5 YEAR INTEGRATED POST GRADUATE PROGRAMME IN PSYCHOLOGY SYLLABUS

Under
National Education Policy (NEP)-2020

PROGRAMME OBJECTIVE:

The Present syllabus is designed for the Five Year Integrated Post Graduate Programme (FYIPGP) in Psychology of Assam Women's University in accordance with the Curriculum and Credit Framework for Under Graduate Programme (CCFUGP) of University Grants Commission (UGC). It is designed to operationalise the goals enshrined in the New Education Policy 2020 (NEP 2020) as envisioned by the Ministry of Human Resource Development (MHRD), Govt. of India.

The present FYIPGP programme in Psychology is aimed at providing an understanding of the growing discipline of Psychology and promoting skill based education. It seeks to do so by the dissemination of knowledge in a uniform and standardized manner in accordance with the UGC Guidelines.

The FYIPGP not only offers opportunities and avenues to learn core subjects but also allows the exploration of additional avenues of learning beyond the core subjects for holistic development of an individual. This heralds the shift from teacher- centric learning to student-centric learning where students may proactively pick and choose courses of their choice from diverse disciplines in line with individual interest and aptitude.

Moreover, the present Programme has been designed to incorporate the provisions enshrined in the vision of NEP 2020 to provide for facility of multiple entry and exit points in an academic programmes.

For instance, students, who wish to leave at the end of 1 year, after having completed the necessary credit requirements, will be awarded a certificate. Similarly, students wishing to exit at the end of 2 years, having completed the requisite credit requirement will be eligible for the award of Diploma, those who choose to exit at the end of 3 years, will be awarded a B.A Degree in Psychology, subject to fulfilment of requisite criteria. Those who choose to pursue the programme until the 4^{th} year will again have the option of whether or not to opt for Dissertation work, subject to whether the cumulative grade point average is not less than the requisite 75% marks in the preceding three years. Those qualifying to take up Dissertation during their 4^{th} year will accordingly be awarded a B.A (Hons. With Research) Degree in Psychology, whereas those who opt out of Dissertation work in favour of internship/ Project Work/other Courses will be awarded a B.A (Hons.) Degree in Psychology. Likewise, students who successfully complete the curricular requirements of all the five years, which includes taking up dissertation work by those who have not taken up dissertation during their 7^{th} and 8^{th} semester, will be awarded the Five Year Integrated Master's Degree in Psychology. Thus, the programme, when implemented in its proper spirit, has the potential to create new possibilities for students to customize their learning programme in tandem with individual interests and aptitude, even retaining the provision to migrate between Institutions as per their circumstances and needs. The new curriculum framework will have the following features:

1. Flexibility to explore different disciplines within the broad disciplines before choosing their major discipline of study.
2. Opportunity for learners to explore multidisciplinary courses offered by disciplines beyond their broad discipline of study
3. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or 3 year Bachelor's degree/ 4 year Bachelor's Degree (Hons.)or 4 year Bachelor's Degree (Hons. With Research) depending a student's will and circumstances.
4. Flexibility for lateral entry for learners who are faced with the circumstance to move from one place to another and as a result change institution during the progress of their programme. Flexibility to switch between alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning) to ensure optimal utilization of available resources.

PROGRAMME OUTCOME:

The National Higher Education Qualifications Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study. The graduate attributes include capabilities that help broaden the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total university experience, and a process of critical and reflective thinking.

1. With respect to Disciplinary area of Psychology, FYIPGP Graduates should be able to demonstrate
    i. Comprehensive knowledge and coherent understanding of the historical and philosophical antecedents of the discipline of Psychology and its place and significance within the broader context of Social and Human Sciences, current and emerging developments associated with the field of Psychology, including the emerging need for, and scope of interdisciplinary areas of study such as Cognitive Science.
    ii. Professional, ethical and procedural knowledge required for carrying out skilled work/tasks related to the field of Psychology.
    iii. knowledge of application related to topics and/or concepts and/or techniques in specialized areas within the field of Psychology such as Developmental Psychology, Psychopathology, Counselling and Psychotherapy, Social Psychology, Cognitive Psychology, Personality and Individual Differences, Research methods, Statistical principles and tools for data analysis in social sciences, Psychological test, principles and applications, Gender Psychology within the broad multidisciplinary context,
    iv. Capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.
2. With respect to Generic Learning Outcomes, students should be able to demonstrate:
    i. Complex problem solving
    ii. Critical thinking
    iii. Creativity
    iv. Communication skills
    v. Analytic reasoning
    vi. Research related Skills
    vii. Coordinating/Collaborating with others
    viii. Leadership readiness/qualities
    ix. Learning how to learn skills
    x. Digital and technological skills
    xi. Multicultural competence and inclusive spirit
    xii. Value inculcation
    xiii. Autonomy, Responsibility and Accountability
    xiv. Environmental Awareness and Action
    xv. Community Engagement and Service
    xvi. Empathy

KEY TERMINOLOGIES: TABLE 01

Sr. No.	KEY CONCEPTS	DEFINITION AND DESCRIPTION
1.	ACADEMIC YEAR	An Academic year is divided into two semesters vis a vis an ODD semester followed by an EVEN semester.
2.	SEMESTER	Each semester comprises of about 15 weeks of academic work. The ODD semester usually begins in August and ends in December of that year. The EVEN semester begins in February and ends in June of that year.
3.	PROGRAMME	Programme refers to a composite period of academic training spanning across eight semesters, culminating in a Degree upon successful completion. Programme in the context of this document refers specifically to the Undergraduate (Honours) Programm in Psychology {B.A. (Hons.)} and Undergraduate (Honours with Research) Programme i Psychology {B.A. (Hons. With Res.)}. However, the highlight of the present programme is the flexibility it accords to student with respect to multiple entry and exit points. More specifically, depending on circumstance , a student is allowed to exit the programme at following stages: i. Students exiting the programme at the end of 1st year will be awarded a "Certificate" on successful completion of required criteria for the same. ii. Students exiting the programme at the end of 2nd year will be awarded a "Diploma" on successful completion of required criteria for the same. iii. Students exiting the programme at the end of 3rd year will be awarded a "B.A Degree" on successful completion of required criteria for the same. iv. Students exiting the programme at the end of 4th semester will variously b awarded a "B.A.(Honour with Research) Degree" or "B.A.(Honours) Degree
4.	COURSE	Course refers to a well-defined form of academic training in a given area of knowledge and their application, spanning a single semester, and culminating in a test. A semester usually is made up of 5-6 courses.
5.	MAJOR & MINOR COURSE	MAJOR: The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic MINOR: Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the

<table>
<tr><td></td><td></td><td>minor and vocational stream at the end of the second semester, after exploring various courses</td></tr>
<tr><td>6.</td><td>MULTIDISCIPLINARY COURSE</td><td>All FYIPGP students are required to undergo 3 introductory-level courses relating to any of the broad disciplines</td></tr>
<tr><td>7.</td><td>ABILITY ENHANCEMENT COURSES</td><td>Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity.</td></tr>
<tr><td>8.</td><td>SKILL ENHANCEMENT COURSE</td><td>These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. The institution may design courses as per the students' needs and available institutional resources</td></tr>
<tr><td>9.</td><td>VALUE ADDED COURSES</td><td>These courses are supposed to be compulsory in nature for all U.G students, and can be broadly classified in terms of their focus along following groups:
1. Understanding India
2. Environmental science/education:
3. Digital and technological solutions: Health & Wellness, Yoga education, sports, and fitness:</td></tr>
<tr><td>10.</td><td>SUMMER INTERSHIP/ APPRENTICESHIP</td><td>1. . All students will also undergo internships in an industry, or organization during the 3rd year of FYIPGP in Psychology. Additionally, those Students opting to exit the programme at the end of first year (with a Certificate Course) or second year (with a Diploma) will be awarded the UG Certificate Degree or UG Diploma Degree, if in addition to fulfilling the requisite credit requirements, the student also successfully completes a 3-credit work based learning/internship within one year from the completion of 1st year or 2nd year respectively.</td></tr>
<tr><td>11.</td><td>DISSERTATION DURING 7TH AND 8TH SEMESTER</td><td>Students who secure at least 75% at the end of 6th semester and are willing to opt for 4 Year B.A. (Honours with Research) has to opt for Dissertation work.They are required to undergo the following programme structure during 7th and 8th semester in partial fulfilment of the requirements for the degree of B.A. in Psychology (Honours with Research).
<table>
<tr><th>Sl. No.</th><th>Semester</th><th>Course Title</th><th>Course Code</th><th>Credit Distribution</th></tr>
<tr><td>1</td><td>7th</td><td>Research Methods in Psychology</td><td>FYI-PSY-R-7401</td><td>3L+1P</td></tr>
<tr><td>2</td><td>8th</td><td>Dissertation Work</td><td>FYI-PSY-R-8801</td><td>2T+6P</td></tr>
</table>
</td></tr>
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<table>
<tr><td>12.</td><td>COURSES IN LIEU OF DISSERTATION DURING 7TH AND8TH SEMESTER</td><td>Students who opt for 4 year B.A. (Honours) are required to undergo the following programme structure during 7th and 8th semester in partial fulfilment of the requirements for the degree of B.A. in Psychology (Honours).

<table>
<tr><th>Sl. No.</th><th>Semester</th><th>Course Title</th><th>Course Code</th><th>Credit Distribution</th></tr>
<tr><td>1.</td><td>7th</td><td>Research Methods in Psychology</td><td>FYI-PSY-I-7401</td><td>3L+1P</td></tr>
<tr><td>2.</td><td>8th</td><td>Field Work/Project Work/Internship</td><td>FYI-PSY-I-8801</td><td>2T+6P**</td></tr>
</table>
*Rules and requirements for Field work/Project work/internship will be framed in the DMC and notified at the beginning of the semester.

**: Given one practical class counts for 2 hours of work, therefore, 6 practical hours per week will comprise 12 hours of practical work. Accordingly, in a semester with 15 weeks of teaching, total practical work to be carried out during internship will be 180 hours. Assuming, a student can work in an internship programme for 6 hours every day, she will need to work 30 days to satisfy the credit requirements. If a week has 5 working days, it will translate into 6 weeks of internship programme.</td></tr>
<tr><td>13.</td><td>DISSERTATION WORK DURING 9TH AND 10TH SEMESETR</td><td>Students are required to undertake dissertation work at least once during the span of 10 semesters, either during the 7th and 8th semester or during the 9th and 10th semester in order to successfully qualify for the award of the degree of Five Years Masters of Arts degree in Psychology. Accordingly, those who opt for dissertation work during their 9th and 10th semesters will undergo the following programme structure with respect to their dissertation work:

<table>
<tr><th></th><th>Semester</th><th>Course Title</th><th>Course Code</th><th>Credit Distribution</th></tr>
<tr><td>1.</td><td>9th</td><td>Research Writing in Psychology</td><td>FYI-PSY-R-9401</td><td>2L+2P</td></tr>
<tr><td>2.</td><td>10th</td><td>Dissertation work</td><td>FYI-PSY-R-X801</td><td>2T+6P</td></tr>
</table></td></tr>
<tr><td>14.</td><td>COURSES IN LIEU OF DISSERTATION WORK DURING 9TH AND 10TH SEMESTER</td><td>Students who opt out of dissertation work during the 9th and 10th semester of the Five Year Integrated Masters Programme in Psychology on account of having successfully undergone dissertation work during their 7th and 8th semesters already will have to take up other courses in lieu of dissertation in the following format:

<table>
<tr><th>SL.NO</th><th>Semester</th><th>Course Title</th><th>Course Code</th><th>Credit Distribution</th></tr>
<tr><td>1.</td><td>9th</td><td>Research Writing in Psychology</td><td>FYI-PSY-I-9401</td><td>2L+2P</td></tr>
<tr><td>2.</td><td>10th</td><td>Internship Programme</td><td>FYI-PSY-I-X801*</td><td>2T+6P**</td></tr>
</table>
*Rules and requirements for Field work/Project work/internship will be framed in the DMC.</td></tr>
</table>

