interviewing, guidelines for conducting clinical interviews, evaluating clinical interviews, clinical interviews as research tool and a way of thinking, structured/unstructured observations of children's behaviour-recording, analysing and interpreting observation data
- **Unit II- Use of psychological tests and tasks -** Importance of developmental milestones, assessment of developmental delays, cognitive, language and socio-emotional assessment, designing developmental tasks, issues-cultural and developmental appropriateness

Suggested readings

- ▪ Bentzen, W. R. (2005). *Seeing young children: A guide to observing and recording behavior.* United Nations Publications.
- ▪ Ginsburg, H. (1997). *Entering the child's mind: The clinical interview in psychological research and practice.* Cambridge University Press.

PSY 407: Emotions in everyday life

Maximum Marks: 50   Duration: 20 Hours

Objectives: 1.To help students understand the processes of emotion and relating them to diverse contexts. 2. To prepare students learn organizing their personal lives better by gaining insights into their own emotional strengths. Course Contents:

Unit 1: Emotion, Behaviour and Conscious Experience: Biological, Cognitive, Constructionist, Psychodynamic, Evolutionary and Cultural Perspectives (10 Hrs)

Unit 2: Self Conscious Emotions: Shame, Guilt, Embarrassment, and Pride; Social SelfConsciousness (10 Hrs)

Unit 3: Emotions and Social Processes: Empathy, Forgiveness, Gratitude, and Envy (10 Hrs)

Unit 4: Positive Emotional States and Processes: Positive affect, Optimism, Hope, and Flow, Emotional Creativity, Emotions at work place (10 Hrs)

 Reading List:

Averill, J.A., Chon, K.K., & Hahn, D.W. (2001). Emotions and creativity: East and West. Asian journal of social psychology, 4, 165-183.

Barret, L. F., Niedenthal, P.M., &Winkielman (2005).Emotion and consciousness. New York: The Guilford Press.

Carr, A. (2008). Positive Psychology: The science of happiness and human strengths. New Delhi: Routledge

Ekman, P. (2003) Emotions revealed. London: Weidenfield& Nicolson.

Kitayama, S. & Markus, H.R. (1994).Emotion and culture empirical studies of mutual influence. Washington, DC: American Psychological Association.

PSY 408: Experiential Inquiry into Self

Maximum Marks: 50   Duration: 20 Hours

PSY 409: Institutions and Entrepreneurship

Maximum Marks: 50   Duration: 20 Hours

Course Objectives- To sensitize students regarding the importance of different types of Entrepreneurship and equip them in developing personality characteristics and orientation for taking up entrepreneurial roles.

Course Contents

- **Unit I : Conception of Entrepreneurship :** Importance and relevance of Entrepreneurship, Entrepreneurial Orientation, Personality , Cognitive Social and Motivational antecedents; Entrepreneurship, Innovation and Creativity.
- **Unit II Entrepreneurship in Varied Settings:** Intrapreuership , Social Entrepreneurship and Female Entrepreneurship : Social context of Entrepreneurship, Issues and Challenges.

Suggested Readings

- Drucker,P. (1985) . Innovation and Entrepreneurship: Principles and Practices. Harper and Row Publishers:New York.
- Bornstien,D. (2004). How to change the world: Social Entreprenuers and the power of new ideas. Oxford University Press.
- Frese,M. and Gielnik,M.M.(2014).The Psychology of Entrepreneurship. Annual Review of Psychology, 1, 413-438.

PSY 410: Psychological Principles in Advertising

Maximum Marks: 100   Duration: 20 Hours

Course Objectives: To provide simple exposition of various psychological principles underlying advertising and brand promotion.

Course Contents:

- **Unit 1:** Introduction to Advertising: definition, history, types and forms, purpose and relevance in current context. Different media characteristics as a motivational factor. Advertising as a form of Persuasion.

- **Unit 2:** Psychological Processes underlying Advertising: Advertising Appeals, Media and Message strategies. Global vs. local approach to advertising in current context of globalization and multicultural society.

Suggested Readings:

- Alwitt L. F. & Mitchell A. A. (1985), Psychological Processes and Advertising Effects: Theory, Research, and Applications. Lawrence Erlbaum Associates. Hillsdale, NJ. London.
- Clark E. M., Brock T. C., & David W. Stewart , (1994), Attention, Attitude and Affect in Response to Advertising. Lawrence Erlbaum Associates. Hillsdale, NJ.
- Drewniany B. L. and Jewler A. J. (2008), Creative Advertising: An IMC Approach. Cengage Learning
- Mitchell A. A. (1993), Advertising Exposure, Memory and Choice. Lawrence Erlbaum Associates. Hillsdale, NJ.
- Oglivy D, (2013), Confessions of an Advertising Man, Southbank Publishing
- O'Shanghnessy J. & O'Shaughnessy N. J. (2003), Persuasion in Advertising. Routledge, New York.
- Guinn T. C., Allen C. T. and Semenik R. J. (2009), Advertising Management with Integrated Brand Promotion. Cengage Learning
- Rolloph M. E. & Miller G. R. (Eds) (1980), Persuasion: New Directions in Theory and Research. Sage. N.Y.
- Sharma S. & Singh R. (2006), Advertising Planning and Implementation, Prentice Hall of India, ND.
- Shimp T. A. (2007), Advertising and Promotion: An IMC Approach. Cengage Learning
- Agres S. J., Edell J. A., and Dubitsky.T. M. (1990), Emotion in Advertising: Theoretical and Practical Explorations. Quorum Books. Westport, CT.
- Warnes W. ., Winta D. S., and Ziegler S.K. (1997). Advertizing. Mc.Graw Hall.