		**: Given one practical class counts for 2 hours of work, therefore, 6 practical hours per week will comprise 12 hours of practical work. Accordingly, in a semester with 15 weeks of teaching, total practical work to be carried out during internship will be 180 hours. Assuming, a student can work in an internship programme for 6 hours every day, she will need to work 30 days to satisfy the credit requirements. If a week has 5 working days, it will translate into 6 weeks of internship programme.
15.	NCC AND OTHER ACTIVITES	This component will include participation in activities related to National Service Scheme (NSS), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.
16.	CREDIT POINTS	Credit Points are a way to objectively assess the value of a course in terms of number of hours invested in knowledge acquisition based on any or all of the following modes of learning with respect to a particular Course: a. Lecture (L), where ONE hour of Lecture per week counts as 1 Credit. b. Tutorial (T), where ONE hour of Tutorial per week counts as 1 Credit. c. Practicum (P), where TWO hours of Practical Work counts as 1 Credit. Therefore, say a Course bearing credit distribution of the type "5L +1P" would mean that the said course is a 6 credit Course with 5 Lecture of one hour each per week and 2 hours of Practical work per week respectively, but no Tutorial Component and so on and so forth.
17.	COURSE CODE	The Course code nomenclature is an alphanumeric string composed of 10 characters in accordance with the following logic: a. The first two characters, "IP" is treated as composite and is indicative of "Five Year Integrated" programme to which the specific course belongs. b. The next two characters, "PY" is the next composite and is indicative of the discipline of Psychology to which the said programme belongs.. c. The 5TH and 6th characters are to be treated as a composite and can assumeany of the following values based on the course type: 1. 'MJ" for Major Courses 2. "AE" for Ability Enhancement Compulsory Courses 3. "SE" for Skill Enhancement Courses 4. "MN" for Minor Courses 5. "MD" for Multidisciplinary Courses 6. "DR" for Dissertation work opted for either during 7th and 8th semester as required for B.A. (Honours with Research) degree or during the 9th and 10th semester as required in partial fulfilment of the Five Year Integrated M.A. in Psychology degree. d. "IF" for courses opted for in lieu of Dissertation work either during the 7thand 8th semester as required for a B.A. (Honours) degree or during 9th and 10th semester (in case a student has already successfully accomplished dissertation work during 7th and 8th semester) in partial fulfilment of the Five Year Integrated M.A. in Psychology degree. In addition, "IF" will also be applied to indicate internship work undertaken at any point during the entire programme.

		e. "DS" for Discipline Specific Elective during 9th and 10thsemester. The 7"th character is a numeric character that can assume any of the following values: 1. "1" indicative of 1st Semester 2. "2" indicative of 2nd Semester 3. "3" indicative of 3rd Semester 4. "4" indicative of 4th Semester 5. '5" indicative of 5th Semester 6. "6" indicative of 6th Semester 7. "7" indicative of 7th semester 8. "8" indicative of 8th semester 9. "9" indicative of 9th semester 10. "X" indicative of 10th semester (roman "X" for 10) f. The 8th character is a numeric expression that reflects the Credit points assigned to that particular Course. g. The 9thand 10th characters are a numeric expressions treated as composite that indicate the order of that particular course within the course types to which it belongs in the context of the said Semester.* * the logic of deciding the 9th and 10th character as describe at "g" mayl not apply to Ability Enhancement Courses, Skill Enhancement Courses, Value Added Courses for which the numbering logic is decided centrally for programmes of all Departments.

CREDIT DISTRIBUTION MATRIX FOR FOUR YEAR UNDERGRADUATE PROGRAMME IN B.A. PSYCHOLOGY (Single Major)

TABLE 02

semester	Major	Minor	Interdisciplinary	Discipline Specific	A.E.C	S.E.C	V.A.C	Internship	Dissertation	Total
I	4	4	4		3	3	3			21
II	4	4	4		3	3	3			22
III	8	4	4		3	3				22
IV	16	4					3			22
V	16	4						3		23
VI	16	4								20
VII	12	4						4/0	0/4	20
VIII	12	4						8/0	0/8	24
IX	12	-	-	8				0/4	4/0	24
X	8			8				0/8	8/0	24
TOTAL	108	32	12	16	9	9	9	15	12	222

PROGRAMME STRUCTURE: TEMPLATE VIEW/ TABLE 03

Year	Semester	Component	Credit Distribution	Course Code	No. of Courses	Credit per Course	Total Credit
At the end of **First Year**, Students can exit with a	I	Introduction to Psychology	3L+1P	IPPYMJ1401	1	4	4
		General Psychology	3L+1T	IPPYMN1401	1	4	4
		Psychology of Health and Well-Being	3L+1T	IPPYMD1401	1	4	4
		Assamese/English-I	3L	Choose from central pool	1	3	3

Certificate Course		Effective Decision Making	2L+1P	IPPYSE1301	1	3	3
		Panchkosha: Holistic Development of Personality	2L+1T	IPVA1315	1	3	3
							21
	II	Foundation of Psychology	3L+1P	IPPYMJ2401	1	4	4
		Educational Psychology	3L+1T	IPPYMN2401	1	4	4
		Psychology of Peace	3L+1T	IPPYMD2401	1	4	4
		Assamese/English-II	3L		1	3	3
		Developing Emotional Competence	2L+1P	FYI-PSY-S-IPPYSE2302	1	3	3
		Understanding self	3L+1T	IPVA2316	1	3	3
							21
At the end of **Second Year**, students can exit with a **Diploma**	III	Developmental Psychology	3L+1T	IPPYMJ3401	1	4	4
		Psychology of Individual Differences	3L+1P	IPPYMJ3402	1	4	4
		Heath Psychology	3L+1T	IPPYMN3401	1	4	4
		Media Psychology	3L+1T	IPPYMD3401	1	4	4
		Assamese/English-III	3L	FYI-PSY-E-3201	1	3	3
		Stress Management	2L+1P	IPPYSE3303	1	3	3

							22
	IV	Biopsychology	3L+1T	IPPYMJ4401	1	4	4
		Descriptive Statistics for Behavioural Sciences	3L+1T	IPPYMJ4402	1	4	4
		Psychology of Gender	3L+1T	IPPYMJ4403	1	4	4
		Geriatric Psychology	3L+1P	IPPYMJ4404	1	4	4
		Youth Psychology	3L+1T	IPPYMN4401	1	4	4
		Psychology of Happiness	2L	IPPY4303	1	3	3
							23
At the end of **Third Year,** students can exit with **Bachelors Degree**	V	Advanced Biopsychology	3L+1T	IPPYMJ5401	1	4	4
		InferentialStatistics for Behavioural Sciences	3L+1T	IPPYMJ5402	1	4	4
		Cultural and Indigenous Psychology	3L+1T	IPPYMJ5403	1	4	4
		Social Psychology	3L+1P	IPPYMJ5404	1	4	4
		Psychology of Disability	3L+1T	IPPYMN5401	4	4	4
		Internship	3	IPPYI5301	1	3	3
							23
	VI	Psychological Testing	3L+1P	IPPYMJ6401	1	4	4
		Positive Psychology	3L+1T	IPPYMJ6402		4	4
		Psychopathology	3L+1T	IPPYMJ6403	1	4	4

		Applied Social Psychology	3L+1T	IPPYMJ6404	1	4	4
		Community Psychology	3L+1T	IPPYMN6401	1	4	4
							20
At the end of **Fourth Year,** students will be conferred with **B.A (Honours) or B.A (Honours with Research)**	VII	Basic Processes in Cognition	3L+1T	IPPYMJ7401	1	4	4
		Organizational Behaviour	3L+1T	IPPYMJFYI-PSY-C-7402	1	4	4
		Advanced Psychopathology-	3L+1P	IPPYMJ7403	1	4	4
		Sports Psychology	3L+1T	IPPYMN7401	1	4	4
		Research Methods in Psychology	3T+1P	IPPYDR7401/ IPPYIF7401	1	4	4
							20
	VIII	Higher Order Cognitive Processes	3L+1P	IPPYMJ8401	1	4	4
		Human Resource Management	3L+1T	IPPYMJ8402	1	4	4
		Counselling Psychology	3L+1T	IPPYMJ8403	1	4	4
		Consumer Behaviour	3L+1T	IPPYMN8401	1	4	4
		Dissertation/Project work/Internship	2T+6P	IPPYDR8801 OR **(IPPYIF8401)**	1	8	8

							24
At the end of 5 years, Students will be awarded Integrated Master's Degree in Psychology M.A (Integrated)	IX	Theoretical Issues in Psychology	3L+1T	IPPYMJ9401	1	4	4
		Qualitative Research Methods in Psychology	3L+1P	IPPYMJ9402	1	4	4
		Advanced Cognitive psychology	3L+1P	IPPYMJ9403	1	4	4
		Cognitive Neuropsychology Or Social Aspects in Development	3L+1P	IPPYDS9401 Or IPPYDS9403	1	4	4
		Cognitive Development and Disorders OR Intergroup Relations	3L+1P	IPPYDS9402 OR IPPYDS9404	1	4	4
		Research Writing in Psychology	2L+2P	IPPYDR9401 Or IPPYIF9401	1	4	4
							24
	X	Advanced Statistics for Behavioural Sciences	3L+1P	IPPYMJX401	1	4	4
		Environmental Psychology	3L+1P	IPPYMJX402	1	4	4
		Organizational Change and Development OR Counselling and Psychotherapeutic Intervention	3L+1P	IPPYDSX401 OR IPPYDSX402	1	4	4
		Clinical Assessment and Diagnosis OR	3L+1P	IPPYDSX402 OR	1	4	4

		Psychology at Workplace		IPPYDSX404			
		Dissertation Work/internship	2T+6P	IPPYDRX801 Or IPPYIFX801	1	8	8
							24
							222

SEMESTER WISE LIST OF MAJOR COURSES/ TABLE 04

SEMESTER	COURSE TITLE	COURSE CODE	CREDIT DISTRIBUTION
I	INTRODUCTION TO PSYCHOLOGY	IPPYMJ1401	3L+1P
II	FOUNDATIONS OF PSYCHOLOGY	IPPYMJ2401	3L+1P
III	DEVELOPMENTAL PSYCHOLOGY	IPPYMJ 3401	3L+1T
	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	IPPYMJ 3402	3L+1P
IV	BIOPSYCHOLOGY	IPPYMJ 4401	3L+1T
	DESCRIPTIVE STATISTICS FOR BEHAVIOURAL SCIENCES	IPPYMJ 4402	3L+1T
	PSYCHOLOGY OF GENDER	IPPYMJ 4403	3L+1T
	GERIATRIC PSYCHOLOGY	IPPYMJ 4404	3L+1P
V	ADVANCED BIOPSYCHOLOGY	IPPYMJ 5401	3L+1T
	INFERENTIAL STATISTICS FOR BEHAVIOURAL SCIENCES	IPPYMJ 5402	3L+ 1T
	CULTURAL AND INDIGENOUS PSYCHOLOGY	IPPYMJ 5403	3L+1T
	SOCIAL PSYCHOLOGY	5 IPPYMJ 404	3L+ 1P
VI	PSYCHOLOGICAL TESTING	IPPYMJ 6401	3L+1P

	POSITIVE PSYCHOLOGY	IPPYMJ 6402	3L+1T
	PSYCHOPATHOLOGY	IPPYMJ 6403	3L+1T
	APLIED SOCIAL PSYCHOLOGY	IPPYMJ 6404	3L+1T
VII	BASIC PROCESSES IN COGNITION	IPPYMJ 7401	3L+1T
	ORGANIZATIONAL PSYCHOLOGY	IPPYMJ 7402	3L+1T
	ADVANCED PSYCHOPATHOLOGY	IPPYMJ 7403	3L+1P
VIII	HIGHER ORDER COGNITIVE PROCESSES	- IPPYMJ 8401	3L+1P
	HUMAN RESOURCE MANAGEMENT	IPPYMJ 8402	3L+1T
	COUNSELLING PSYCHOLOGY	IPPYMJ 8403	3L+1T
IX	THEORETICAL ISSUES IN PSYCHOLOGY	IPPYMJ 9401	3L+1T
	QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY	IPPYMJ 9402	3L+1P
	ADVANCED COGNITIVE PSYCHOLOGY	IPPYMJ 9403	3L+1P
X	ADVANCED STATISTICS FOR BEHAVIOURAL SCIENCES	IPPYMJ X401	3L+1P
	ENVIRONMENTAL PSYCHOLOGY	IPPYMJ X402	3L+1P

MAJOR COURSES

IPPYMJ **1401: INTRODUCTION TO PSYCHOLOGY**
CREDIT HOURS: 04 (3L + 1P)

COURSE OBJECTIVE: To familiarize students with:

1. The idea of Psychology as a scientific discipline.
2. Core domains of psychological studies.
3. Specializations within the discipline of Psychology.
4. Importance of experimental approach to establishing psychological facts.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate/display:

1. The logical course of development of psychological modes of inquiry across time and traditions.
2. Greater insight about the various domains of psychological functioning and the underlying mechanisms governing them.
3. Understanding the biological and psychological as well as an overall theoretical basis of sensation, perception, illusions and its role in influencing behaviour.
4. Understanding the physiology of motivated behaviour and its effect on emotions.

MODULE-I: PSYCHOLOGY AS SCIENCE **15 hours**

Meaning, Definition, Nature and Goals of Psychology, Scope and Sub fields of Psychology, Indian and Western Perspective in Psychology, Methods in Psychology, Psychology as Science

MODULE-II: SENSATION & PERCEPTION **15 hours**

Nature of Sensation, Sensory receptors, Habituation & Adaptation, Sensory processes of vision and audition

Perceptual processing, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, Illusions.

MODULE-III: EMOTION & MOTIVATION **15 hours**

Motivation, Nature, Perspective, Types of Motivation, Relationship between Motivation and Emotion,

Emotion; Nature, Functions of Emotion, Classical theories of Emotion, Cognitive Theories of Emotion, Culture and Emotional Approaches to Understanding Motivation; Instinct Approaches, Drive-Reduction Approaches, Arousal Approaches, Incentive Approaches, Humanistic Approaches, Self-Determination Theory, Physiological Components of Hunger

Classical Theories of Emotions, Cognitive Theories of Emotions.

Practicum: Any TWO related to above.

RECCOMENDED TEXTS:

1. Ciccarelli, S. & Meyer, G. E. (2006). Psychology. New Delhi: Pearson Education.
2. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (1986). Introduction to psychology. McGraw-Hill Book Co.
3. Zimbardo, P. G. and Weber, A. L. (1997). Psychology. N.Y.: Pearson.
4. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
5. Passer, M.W. & Smith, R.E. (2010).Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
6. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

IPPYMJ **2401: FOUNDATIONS OF PSYCHOLOGY**
CREDIT HOURS: 04 (3L + 1P)

COURSE OBJECTIVE: To familiarize students with:

1. Core domains of psychological studies.
2. Types of Learning
3. Types of Memory.
4. Experimental approach to establishing psychological theories.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate/display:

1. Develop a fair understanding of how learning takes place
2. Develop an understanding of the different types of memory
3. Develop an appreciation of the stage theory of sleep
4. Greater insight about the various domains of psychological functioning and the underlying mechanisms governing them.

MODULE-I: LEARNING & MEMORY **22 HOURS**

Nature and Definition of Learning, Principles of Learning; Classical Conditioning and Operant Conditioning, Conditioned Emotional Responses, Schedules of Reinforcement, Cognitive theories of Learning, Observational Learning.

Memory; Definition and Basic Processes: Encoding, Storage, Retrieval, Information Processing Model: Nature and type of Sensory memory, Nature and types of Short term Memory, Nature and types of Long Term memory, Retrieval cues and problems with Retrieval, Forgetting.

MODULE-III: LANGAUGE AND THOUGHT **13 Hours**

Mental Representations: Imagery & Concepts, Problem Solving & Decision Making

Theories of Intelligence, Giftedness, Artificial Intelligence

Language: Levels of Language Analysis, Relationship between language and thought. Animal Studies in Language, Chomsky's theory of Language

MODULE-IV: STATES OF CONSCIOUSNESS **10 Hours**

Consciousness and Altered States, nature of Sleep; stages and Theories, Sleep Disorders, Dreams, Hypnosis; Steps in Hypnotic Induction

Practicum: Any TWO related to BPYC2401

RECOMMENDED TEXTS:

1. Ciccarelli, S. & Meyer, G. E. (2006). Psychology. New Delhi: Pearson Education.

2. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (1986). Introduction to psychology. McGraw-Hill Book Co.
3. Zimbardo, P. G. and Weber, A. L. (1997). Psychology. N.Y.: Pearson.
4. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
5. Passer, M.W. & Smith, R.E. (2010).Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
6. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

IPPYMJ **3401: DEVELOPMENTAL PSYCHOLOGY**

CREDIT HOURS: 04 (3L+ 1T)

COURSE OBJECTIVES: To familiarize students with:

1. The concept and process of Human development
2. The various domains of Human development

COURSE OUTCOME: By the end of the course, students should be able appreciate/display:

1. How and why human beings changes over the course of their life
2. How thinking, feeling and behaviour changes throughout a person's life
3. Develop the basic building blocks of development with a focus on chromosome, genes and DNA.
4. Understanding the theoretical concepts behind developmental stages and its potential influence on self and social relationships.

MODULE I: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY 12 hours

Concept, Nature and importance of Developmental psychology, Theories, Themes, Basic Methods and Research Designs

MODULE-II: STAGES OF DEVELOPMENT 15 hours

CHARACTERISTICS, ISSUES AND CHALLENGES; Pre-natal stage, Birth and Infancy, Childhood, Adolescence and Adulthood, OLD AGE

MODULE-III: DOMAINS OF DEVELOPMENT 18 hours

Cognitive development: Piagetian and Vygotskian perspectives, Language development; Skinner and Chomsky Perspective, Emotional development; James-Lange, Cannon-Bard, Lazarus, Moral development; Kohlberg

MODULE-IV: SELF AND SOCIAL UNDERSTANDING 15 hours

Definition of Self, Self-Awareness and Theories of Self Development, Emergence of Self and development of Self-Concept; Self-Esteem, Identity Formation.

RECOMMENDED TEXTS:

1. Shaffer, D., Kipp, K. (2014). Developmental Psychology: Childhood and Adolescence. (9th Ed.). Belmont. Wodsworth.
2. Berk, L.E. (2019). Child Development (9th Ed.). New Delhi. Prentice Hall.
3. Papalia, D. (2017). Human Development. (9th Ed.). McGraw Hill Education.
4. Goswami, U. (2013). The Wiley-Blackwell Handbook of Childhood Cognitive Development. (2nd Ed.). WileyBlackwell.
5. Mooney, C.G. (2009). Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus. (1st Ed.). Redleaf Press.
6. Kail Jr., R.V., Cavanaugh, J. (2014). Human Development: A Lifespan View. (7th Ed.). Cengage Learning Custom Publishing.

7. Parke, R.D., Roismon, G.I. Rose, A.J. (2019). Social Development. (3rd Ed.). John Wiley & Sons Inc.
8. Gardiner, H.W. (2017). Lives across Cultures: Cross-Cultural Human Development. (6th Ed.). Pearson
9. Hurlock, E. (2017). Developmental Psychology: A Life-span Approach. (5th Ed.). McGraw Hill Education.
10. Saraswathi,T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
11. Brown, B.B., Larson, R.W., Saraswathi, T.S. (2002). The World's Youth: Adolescence in Eight Regions of the Globe. CUP. 1
12. Misra, G. (2009). Psychology in India, vol-1: Basic Psychological Processes and Human Development. India: Pearson.
13. . Berry, J.W., Mishra, R.C., Tripathi, R.C. (2003). Psychology in Human and Social Develoment: Lessons from Diverse Cultures: A Festschrift for Durganand Sinha. Sage Publications Pvt. Ltd.
14. Kakar, S. (2012). The Inner World: A Psychoanalytic Study of Childhood and Society in India. (4th Ed.). OUP

IPPYMJ **3402: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**
CREDIT HOURS: 04 (3L + 1P)

COURSE OBJECTIVES: To familiarize students with:

1. The Concept of Individual Difference.
2. The Concept of Unconscious Processes.
3. Intelligence as a multi-dimensional construct.

COURSE OUTCOME: By the end of the course, students should be able appreciate/display:

1. Knowledge about how every individual is unique.
2. Knowledge about how individual uniqueness is a product of same set of psychological attributes combined variously.
3. Knowledge about Importance of Unconscious processes in determining overt behaviour.
4. Knowledge about ways to enhance individual potential.

MODULE-I: CLASSICAL THEORIES OF PERSONALITY 15 **hours**

Brief Introduction of Sigmund Freud's Classical Psychoanalytic Theory; Carl Jung's Analytical Psychology, Karen Horney, Erikson's Psychosocial Theory of Personality Development, Carl Roger's Person Centred Theory

MODULE-II: TRAIT THEORIES 15 **hours**

Trait theories of Gordon Allport, Raymond Cattell, Costa & McCrae's Five Factor Model of Personality

MODULE-III: INTELLIGENCE AND SELF-ENHANCEMENT 15 **hours**

Concept of intelligence: Sternberg's theory and Weschler's theory; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

Enhancing cognitive potential, Self-regulation and self enhancement, CREATIVITY; Fostering creativity, Stages of Creativity, Characteristics of the Creative Process

PRACTICUM: Any TWO related to above.

RECCOMENDED TEXTS:

1. Hall, C.S., Lindzey, G., Campbell, J.B. (2013).Theories of Personality. (4th Ed.). New Delhi. Wiley & Sons, Inc.
2. Larsen, J.R., Buss, D.M., Deuskar, M.U. (2017). Personality Psychology: Domains of Knowledge about Human nature. (4th Ed.). McGraw Hill Education.
3. Lear, J., (2005). Freud. Routledge. New York.
4. Schultz. (2013). Theories of Personality. (10th Ed.). Cengage India Pvt. Ltd, New Delhi.
5. Cloringer, S.C., (2013). Theories of Personality: Understanding Persons. (6th Ed.). Pearson International
6. Deary, I. J. (2009). The trait approach to personality. In P. J. Corr& G. Matthews (Eds.), The Cambridge handbook of personality psychology (pp. 89-109). New York, NY, US: Cambridge University Press

7. Cornelissen, R.M., Misra, G., Varma, S. (2013). Foundations and Applications of Indian Psychology. New Delhi. Pearson Education.
8. Hiriyanna, M. (1995). Essentials of Indian Philosophy. (1st Ed.). New Delhi. MotilalBanarasidass
9. Siderits, M., Thompson, E., Zahavi, D. (2014). Self, No Self?: Perspectives from Analytical, Phenomenological, and Indian Traditions. OUP Uk.
10. Ganeri, J. (2015). The Self: Naturalism, Consciousness and the First Person Stance. OUP UK.
11. Marcia, J.E., Waterman, A.S., Matteson, D.R., Archer, S.L., Orlofsky, L. (2011). Ego Identity: A Handbook of Psychosocial Research. Springer.
12. Mayer, J.D. (2017). Personality: A Systems Approach. (2nd Ed.). Rowman &Littlelfield.
13. Passer, M.W. & Smith, R.E. (2010).Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
14. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.
15. Chamorro-Premuzic, T., Stumm, S.V., Furnham, A. (2011). The Willey-Blackwell Handbook of Individual Differences. (1st Ed.). Willey-Blackwell

IPPYMJ **4401: BIOPSYCHOLOGY**

CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVE: To familiarize students with:

1. Biopsychology as an interdisciplinary field of investigation'
2. How genetics and experience interact in shaping human experience and behaviour.
3. Fundamental mechanism that govern nervous system functioning.