PSY 411: The Gifted Child

Maximum Marks: 100   Duration: 20 Hours

Course Objectives:
To learn the art and technique to deal with gifted children.

Course Learning Outcomes:
On completion of the course students will be able to-

- ➢ Identify and assess children with giftedness and recognize the importance of the same
- ➢ Understand the intellectual and emotional needs of gifted children
- ➢ Draw lessons to encourage achievement and happiness in later life

Unit 1- The 'know-it-all' child- Identifying gifted children-assessment, early development and physical health, personality and behavioral characteristics, psycho-social development of a gifted child, issues pertaining to education and integration into mainstream school

Unit 2-Raising productive and well -adjusted gifted children- The Parent's dilemma, learning to talk to the know-it all children, developing child's unique potential, family issues in the life of gifted children, finding the right school, creating a stimulating environment

Suggested Readings-

- Davis, G. A., &Rimm, S. B. (1989). *Education of the gifted and talented*. Prentice-Hall, Inc.
- DeHaan, R. F., &Havighurst, R. J. (1961). *Educating gifted children*. University of Chicago Press.
- Gross, M. U. (2002). *Exceptionally gifted children*. Routledge.
- Klein, B. S. (2007). *Raising gifted kids: Everything you need to know to help your exceptional child thrive*. AMACOM Div American Mgmt Assn.
- Porter, L. (2005). *Gifted young children: A guide for teachers and parents*. Maidenhead, Berkshire, England: Open University Press.

PSY 412: Developmental Psychology in Education

Maximum Marks: 50   Duration: 20 Hours

Course Objectives:
To inculcate an in-depth understanding into the role of developmental psychology in education settings. To identify the roles and challenges of a developmental psychologist in curriculum building.

Course Learning Outcomes:
On completion of the course students will be able to-

  ➢ Understand the developmental aspects of learning
  ➢ Appreciate the importance of child-centered pedagogy and its implications for promoting cognitive, emotional and moral development of children

Course Contetns

- **Unit 1-Child-centered pedagogy-** Insertion of developmental theories into curriculum building and teaching, classroom environment and cognitive-emotional-moral development, cultivating interests, self-efficacy and self-regulation, extra-cognitive aspects of developing high abilities, cultural aspects of teaching
- **Unit2- Training the teachers-** Roles and challenges of developmental psychologist. Working in special education,

Suggested Readings-

▪ Shavinina, L. V., & Ferrari, M. (Eds.). (2004). *Beyond knowledge: Extra-cognitive aspects of developing high ability.* Routledge.

PSY 413: Archetype and Mythology

Maximum Marks: 50   Duration: 20 Hours

Course Contents:

- **Unit 1:** Jung and Eliade on Myths
- **Unit 2**: Myths and Medicinal Traditions

Suggested Readings:

- Campbell, J. (1968). *The Hero with a Thousand Faces*. Princeton, N. J.: Princeton University Press.
- Jung, C. G. (1988). *Man and His Symbol*. New York: An Anchor Press Book.
- Jung, C. G. (1990). *Symbols of Transformation*. Princeton, N. J.: Princeton University Press.
- Eliade, M. (1956).*The Sacred and the Profane*. New York, USA: Harcourt, Brace & World, Inc.

PSY 414: Dream Interpretation: Jungian Perspective

Maximum Marks: 50   Duration: 20 Hours

Course Contents:

- **Unit 1:** Carl Jung's Psychology of Dreams
- **Unit 2:** Archetypes and Dreams

Suggested Readings:

- Boa, F. (1994).*The Way of the Dream*, *Conversations on Jungian Dream Interpretation with Marie-Louise von Franz*. Boston: Shambhala Publication, Inc.
- Jacobi, J. (1953). *Psychological Reflections*, *An Anthology of the Writings of C. G. Jung*. London: Routledge&Kegan Paul Ltd.
- Jacobi, J. (1959). *Complex/Archetype/Symbol*. London: Routledge&Kegan Paul.
- Jung, C. G. (2012). *Dreams*. London: Routledge.
- Peck, J., Jung, L. and Meyer-Grass, M. (Eds.) (2014).*C. G. Jung*, *Dream Interpretation Ancient and Modern*, *Notes from the Seminar given in 1936-1941*. Princeton, N. J.: Princeton University Press.

PSY 415: Training and Consulting in Organizations

Maximum Marks: 50   Duration: 20 Hours

Course Objectives:

- ➢ Understand the relevance of training as a development intervention and learn designing, implementing and evaluating the training program.
- ➢ Learn the nature and value of organizational consultancy for organization's decision making and problem solving.

Course Contents:
- **Unit I:** Nature and value of Organizational consultancy, Creating a culture of consulting and coaching, Responsibilities and skills of organizational consultants and trainers, Ethical issues in consulting.
- **Unit II:** Training: Its relevance, learning and motivational principles, The Training Process: Need Assessment, design, delivery and Developing Training Modules and Training evaluation.

Suggested Readings:

- ▪ Aamodt, M. G., & Aamodt, M. G. (2010). *Industrial/organizational psychology: An applied approach*. 6th Edition, Belmont, CA: Wadsworth.
- ▪ Buckley, R. & Caple, J. (2009). The theory and practice of training, 6th Edition, London: Kogan Page
- ▪ Hawkins, P. & Smith, N. (2013). Coaching Mentoring and Organizational Consultancy: Supervision, Skills and Development, 2nd edition, Berkshire: Tata Mc Graw Hill.
- ▪ Hodges J. (2017), Consultancy, Organizational Development and Change, Kogan Page

PSY 416: Dissertation (For top 20 per cent students only)

Maximum Marks: 200   Duration: -:-