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. Knowledge of Biological processes implicated in behaviour
2. Knowledge of Behaviour as a complex outcome of nature and environment.
3. Overview of the Nervous system, brain structures and cortical areas.
4. Understanding synaptic communication, the neurotransmitters and its effects.

MODULE-I: THE BIOPSYCHOLOGY APPROACH **15 hours**

What is Biopsychology, Relationship between Biopsychology and other Disciplines of Neuroscience, Nature of Biopsychological Research, Interaction of Genetics and Experience in shaping behaviour

MODULE-II: NEURONS AND ACTION POTENTIALS **15 hours**

Anatomy of Neurons and Glia, Types of Neurons and their respective structure and functions, The Blood-Brain Barrier, The Resting Potential of the Neuron, The Sodium-Potassium Gate, Action Potential; The All-or-None Law, The Refractory Period, Propagation of the Action Potential

MODULE-III: COMMUNICATION AT THE SYNAPSE **15 hours**

The properties of the Synapse; Temporal Summation, Spatial Summation, Inhibitory Synapses, Relationship between EXCITATORY POST SYNAPTIC POTENTIAL, INHIBITORY POST SYNAPTIC POTENTIAL, and Action Potential.

MODULE-IV: MACROSCOPIC VIEW OF THE NERVOUS SYSTEM **15 hours**

The CNS and the PNS, the Spinal Cord, the Cortex, Autonomic & Somatic Nervous System. Research Methods, Brain Imaging Techniques.

RECCOMENDED TEXT:

1. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.
2. Kalat, J.W. (2013) Biological Psychology, 11th Edition. Cengage Learning, New Delhi.
3. Rozenweig, M. H. (1989). Physiological Psychology. New York: Random
4. Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.
5. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience. (5th Ed.). Sunderland. Sinauer Associates, Inc.
6. Kandel, E., Schwartz, J.H., Jessell, T.M. (1991). Principles of Neural Science. Appleton & Lange
7. Ward, J. (2015). The Student's Guide to Cognitive Neuroscience. (3rd Ed.). Psychology Press.
8. Khosla, M. (2017). Physiological Psychology: An Introduction. New Delhi. Sage Publication India Pvt. Ltd.
9. Carlson, N.R. (2004). Foundations of Physiological Psychology. (6th Ed.). New Delhi. Pearson Education India.

IPPYMJ **4402: DESCRIPTIVE STATISTICS FOR BEHAVIOURAL SCIENCES**

CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVES: To familiarize students with:

1. Statistical approaches to describing and analysing data sets.
2. Importance, relevance and application of each type of measure.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. Quantitative approaches to representing knowledge.
2. Separate descriptive reports from analytical reports.
3. The theoretical assumptions that guide statistical analysis
4. Frame problems using multiple statistical representations of relevant structures and solve using the standard and appropriate technique.

MODULE-I: DATA BASICS **15 hours**

Introduction and Basic terminologies: Variables, Values and Scores, Levels of measurement (kinds of Variables), Frequency Tables: Ungrouped and Grouped Data, Frequency Graphs: Histograms and Polygons

MODULE-II: MEASURES OF CENTRAL TENDENCY **15 hours**

Importance of Measures of Central Tendency in describing the nature of the Data, Calculation of the measures of Central Tendency; Comparison of Mean, Median and Mode Computing Percentile and Percentile Ranks.

MODULE-III: MEASURES OF VARIABILITY **15 hours**

Variability: The Spread of Data, Measures of Variability; Range, Quartile Deviations, Standard Deviation; Centre of Data and Effects of Extreme Values, When to use the various measures of Variability

MODULE--IV: FOUNDATIONS OF INFERENTIAL STATISTICS **15 hours**

Introduction to Probability, Probability and Normal Distribution, Proportion of scores from a Normal Distribution, Probability and the Distribution of Sample Means, Standard Error.

Introduction to Z-scores, Z-score and location in a distribution, using Z-score to standardise distribution based on Z-score, computing Z-score for sample

RECCOMENDED TEXT:

1. Gravetter, F.J., Wallnau, L.B. (2013). Statistics for Behavioral Sciences. International Edition. Cengage Learning.
2. Diez, D, M., Barr, C.D., Centikaya-Rundel, M. (2012) OpenIntro Statistics (2nd Ed.).
3. Aron, A., Aron, E.N., & Coups, E.J. (2007).*Statistics for Psychology. (4thEd.)* India: Pearson Education, Prentice Hall.
4. Karlinger, F.N. (1999) Foundations of Behavioural Research (4th Ed.). S.Chand (G/L) & Company Ltd.
5. Weiss, N.A. (2014). Introductory Statistics. (10th Ed.). Pearson.
6. King, B.M. &Minium, E.W, (2007).Statistical Reasoning in the Behavioral Sciences (5th Ed.). USA: John Wiley & Sons.

7. Singh, A.K. (2019) Tests, Measurements and Research in Behavioural Sciences. Patna. Bharti Bhawan Publication.
8. Welkowitz, J, Ewen, R.B, Cohen, J. (1999) Introductory Statistics for Behavioural Sciences (5th Ed.)John Wiley & Sons.

IPPYMJ **4403: PSYCHOLOGY OF GENDER**

CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVES: To familiarize students with:

1. The interface between gender and psychology
2. What is gender when looked from a psychological perspective?
1. The methods of doing gender research.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. The theories in Psychology of Gender in the biological, social and moral domain.
2. The basis of understanding agency and gender in power dynamics.
3. Challenges of developmental period on puberty, gender identity, body image.
4. Gender and its relationship with mental health and illness.

MODULE-I: UNDERSTANDING PSYCHOLOGY OF GENDER **15 hours**

Sex and Gender; Role of Chromosomes and Hormones;; Salience of Gender; Designs of Gender Research; Challenges of Gender Research; Cognitive explanations of Gender development

MODULE-II: GENDER AND ITS PSYCHOSOCIAL COMPONENTS **15 hours**

Conception of Self- Self-Confidence & Self-Esteem; Achievement and Attribution; Interactive and Leadership Styles; Parenting style; Gender and Language

MODULE-III: PERSPECTIVES IN PSYCHOLOGY OF GENDER **15 hours**

Gender Role Attitudes and Stereotypes; Observations of Sex Comparison- Cognitive domain, Social domain, Moral domain; Theories of Sex Comparison- Biological Theories, Social Learning Theory, Cognitive Development Theory; Gender Schema Theory

MODULE-IV: GENDER AND MENTAL HEALTH **15 hours**

Gender and Mental Health; Challenges of adolescence- gender intensification, puberty, body image, peer influence;

Adjustment to illness- male female gender roles, Sex differences in mental illness

Suicide- the gender paradox

RECOMMENDED TEXT:

1. Cohen, B. (Producer) & Mendes, S. (Director). (2008). *Revolutionary Road* [Motion Picture]. MODULEed States: Paramount Vantage DreamWorks Pictures.
2. Helgeson, V.S. (2012). *Psychology of Gender* (4th Edition). New Delhi: Pearson
3. Magnusson, E &Marecek, J. (2012). *Gender and Culture in Psychology: Theory and practice*. New York: Cambridge University Press
4. Rudman, L.A & Glick, P. (2010). *The Social Psychology of Gender: How power and intimacy shape gender relations*. New York; London: The Guilford Press
5. Bordo, S. (1997). Aneroxia Nervosa: Psychopathology as the crystallization of culture. In Gergen, Mary M. & Davis, Sara N. (Ed.), *Toward a New Psychology of Gender*. New York: Routledge

   Lama Abu-Odeh. (1997). Post- Colonial Feminism and the Veil, Thinking the difference. In Gergen, Mary M. & Davis, Sara N. (Ed.), *Toward a New Psychology of Gender*. New York: Routledge
6. Hare-Mustin, Rachel. (1997). Discourse in the Mirrored Room, Postmodern Analysis of Therapy. In Gergen, Mary M. & Davis, Sara N. (Ed.), *Toward a New Psychology of Gender*. New York: Routledge

IPPYMJ **4404: GERIATRIC PSYCHOLOGY**

CREDIT HOURS: 04 (3L+1P)

OURSE OBJECTIVES: to familiarize students with:

1. Developmental challenges of old age
2. Care and welfare needs in old age

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. How the field of gerontology is studied in Psychology.
2. Greater insight about issues and problem related to aging and their needs and adjustment.
3. Apply the knowledge of aging to make self-adjustment in behaviour towards the old.
4. Importance of care and welfare needs for elderly.

MODULE-I: UNDERSTANDING GERIATRIC PSYCHOLOGY 12 hours

Definition of Geriatric Psychology, importance and scope, Old age- definition, meaning and concept, demographics of aging, myths and stereotypes about aging.

MODULE-ll: DEVELOPMENTAL CHANGES AND CHALLENGES IN OLD AGE 21 hours

Cognitive changes, physical changes, psychological and social changes, theories of successful ageing Diseases like Osteoporosis, Arthritis, Sensory dysfunction Psychological disorders in later period- Depression, Dementia, Stress, Anxiety, Panic disorder, phobia, Alcohol abuse and other drugs, loneliness

MODULE-III: CARE AND WELFARE NEEDS 12 hours

Needs of elderly people- physical, intellectual, emotional and social needs, issues in family support and care giving, types of care giving; formal and informal, caregivers stress and management.

PRACTICUM: Any TWO related to above.

RECOMMENDED TEXTS:

1. Birren, J.E. &Schaie. K.W. (2006). Handbook of Psychology of Aging (6th Edition). Boston: Elevier Academic Press.
2. John, W. Santrock (2011). Life Span Development (13th Edition). New York: The McGraw Hill Companies.
3. Malcom, L. Johnson (2005). The Cambridge handbook of Age and Aging. New York: Cambridge University press
4. Stuart, I & Hamilton (2011). An Introduction to Gerontology. New York; Cambridge University Press

IPPYMJ **5401: ADVANCED BIOPSYCHOLOGY**

CREDIT HOURS: 04 (3L + 1T)

OURSE OBJECTIVE: To familiarize students with:

1. Stages of brain development.
2. Plasticity and lateralization of brain.
3. Neural Mechanisms underlying lower order and higher order cognitive processes.

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. Knowledge of Biological processes underlying various cognitive processes.
2. Importance of Reductionist approach in explaining complex human behaviour.
3. Understanding the physiology of complex visual system and effect in perception.
4. The biological basis of memory, storage, forgetting.

MODULE-I: BRAIN DEVELOPMENT AND PLASTICITY **15 hours**

Concept and Structure of the Brain, Development of the Brain, Differentiation of the Cortex, Brain Development and Behavioural Development, Lateralization of Functions, Brain Damage and Recovery

MODULE-II: VISUAL SYSTEMS **15 hours**

Concept of Vision, Visual coding, the Primary Visual Cortex, Retinotopic Organization; The M and P Pathways,Seeing Edges, Seeing Colour, Perceiving Movement. Visual errors

MODULE-III: BIOLOGY OF EMOTIONS **15 hours**

Brain Areas associated with Emotions, the Functions of Emotions, Emotions and Nervous Systems, Attack and Escape Behaviour, Stress and Health

MODULE-IV: BIOLOGICAL BASIS OF MEMORY **15 hours**

Localized Representation of Memory, Types of Memory, The Hippocampus, The Basal Ganglia, Amnesia types, Storing Information in the Nervous System, Long-Term Potentiation

RECCOMENDED TEXT:

1. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.
2. Kalat, J.W. (2013) Biological Psychology, 11th Edition. Cengage Learning, New Delhi.
3. Rozenweig, M. H. (1989). Physiological Psychology. New York: Random
4. Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.
5. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience. (5th Ed.). Sunderland. Sinauer Associates, Inc.
6. Kandel, E., Schwartz, J.H., Jessell, T.M. (1991). Principles of Neural Science. Appleton & Lange
7. Ward, J. (2015). The Student's Guide to Cognitive Neuroscience. (3rd Ed.). Psychology Press.
8. Khosla, M. (2017). Physiological Psychology: An Introduction. New Delhi. Sage Publication India Pvt. Ltd.

IPPYMJ **5402: INFERENTIAL STATISTICS FOR BEHAVIOURAL SCIENCES**

CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVE: to familiarize students with:

1. Logic of hypothesis testing
2. Comparing means of samples
3. Hypothesis testing concerning categorical variables.

COURSE OUTCOME: by the end of the course, students should be able to appreciate/display:

1. Application of inferential statistics
2. Identify appropriate hypothesis test type to be used in a given situation.
3. Analysis of Variance in conducting research with more than two samples
4. Computing correlation and its use in appropriate research situations.

MODULE-I: INTRODUCTION TO HYPOTHESIS TESTING **15 hours**

Definition and types of Hypothesis, Hypothesis testing, The Logic of Hypothesis Testing, Directional Hypothesis Tests, Type I and Type II errors

MODULE-II: t-STATISTICS **15 hours**

The t statistics: Hypothesis tests with t statistics, t statistics for an Independent-Measure Research Design, t statistics for a Repeated –Measure Research Design

MODULE-III: ANALYSIS OF VARIANCE **15 hours**

The logic of ANOVA, The distribution of F-Ratio, Hypothesis Testing and Effect Size using ANOVA, Post-Hoc Tests, ONE-WAY AND TWO-WAY ANOVA .

MODULE-IV: CORRELATION **15 hours**

The Meaning of Correlation, Scatter plot Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores; Calculating Pearson's Correlation Coefficient from Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation;

RECCOMENDED TEXT:

1. Gravetter, F.J., Wallnau, L.B. (2013). Statistics for Behavioral Sciences. International Edition. Cengage Learning.
2. Diez, D., M., Barr, C.,D., Centikaya-Rundel, M. (2012) OpenIntro Statistics (2nd Ed.).
3. Weiss, N.A. (2014). Introductory Statistics. (10th Ed.). Pearson.
4. Aron, A., Aron, E.N., & Coups, E.J. (2007).*Statistics for Psychology. (4thEd.)* India: Pearson Education, Prentice Hall.

5. Karlinger, F.N., (1999) Foundations of Behavioural Research (4th Ed.). S.Chand (G/L) & Company Ltd.
6. King, B.M. &Minium, E.W., (2007). Statistical Reasoning in the Behavioral Sciences. (5th Ed.). USA: John Wiley & Sons.
7. Singh, A.K. (2019) Tests, Measurements and Research in Behavioural Sciences. Patna. Bharti BhawanPublucation.
8. Welkowitz, J, Ewen, R.B, Cohen, J. (1999) Introductory Statistics for Behavioural Sciences (5th Ed.)John Wiley & Sons.

IPPYMJ **5403: CULTURAL AND INDIGNEOUS PSYCHOLOGY**

CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVES: To familiarize students with:

1. The role of culture in understanding behaviour and exploring psychological insights in the Indian thought traditions.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. Insights into some of the indigenous cultural practices of India
2. The coexistence of the multicultural verse in India
3. Culture in shaping one's self, beliefs, attitudes and practices.
4. Migration and globalisation in the formation of cultural diversity.

MODULE-I: CULTURAL PROCESSES **14 hours**

Introduction to Cultural Psychology, Cultures, Emic and Etic Perspectives of Culture, , Cross-Cultural Psychology, Cross-Cultural Research, Indigenous Psychology, Ethnocentrism and Cultural Relativism, Research Methods of studying cultural psychology.

MODULE-II: CULTURE, SELF & OTHERS **15 hours**

Representation: Person, Other People, Self and Groups, Culture and Development: Enculturation, Enculturation Agents, Self-Construal and developmental pathways, Culture and Morality

MODULE-III: CULTURAL CONTACTS **16 hours**

Nature, Psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.

MODULE-IV: INDIGENOUS PSYCHOLOGY **15 hours**

Basic concept and Research Methods in Indigenous Psychology, Characteristics and Nature, Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.

RECOMMENDED TEXT:

1. Cornelissen, R.M., Misra, G., Varma, S. (2013). Foundations and Applications of Indian Psychology. New Delhi. Pearson Education.
2. Kakar, S. (2008). Culture and Psyche: Selected Essays. (2nd Ed.). OUP.
3. Hiriyanna, M. (2005) Outlines of Indian Philosophy (1st Indian Edition). New Delhi: MotilalBanarsidass Publishers.
4. Kakar, Sudhir (1998) Shamans, Mystics and Doctors: A psychological inquiry into India and its healing traditions (4th Print). Chicago, Ill: University of Chicago Press.
5. Kakar, Sudhir (1995) Colours of Violence: Cultural identities, religion and conflict. New Delhi: Viking.
6. Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (Ed.) Perspectives on Indigenous Psychology, p. 374-398. New Delhi: Concept Publishing Company.
7. Chi-yue, C., & Hong, Y. (2006). Social Psychology of Culture. New York: Psychology Press.
8. Singh, J. K. (2002). An Indian Perspective on Emotions. In G. Misra, and A. K. Mohanty (Ed.), Perspectives on Indigenous Psychology, p. 281-291. New Delhi: Concept Publishing Company.

9. Misra, G., &Gergen, K. J. (2002). On the Place of Culture in Psychological Science. . In G. Misra, and A. K. Mohanty (Ed.) Perspectives on Indigenous Psychology, p. 421-439. New Delhi: Concept Publishing Company. 1
10. Sinha, J. B. P. (2002). Towards the Indigenization of Psychology in India. In G. Misra, and A. K. Mohanty (Ed.), Perspectives on Indigenous Psychology, p. 440-457. New Delhi: Concept Publishing Company.
11. Smith, P.B., Fischer, R., Vignoles, V. L., & Bond, M. H. (2013). Understanding Social Psychology across Cultures: Engaging in a changing world (2nd Ed). Los Angeles; California: SAGE.
12. Misra, G. (2009). Psychology in India. Volume-1: Basic Psychological Processes and Human Development (1st Ed.). Pearson Education India.
13. Misra, G. (2009). Psychology in India. Volume-2: Social and Organizational Processes. (1st Ed.). Pearson Education India.
14. Tripathi, R.C. & Singh, P. (Editors) (2016). Perspectives on Violence and Othering in India. (1st Ed.). Springer Nature.
15. Bhatia, S. (2017). Decolonizing Psychology: Globalization, Social Justice and Indian Youth Identities. OUP USA.

IPPYMJ **5404: SOCIAL PSYCHOLOGY**

CREDIT HOURS: 04 (3L + 1P)

COURSE OBJECTIVES: To familiarize students with:

1. Situate the self in relation with the social world.
2. How Individuals think, feel and behave in social settings

COURSE OUTCOME: By the end of the course, students should be able appreciate/display:

1. An understanding of various processes involved in making sense of other's behaviour.
2. An appreciation of the trade-offs between speed-accuracy in evaluating the social world.
3. Knowledge of what causes prejudice and how to minimize and prevent prejudice.
4. The influence of nonverbal communication, attribution, impression formation in one's social cognition.

MODULE-I: BASIC FRAMEWORK OF SOCIAL PSYCHOLOGY **15 hours**

Definition, Nature, Origin and Development of Social Psychology, Social Psychology in Indian context, Relationship with sociology and anthropology; Social psychology and sustainable future Management

MODULEII : UNDERSTANDING AND EVALUATING THE SOCIAL WORLD **15 hours**

Non Verbal Communication, Attribution, Impression Formation and Impression Management

Social cognition: Schemas and Heuristics, Potential Sources of Error in Social Cognition, Attitude Formation, The fine art of Persuasion, Cognitive Dissonance, Attitude Change

MODULE-IV: ASPECTS OF SOCIAL IDENTITY **15 hours**

Self-Concept, Self-Esteem, Self and Gender, Prejudice: Cause, Effects; Stereotypes and Discrimination, Identifying and addressing Prejudice.

PRACTICUM: Any TWO related to above.

RECCOMENDED TEXTS:

1. Baron. R.A., Byrne, D & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson
2. Fiske, S, Taylor, S. (2008) Social cognition: From Brain to Culture
3. Baumeister, R.F., Bushman, B.J. (2008). Fundamentals of Social Psychology. Cengage Leaning. New Delhi.
4. Taylor,S.E., Peplau,L.A. &Sears,D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson
5. Misra, G. (1990) .Applied Social Psychology. New Delhi: Sage
6. Gilovich, T., Keltner, D., Chen, S. (2018). Social Psychology. W. W. Norton & Co.
7. Schneider, F.W., Gruman, J.A., Coutts, L.M. (2005). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. Sage Publications.
8. Kite, M.E., Whitley Jr., B.E. (2016). Psychology of Prejudice and Discrimination. (3rd Ed.). Routledge.
9. Neuman, W.L. (2014). Social Research Methods: qualitative and Quantitative Approaches. (7th Ed.). Pearson Education India.
10. Tripathi, R.C., Singh, P (Ed.) (2016). Perspectives on Violence and Othering in India. (1st Ed.). Springer Nature.

11. Ross, L., Nisbett, R.E., Gladwell, M. (2011). The Person and the Situation: Perspectives of Social Psychology. (2nd Ed.). Pinter & Martin
12. Pandey, J. (2004). Psychology in India Revisited- Developments in the Discipline, Vol-3: Applied Social and Organizational Psychology. (1st Ed.). Sage India.
13. Kruglanski, A.W. & Higgins, E.T. (Ed.) (2003). Social Psychology: A General Reader (Key Readings in Social Psychology). (1st Ed.). Psychology Press.
14. Lorenz, K. (2012). On Aggression. (8th Ed.). Routledge Classics

IPPYMJ **6401: PSYCHOLOGICAL TESTING**

CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVE: Familiarize students with:

1. Development of psychological testing from a historical perspective
2. Importance of standardization
3. Criteria of a good Test
4. Stages in Test construction

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. Fundamentals of a test and testing Procedure
2. Knowledge and application of Standardised Tests.
3. Learning the uses and applications of various Intelligence and Aptitude tests.
4. Learning the uses and applications of various Personality tests.

MODULE-I: PRINCIPLES OF PSYCHOLOGICAL TESTING **21 HOURS**

Definition of Psychological Tests, Brief history of Testing, Types of Tests, Applications of Psychological Tests

Concept of Reliability (theories and assumptions), Validity (types), Norms and Standardization; Test construction; Steps in test construction, Selecting a Scaling Method, Constructing the Items, Testing the Items, Revision, Publication of Test.

MODULE-II: MEASUREMENT OF INTELLIGENCE AND APTITUDE **12 hours**

Intelligence tests- meaning and definitions; Individual Tests; WAIS-IV, Group Tests; Cattell's Culture Fair Intelligence Test, Raven's Progressive Matrices

Group Tests of Aptitude and Achievement; Differential Aptitude Test, David's Battery of Differential Ability

MODULE III: MEASUREMENT OF PERSONALITY **12 hours**

Objective test; The NEO Personality Inventory (Neo- PI), 16 Personality Factor Questionnaire (16 PF);

Projective test: Rorschach Inkblot test, Thematic Apperception Test (TAT), The Draw-a-Person test (DAP)

PRACTICUM: Any TWO Standardised tests related to above.

RECOMMENDED TEXT:

1. Gregory, R.J. (2008). Psychological Testing.(2nd Ed.). New Delhi. Dorling Kindersley
2. Kaplan, R.M, Saccuzzo, D.P, (2013). Psychological Testing: Principles, Application and Issues. (8th Ed.). Belmont.CA. Wadsworth
3. Anastasi, A., Ubrina, S. (2009). Psychological Testing. (7th Ed.). New Delhi. PHI Pvt. Ltd.
4. Goldstein, G., Hersen, M. (2000). Handbook of Psychological Assessment. Elsevier
5. Nunnally, J.C, Bernstein, I.H, (2010) Psychometric Theory. Tata McGraw-Hills.

6. Miller, L.A., Lovler, R.L. (2015). Foundations of Psychological Testing. (5th Ed.). Sage Publications.
7. Rust, J., Golombok, S. (2008). Modern Psychometrics: The Science of Psychological Assessment. (3rd Ed.). Routledge.
8. Singh, A.K. (2017). Tests, Measurements and Research Methods in Behavioural Sciences. BharatiBhawan Publishers & Distributors.
9. Cohen, R.J., Swerdlik, M.E. (2018). Psychological Testing and Assessment: An Introduction to Tests and Measurement. (9th Ed.). McGraw Hill Education.
10. American Psychological Association. (1993). Standards for Educational and Psychological Testing. American Psychological Association.

IPPYMJ **6402: POSITIVE PSYCHOLOGY**
CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVES: To familiarize students with:

1. The theory and practice of positive psychology.
2. The growing body of research evidence on creating, maintaining and developing positive relationships in organizations and communities.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. The importance of positive psychological perspectives for healthy living.
2. The historical background and ideas leading to the development of the field of Positive Psychology.
3. Promoting positive self and building as well as maintain meaningful relationships.
4. Application of the learning and concepts on practical aspects of life.

MODULE-I: POSITIVE PSYCHOLOGY: PAST, PRESENT AND FUTURE 15 hours

Meaning and Definition of Positive Psychology, Historical background, Perspectives on happiness and well-being, Virtues and character strengths, recent trends and future directions, Positive neuroscience.

MODULE-II: IDENTIFYING AND MEASURING STRENGTHS 16 hours

Positive Emotional States and Processes: Happiness and Psychological Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience, Optimism, Hope, Self-efficacy

MODULE-III: PROMOTING POSITIVE SELF AND RELATIONSHIP 16 hours

Compassion, Forgiveness, Gratitude, Empathy, Authenticity and positivity in social relationships, Mindfulness meditation: theory, research and practice.

MODULE-IV: APPLICATIONOF POSITIVE PSYCHOLOGY 13 hours

Application of Positive Psychology in the area of Education, Health, Work, Environment., successful Ageing

RECOMMENDED TEXTS:

1. Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge.
2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology. New York : Oxford University Press.
3. Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
4. Huppert, F, F.A., Baylis ,N. &Keverne, B. (2005). The science of well being. Oxford; Oxford University press.
5. Lyubomirsky, S. (2007). The how of happiness: A scientific approach to getting the life you want. New York : Penguin.
6. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
7. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press

IPPYMJ **6403: PSYCHOPATHOLOGY**

CREDIT HOURS: 04 (3T + 1T)

COURSE OBJECTIVE: Familiarize students with:

1. Normality as a derived concept with respect to Abnormality.
2. Difference between disease and Disorder.
3. Contemporary classification systems.
4. Assessment Techniques.
5. Differential diagnosis.

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. The functional conception of (ab) normality.
2. Objectivity in clinical assessment.
3. Knowledge of sign and symptoms associated with various classes of disorders.
4. Diagnosing and classifying various psychological disorders.

MODULE -I: ELEMENTS OF MALADAPTIVE BEHAVIOUR **15 hours**

Range of Abnormal Behaviour: Historical perspectives to Current Concepts; Seeking Help for Abnormal Behaviour; Theoretical Perspectives: Biological, Psychodynamic, Behavioural, Cognitive, Humanistic-Existential Perspective; The Community-Cultural Perspective; Classification, Assessment and Diagnosis

MODULE -II: ANXIETY DISORDERS AND DISSOCIATIVE DISORDER **15 hours**

Panic disorders & agoraphobia: Specific phobias, Social phobia; Generalized anxiety disorder; Obsessive Compulsive Disorders; Dissociative Amnesia, Dissociative Identity Disorder

MODULE -III: DEVELOPMENTAL DISORDERS **15 hours**

Clinical Picture; Intellectual Disability; Autism Spectrum disorder; Attention Deficit /Hyperactivity Disorder ; Learning Disabilities; Identification and Types

MODULE -IV: PERSONALITY DISORDER **15 hours**

Nature and Types of Personality Disorder; Dimensional vs Categorical approach, Onset, Symptoms and Prevalence;; Trait Model, Cultural bias and Critique

RECOMMENDED TEXTS:

1. Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
2. Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). *Abnormal Psychology.* (13th Ed.).ND: Pearson Education.
3. Sarason, I.,G., Sarason, B. (2009). Abnormal Psychology: The Problems of Maladaptive Behaviour. (11th ed.) PHI Learning Pvt. Ltd.
4. Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

5. Brewer,K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers Carson, R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
6. Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.
7. Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley.
8. Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.
9. Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

IPPYMJ **6404: APPLIED SOCIAL PSYCHOLOGY**

CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVES: To familiarize students with:

1. Situate the self in relation with the social world.
2. How Individuals think, feel and behave in social settings

COURSE OUTCOME: By the end of the course, students should be able appreciate/display:

1. The core motives that drive social behaviour.
2. Insight on how interpersonal relationship including attraction is formed and sustained.
3. Understand group behaviour and dynamics.
4. Application of Social Psychology to various aspects of life including personal, social and professional.

MODULE-I: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS 15 hours

Determinants of Attraction; Emotion, Proximity and Need for Affiliation, Interdependent Relationships with Family and Friends, Romantic Relationships, Marriage

MODULE-II: SOCIAL BEHAVIOUR 20 hours

Conformity, Compliance, Obedience, Pro-social Behaviour; explaining pro-social behaviour, Bystanders Effects

Perspectives on Aggression, Causes and factors of Human Aggression, The Prevention and Management of Aggression.

MODULE- III: BEHAVIOUR IN GROUPS 13 hours

Groups, Effects of the Presence of the Others, Social Loafing, Coordination in Groups, Decision Making by Groups

MODULE-IV: SOCIAL PSYCHOLOGY IN ACTION 12 hours

Interpersonal Aspects of the Legal system, Health Related Behaviour, Social Psychology of Work, intergroup relations and conflict management,

RECCOMENDED TEXTS:

1. Baron. R.A., Byrne, D & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson
2. Fiske, S, Taylor, S. (2008) Social cognition: From Brain to Culture
3. Baumeister, R.F., Bushman, B.J. (2008). Fundamentals of Social Psychology. Cengage Leaning. New Delhi.
4. Taylor,S.E., Peplau,L.A. &Sears,D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson
5. Misra, G. (1990) .Applied Social Psychology. New Delhi: Sage
6. Gilovich, T., Keltner, D., Chen, S. (2018). Social Psychology. W. W. Norton & Co.
7. Schneider, F.W., Gruman, J.A., Coutts, L.M. (2005). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. Sage Publications.
8. Kite, M.E., Whitley Jr., B.E. (2016). Psychology of Prejudice and Discrimination. (3rd Ed.). Routledge.

9. Neuman, W.L. (2014). Social Research Methods: qualitative and Quantitative Approaches. (7th Ed.). Pearson Education India.
10. Tripathi, R.C., Singh, P (Ed.) (2016). Perspectives on Violence and Othering in India. (1st Ed.). Springer Nature.
11. Ross, L., Nisbett, R.E., Gladwell, M. (2011). The Person and the Situation: Perspectives of Social Psychology. (2nd Ed.). Pinter & Martin
12. Pandey, J. (2004). Psychology in India Revisited- Developments in the Discipline, Vol-3: Applied Social and Organizational Psychology. (1st Ed.). Sage India.
13. Kruglanski, A.W. & Higgins, E.T. (Ed.) (2003). Social Psychology: A General Reader (Key Readings in Social Psychology). (1st Ed.). Psychology Press.
14. Lorenz, K. (2012). On Aggression. (8th Ed.). Routledge Classics

IPPYMJ **7401: BASIC PROCESSES IN COGNITION**

CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVE: Familiarize students with:

1. Interdisciplinary nature of Cognitive Psychology
2. Methods of Cognitive Psychologists
3. Emphasis on Models Vs Theory
4. Major domains of study within Cognitive Psychology.

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. Greater insight into the nature and complexity of cognitive processes
2. View of human beings as information processing organisms.
3. Importance of analogical thinking in model making.
4. Importance of sensation and perception in various cognitive aspects of one's life.

MODULE-I: PRESENTING PROBLEMS & METHODS OF COGNITIVE PSYCHOLOGY 15 hours

Meaning and Definition of Cognitive Psychology A Brief history: from Structuralism to Cognitive revolution, Fundamental Questions: Relationship between mind and brain, Mental Representation and mental Processing, Domains of Cognitive Psychology

MODULE-II: METHODS OF COGNITIVE PSYCHOLOGY 15 hours

Research Methods to study Cognitive Psychology; Tests of Association & Dissociation, Behavioural methods, Correlational Neural methods, Causal Neural methods, Models: Process Models and Neural Network Models.

MODULE-III: PERCEPTION 15 hours

Nature of Perception, The case of visual perception, Bottom-up Perception, Visual Recognition Models; Template Matching, Feature-Matching, Recognition-by-Component, Configural Models, Top-Down perception and Context Effect, Models of Top-down Processing; Network Feedback Models, Bayesian Approaches

MODULE-IV: ATTENTION 15 hours

Selective Nature of Attention; Cocktail Party Effect, Broadbent's Filter Model, Problem with Early Selection, Treisman's Attenuation Model, Late Selection theories, Resource Models of Attention, Automaticity

RECOMMENDED TEXTS:

1. Solso, R. L. (2014). *Cognitive Psychology*. (8th Ed.). New Delhi. Pearson Education India.
2. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
3. Solso, R., (2008). Experimental Psychology: A Case Approach (7th ed.). Pearson.
4. Woodworth, R.S., Schlosberg, H. (1971). Experimental Psychology. Oxford &Ibh Publishing.
5. Hansen, C., Myers, A. (2005). Experimental Psychology. Wadsworth Publishing Co.
6. Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th Ed.). Psychology Press.
7. Anderson, J. R. (2014). Cognitive Psychology and its Implications. (8th Ed.). Worth.
8. Harré, R. (2000). Cognitive Science: A Philosophical Introduction. Sage: London.
9. Baddeley, A., Eysenck, M.W., Anderson, M.C., (2014). Memory. (2nd Ed.) Psychology Press.

10. Galotti, K.M. (2017). Cognitive Psychology In and Out of the Laboratory. (6th Ed.). Sage Publications.
11. Frankish, K. & Ramsey, W.M. (Ed.) (2012). The Cambridge Handbook of Cognitive Science. CUP.
12. Goldstein, E.B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. (5th Ed.). Wadsworth Publishing Co Inc.

IPPYMJ **7402: ORGANIZATIONAL BEHAVIOUR**

CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVES: Familiarize students with:

1. The concepts related to Organizational Behaviour
2. Dynamic processes of Organizational Behaviour
3. Attributes of leadership

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. An understanding of human behaviour in an organizational context and how it can affect the success of the organization.
2. To develop an awareness of the concepts related to organizational behaviour.
3. Appreciate the characteristics of an effective leader.
4. Dynamics of Organizational Behaviour including organizational power, politics influencing one's personal and professional life.

MODULE I: **FOUNDATIONS OF ORGANIZATIONAL BEHAVIOUR** **15 hours**

Nature, definitions and characteristics of Organizational Behaviour; Historical antecedents, Contemporary Trends, Issues and Challenges; Organizational Behaviour: Challenges and Scope in the Indian Setting

MODULE II: **INDIVIDUAL LEVEL PROCESSES** **15 hours**

Employee attitudes: Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation. Early theories: Maslow, McClelland, Two factor; Contemporary theories: Goal setting, Equity, Expectancy; Applications: Job Characteristics Model, Job redesign, Management Objective

MODULE III: **DYNAMICS OF ORGANIZATIONAL BEHAVIOUR** **15 hours**

Organizational Culture; Power and Politics: Influence, empowerment, sexual harassment, and Organizational politics; Social Cognition; Positive Organizational Behaviour

MODULE IV: **LEADERSHIP** **15 hours**

Basic approaches: Trait theories, Behavioural theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct; Indian perspective

RECOMMENDED TEXT:

1. Robbins, S. P. and Judge, T. A., Vohra, Neharika (2007). Organizational Behaviour (9th Ed.). Delhi: Dorling Kindersley
2. Greenberg, J. And Baron, R.A. (2007). Behaviour in Organizations (9th Ed.) India: Dorling Kindersley
3. Riggio, R.E. (2012). Introduction to Industrial/Organizational Psychology. (6th Ed.). Pearson.
4. Srivastava, A.K.(1999). Management of occupational stress: theories and practice. New Delhi: Gyan Publishing House
5. Anderson, D.L. (2013) Organisational Development: The Process of Leading Organisational Change. (3rd Ed.). Sage Publication.
6. Spector, P.E. (2016). Industrial and Organizational Psychology: Research and Practice. Willey.
7. Vandeveer, R.C., Menefee, M.L. (2005). Human Behaviour in Organisations. Pearson Pvt. Ltd.
8. Chadha, N. K.(2007), Organizational Behaviour. New Delhi: Galgotia Publication.

9. Schultz, D.P., Shultz, S.E. (2009). Psychology and Work Today. (10th Ed.). Taylor & Francis Group.
10. Aamodt, M.G. (2013). Industrial Psychology. (7th Ed.). Cengage.

IPPYMJ **7403: ADVANCED PSYCHOPATHOLOGY**

CREDIT HOURS: 04 (3L + 1P)

COURSE OBJECTIVES: Familiarize students with:

1. Signs and symptoms associated with various classes of mental disorders.
2. Differential Diagnosis.
3. Relative efficiency of various psychological intervention techniques.

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. Knowledge of sign and symptoms associated with various classes of disorders.
2. Biological and environmental factors in various classes of disorder.
3. Appropriateness and use of various psychological techniques with respect to a said class of disorder.
4. Prevention, intervention and treatment of psychological disorders with an integrated approach.

UNIT-I: MOOD DISORDER **15 hours**

Clinical Descriptions of Mood Disorders; Depressive Disorders and Bipolar Disorders; Causes and Treatment of Mood disorder; Depression and Bipolar disorders

UNIT-II: SCHIZOPHRENIA SPECTRUM DISORDER **15 hours**

Clinical Description; Schizophrenia subtypes; Causes: Biological dimensions, Psychological and Social Contributions; Prognosis

UNIT-III: PHYSICAL DISORDERS AND HEALTH PSYCHOLOGY **15 hours**

Psychological and Social factors that influence Health, Nature of Stress, Stress and the Immune System, Psychosocial Effects on Physical Disorders, Psychosocial Treatment of Physical Disorders; Biofeedback, Relaxation and Meditation

PRACTICUM: Any TWO related to above.

RECOMMENDED TEXTS:

1. Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
2. Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). *Abnormal Psychology.* (13th Ed.).ND: Pearson Education.
3. Sarason, I.,G., Sarason, B. (2009). Abnormal Psychology: The Problems of Maladaptive Behaviour. (11th ed.) PHI Learning Pvt. Ltd.
4. Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
5. Brewer,K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers Carson, R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
6. Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.
7. Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley.
8. Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.
9. Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

IPPYMJ **8401: HIGHER ORDER COGNITIVE PROCESSES**

CREDIT HOURS: 04 (3L + 1P)

COURSE OBJECTIVE: Familiarize students with:

1. Role of cognitive processes in how we feel and think about the world.

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. Greater insight into the nature and complexity of cognitive processes
2. View of human beings as information processing organisms.
3. Importance of analogical thinking in model making.
4. Advanced theoretical, empirical and applied knowledge of basic mental processes from a cognitive perspective.

MODULE-I: SHORT TERM AND LONG TERM MEMORY: **20 hours**

Short Term Memory; Serial Position Curve, Recency and STM capacity, Long term Recency; Constant ratio rule, Drugs and STM, Amnesia and Recency effects

Three Component model of LONG TERM MEMORY , Amnesia and Episodic-Semantic Distinction, Declarative Vs Procedural Memory, Implicit and Explicit Memory.

Models of Memory; Waugh & Norman, Atkinson & Shiffrin, Levels of Recall, Levels of Processing, Connectionist's model of memory.

UNIT-II: KNOWLEDGE REPRESENTATION & MENTAL IMAGERY **12 hours**

The Representation of Knowledge, Knowledge as Proposition, Imagery as an Experimental Variable, The Dual Coding Hypothesis, Arguments against Mental Imagery, Imagery and Perception, Neuropsychological Evidence for Mental Imagery.

UNIT-III: THINKING, REASONING AND PROBLEM SOLVING **13 hours**

Concept Formation, Logic, Inference and Deductive Reasoning, Syllogistic Reasoning, Decision Making

Problem Solving: StateG, Goals, and Operators, Heuristics, Analogy, Games and Expertise, Creativity, Human Intelligence.

PRACTICUM: Any TWO related to above.

RECOMMENDED TEXTS:

1. Solso, R. L. (2014). *Cognitive Psychology*. (8th Ed.). New Delhi. Pearson Education India.
2. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
3. Solso, R., (2008). Experimental Psychology: A Case Approach (7th ed.). Pearson.
4. Woodworth, R.S., Schlosberg, H. (1971). Experimental Psychology. Oxford &Ibh Publishing.
5. Hansen, C., Myers, A. (2005). Experimental Psychology. Wadsworth Publishing Co.
6. Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th Ed.). Psychology Press.
7. Anderson, J. R. (2014). Cognitive Psychology and its Implications. (8th Ed.). Worth.

8. Harré, R. (2000). Cognitive Science: A Philosophical Introduction. Sage: London.
9. Baddeley, A., Eysenck, M.W., Anderson, M.C., (2014). Memory. (2nd Ed.) Psychology Press.
10. Galotti, K.M. (2017). Cognitive Psychology In and Out of the Laboratory. (6th Ed.). Sage Publications.
11. Frankish, K. & Ramsey, W.M. (Ed.) (2012). The Cambridge Handbook of Cognitive Science. CUP.
12. Goldstein, E.B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. (5th Ed.). Wadsworth Publishing Co Inc.

IPPYMJ **8402: HUMAN RESOURCE MANAGEMENT**
CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVE: To familiarize students with:

1. The human resource issues in organizations
2. Build an organizational foundation on the strengths of its human resource.
3. Broader understanding of the core HR functions.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. New ideas, methods and ways of thinking about people and work.
2. HRM related social, cultural, ethical and environmental responsibilities and issues in a global context.
3. Provide innovative solutions to problems in the fields of HRM.
4. Critically assess existing theory and practice in the field of HRM.

MODULE I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT **15hour**

Concept of 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.

MODULE II: STRATEGY AND HUMAN RESOURCE PLANNING **15hours**

Strategy and Human resource planning; Vision, Mission and Values, Environmental analysis internal analysis, issues of HR in cultural transition.

MODULE III: **MEETING HR REQUIREMENTS** **15hours**

Job Analysis, Recruitment and Selection, Diversity and empowering employees, Performance Management, Career management and Talent Management and developing diverse talent pool, Competency assessment

MODULE IV: INTERNATIONAL HRM **15hours**

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.

RECOMMENDED TEXT:

1. Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.
2. Bhatnagar, J., &Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
3. Cascio W.F. &Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
4. DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.
5. DeNisi, A. S., & Griffin, R. W. (2011). Managing human resources (4th Ed.). Boston: Cengage Press.

IPPYMJ **8403: COUNSELLING PSYCHOLOGY**

CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVES: To familiarize students with:

1. An understanding of basic concepts, processes, techniques of Counselling.
2. The challenges of Counselling.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. The importance of rapport building in counselling relationship
2. The various types and techniques of counselling
3. The scope and limitations of various counselling techniques.
4. Evaluate a variety of foundational and contemporary theories and therapy models and interventions.

MODULE-I: FOUNDATIONS OF COUNSELLING **15 hours**

Meaning Nature and Goals of Counselling, History and Trends in Counselling; Personal and Professional Aspects of Counselling; Ethical and Legal Aspects of Counselling; Counselling in a Multicultural Society

MODULE-II: THE COUNSELLING PROCESS **15 hours**

Stages of Counselling Building Counselling Relationship; Working in a Counselling Relationship: Initial Interview, Assessment; Termination of Counselling Relationship

MODULE-III: COUNSELLING THEORIES AND TECHNIQUES **15 hours**

Individual Counselling Theory and Techniques: Psychoanalytic, Humanistic, Behavioural, Cognitive Approaches; Group Techniques; Counselling and Technology

MODULE-IV: DIVERSE FIELD OF APPLICATION **15 hours**

Career Counselling; Marriage and Family Counselling; Child Counselling, School Counselling; Abuse and Disability Counselling; Mental Health and Community Counselling; Workplace Counselling; Existential Psychotherapy, Object Relations and Play based Therapy, Art based Therapy

RECOMMENDED TEXT:

1. Gladding, S.T. (2009). Counselling: A comprehensive profession (6th Ed.). New Delhi: Pearson India.
2. Feltham, C., Horton, I. (2000). Handbook of Counselling and Psychotherapy. London: Sage.
3. Kottler, J., Shepard, D. (2014). Introduction to Counselling: Voices from the Field. (8th Ed.). Stamford: CT. Cengage.
4. Seligman, L., Reichenberg, L.W. (2013). Theories of Counselling and Psychotherapy: Systems, strategies and Skills. (4th Ed.) New Delhi. Prentice Hall India Learning Private Limited.
5. Nelson-Jones, R. (2012). Theory and Practice of Counselling & Therapy. (5th Ed.) Sage South Asia.
6. Yalom, I. D (2012). Love's Executioner and Other Tales of Psychotherapy (New Edition). New York: Basic Books
7. Whiston, S. (2016). Principles and Applications of Assessment in Counselling. (5th Ed.). Cengage Learning Custom Publishing.

8. Rogers, C., Farson, R. E. (1957) Active Listening. Chicago: Industrial Relations Center of The University of Chicago.
9. Jacobs, M. (1995). Key Figures in Counseling and Psychotherapy: D. W. Winnicott, Pg. 42-43. London: SAGE Publications.
10. Segal, J (2004). Key Figures in Counseling and Psychotherapy: Melanie Klein. London: Sage Publications.
11. Lane, M. R. (2005). Creativity and Spirituality in Nursing: Implementing art in healing. Gainesville: The Centre for Art and Healing, Education, and Research and the Degree for Spirituality and Health Care, University of Florida.
12. Remley Jr., T.P., Herlihy, B.P. (2015). Ethical, Legal, and Professional Issues in Counselling. (5th Ed.). Pearson Pvt Ltd.

IPPYMJ **9401: THEORETICAL ISSUES IN PSYCHOLOGY**
CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVE: to familiarize students with:
1. Philosophical antecedents to contemporary issues in Psychology.
2. Theoretical issues in Psychology.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate/display:
1. Knowledge of the logical course of development of psychological thoughts over time.
2. Knowledge about Psychology as an Experimental Science.
3. Knowledge and understanding of the Philosophy of Mind.
4. Knowledge about Contemporary Theoretical Developments in Psychology.

MODULE-I: PHILOSOPHICAL ANTECENTS TO CONTEMPORARY PSYCHOLOGICAL DEBATES 15 Hours

Reason, Experience, and the status of Philosophy; Descartes Mind, Empiricist responses to Descartes; Locke, Berkeley and Hume. Kant and Foundational Philosophy. The logical-Empiricism. The dialectic role of Philosophy.

MODULE-II: PSYCHOLOGY AS AN EXPERIMENTAL SCIENCE 20 Hours

Scientific Psychology in the nineteenth century; Kantian Legacy, Helmholtz, Fechner, Donders, Brentano, Wundt, Ebbinghaus. The early twentieth century; Critique of Structuralism, Functionalism, Behaviorist revolution, Gestalt School. The turn to Cognition; George Miller, Jerome Brunner, British approach to processing Information. The Neuroscientific Reductionism

MODULE-III: PHILOSOPHY OF MIND 15 Hours

The nature of mind, Consciousness, intentionality, representation, Computational theory of mind, E liminativism and Connectionism, Some alternatives: Wittgenstein, Putnam and Vygotsky

MODULE-IV: CONTEMPORARY DEVELOPMENTS 10 Hours

Feminism and Social Constructionism, Cognitive Anthropology, Cognitive Linguistics, Neuroscience, Artificial Intelligence

RECCOMENDED TEXT:

1. Gardner, H. (1987). The Mind's New Science: A History of Cognitive Revolution. Basic Books.
2. Bem, S., Looren de Jong, H., (1997). Theoretical Issues in Psychology: An Introduction. (1st Ed.) New Delhi, Sage Publications.
3. Hacking, I. (1983) Representing & Intervening: Introductory Topics in the Philosophy of Science. CUP.
4. Marx, M. H., Hillix, W. A., (1973) Systems and Theories in Psychology. McGraw Hill Book Company.
5. Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.
6. Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. Feminism and Psychology, Vol.11(2):147-151.

7. Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. American Psychologist,40, 266-275.
8. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

IPPYMJ9402: QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVE: To familiarize students with:

1. The principles of research writing.
2. The process of research writing in Psychology.
3. To create awareness about the critical aspects of psychological research.

COURSE OUTCOME: By the end of the course, the students should be able to display the knowledge of:

1. How to define a problem from the perspective of research
2. Systematically develop a research question.
3. Importance of literature review
4. Types and the appropriateness of various Qualitative research methods.
5. Knowledge of academic writing practices.

MODULE-I: DEFINING A RESEARCH PROBLEM **15 Hours**

Selecting a Problem; Techniques involved in Defining a Problem, Formulating a Hypothesis, Reviewing the Literature, Preparing a Research Proposal. , Criteria of a Good Qualitative Research, Nature of qualitative research and Role of Researcher.

MODULE-II: QUALITATIVE METHODS **15 Hours**

Grounded Theory, Ethnography, Observation, /interview and Cooperative Inquiry, Thematic Analysis and Narrative Analysis, Conversational Analysis. Issues related with Power, Validity & Reliability in qualitative research, Triangulation.

MODULE-III: INTERPRETATION AND REPORT WRITING **15 Hours**

Techniques of Interpretation, Layout of the Research Report, Style of writing a Research Report, Typing a Research Report, Evaluating a Research Report, Writing references in APA format.

PRACTICUM: Any TWO related to above.

RECOMMENDED TEXTS:

1. White, T.L., McBurney, D.H., (2013). Research Methods. (9th Ed.). Wadsworth Cengage Learning
2. Singh, A.K. (2017). Tests, Measurements and Research Methods in Behavioural Sciences. BharatiBhawan Publishers & Distributors
3. Shaughnessy, J.J., Zechmeister, E. B., Zechmeister, J.S., (2009). Research Methods in Psychology. (8th Ed.) New York. McGraw Hill
4. Kothari CR (2003) Research methodology: Methods and techniques. WishwaPrakashan (2nd edition).
5. Howitt, D., Crammer, D., (2011). Introduction to Research Methods in Psychology. (3rd Ed.). London. Pearson Education Ltd.
6. Cozby, P.C., Bates, S.C. (2018). Methods in Behavioural Research. (13th Ed.). McGraw Hill Education

IPPYMJ9403: ADVANCED COGNITIVE PSYCHOLOGY
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: Familiarize students with:

1. Deeper understanding of perceptual and attention systems.
2. Deeper understanding of memory processes
3. Deeper understanding of various theories and strategies involved in decision making and problem solving.

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. The role of various underlying cognitive mechanisms responsible for perception and attention.
2. The interactive nature of various brain processes in enabling perception and attention.
3. Nature and types of various kinds of memory processes.
4. Theories and strategies involved in decision making process.
5. How decision making is influenced by various psychological and social factors.

MODULE-I: PERCEPTION AND ATTENTION **18 Hours**

Vision and the brain, Two Visual systems: perception and action, Colour vision, Depth perception, perception without awareness. Pattern recognition, Perceptual Organisation, Approaches to Object recognition, Face recognition.

Focussed auditory attention, Focussed visual attention, Disorders of visual attention, visual search, cross modal effects, Divided attention: Dual task performance, Automatic processing. Recent Research

MODULE-II: LEARNING MEMORY AND FORGETTING **12 Hours**

Introduction, Nature and Theories, Architecture of memory, working memory, working memory capacity, Levels of Processing, learning through retrieval, Implicit learning, Forgetting from long-term memory.

Declarative memory, episodic memory, semantic memory, non-declarative memory, beyond declarative and non-declarative memory, Autobiographical memory, memories across the lifetime, eyewitness testimony, enhancing eyewitness memory, prospective memory, Recent Research

UNIT-III: DECISION MAKING AND PROBLEM SOLVING **15 HOURS**

Judgement theory and research: Support theory, Heuristics, Natural Frequency hypothesis, Dual process theory, Decision making under risk, emotional and social factors, Metacognition: Flavell's model of Meta cognition, Meta cognitive regulations

Problem solving: Gestalt theories, strategies, Analogical thinking, Problem solving and role of Expertise.

PRACTICUM: Any TWO related to above

RECCOMENDED TEXTS:

1. Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th Ed.). Psychology Press.
2. Kosslyn, S.M., Smith, E. E., (2015) Cognitive Psychology: Mind and Brain. Pearson India Education Services Pvt Ltd.
3. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.

4. Solso, R. L. (2014). Cognitive Psychology. (8th Ed.). New Delhi. Pearson Education India. 2. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
5. Solso, R., (2008). Experimental Psychology: A Case Approach (7th ed.). Pearson.
6. Woodworth, R.S., Schlosberg, H. (1971). Experimental Psychology. Oxford &Ibh Publishing.
7. Hansen, C., Myers, A. (2005). Experimental Psychology. Wadsworth Publishing Co.
8. Anderson, J. R. (2014). Cognitive Psychology and its Implications. (8th Ed.). Worth.
9. Harré, R. (2000). Cognitive Science: A Philosophical Introduction. Sage: London.
10. Baddeley, A., Eysenck, M.W., Anderson, M.C., (2014). Memory. (2nd Ed.) Psychology Press.
11. Galotti, K.M. (2017). Cognitive Psychology In and Out of the Laboratory. (6th Ed.). Sage Publications.
12. Frankish, K. & Ramsey, W.M. (Ed.) (2012). The Cambridge Handbook of Cognitive Science. CUP.
13. Goldstein, E.B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. (5th Ed.). Wadsworth Publishing Co Inc.

IPPYMJX401: ADVANCED STATISTICS FOR BEHAVIORAL SCIENCES
CREDIT HOURS: 04(3L+1P)

COURSE OBJECTIVES: To familiarize students with:

1. Advanced statistical methods of ANCOVA, MANOVA MANCOVA; Regression analysis, Factor analysis, Structural Equal Modelling.

COURSE OUTCOMES: By the end of the course, students should be able to appreciate/display:

1. Application of various analyses used in current trends in research.
2. Identify appropriate test to be applied in a given situation.
3. Uses and assumptions underlying various tests
4. Report the statistical findings.

MODULE I: MULTIPLE VARIANCE AND COVARIANCES **15 Hours**

Analysis of Covariance (ANCOVA): Introduction, steps in ANCOVA, Single Factor Independent measures ANCOVA Designs, Single-Covariate ANCOVA, Effect size, Power, ANCOVA in SPSS.
Multivariate Analysis of Variance (MANOVA): Introduction, Mean squares, Sum of squares, Wilks Lambda, One-way MOVOVA, Two-way MANOVA, MANOVA in SPSS

MODULE II: REGRESSION ANALYSIS **15 Hours**

Multiple Regression: Introduction, multicollinearity, partial Regression, Sequential regression, Statistical regression, Regression weight (B), Standardised regression weights (b), the coefficient ofdetermination (R^2), Multiple Regression in SPSS.

MODULE III:FACTOR ANALYSIS & STRUCTURAL EQUATION MODELLING (SEM) **15 Hours**

Factor Analysis: Eigan value, factor loading, rotating factors, Screen test, Principal components, Exploratory factor analysis, confirmatory factor analysis, Factor Analysis in SPSS.
Structural Equation Modelling (SEM): Introduction, types: Structural model & Measurement model; Latent variable, Steps & decisions for conducting SEM, SEM in SPSS.

PRACTICUM: Any TWO based on the above.

RECOMMENDED TEXTS:

1. Foster, Jeremy &Barkus, Emma &Yavorsky, Christian. (2009). Understanding and Using Advanced Statistics.
2. Hatcher, Larry. Advanced Statistics in Research: Reading, understanding and Writing Up Data Analysis Results. Saginaw, MI: Shadow Finch Media, 2013.
3. O'Rourke, Norm, and Larry Hatcher. A Step-by-Step Approach to Using SAS for Factor Analysis and Structural Equation Modelling, Second Edition.
4. Andrew R (2011). ANOVA & ANCOVA: A GLM Approach. John Wiley & Sons, Inc.
5. Blaikie, N. (2003). Analysing Quantitative Data. London: Sage.
6. Hand, D.J. & Taylor, C.C. (1987). Multivariate Analysis of Variance and Repeated Measures: A Practical Approach for Behavioural Scientists. London: Champan& Hall.

IPPYMJX402: ENVIRONMENTAL PSYCHOLOGY
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarize students with:

1. Identify issues for effective interventions for facilitating Pro-environmental attitudes and behaviours.

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. The complex social and psychological issues of the human-environment relationship.
2. Various Psychological processes in study of Environment
3. Psychological factors in human designed environments

MODULE-I: UNDERSTANDING ENVIRONMENTAL PSYCHOLOGY **15 Hours**

Meaning of Environmental Psychology: Nature and Scope, Historical Emergence of Environmental Psychology, Human Behaviour and Environment: ways of knowing Environment-Behaviour relationship, Theoretical perspectives in Environmental psychology.

MODULE-II: PSYCHOLOGICAL PROCESS AND ISSUES IN ENVIRONMENT **15 Hours**

Environmental Cognition and Cognitive Mapping, Environmental Perception: Adaptation and Perception of Change, Environmental Stress and Health.Human-Environment issue: Crowding and Pollution, Human behaviour and Climate change, Aspects of Disaster and Disaster Coping,Virtual Environment

MODULE-III: ENVIRONMENTAL PSYCHOLOGY IN DIFFERENT SETTING **15 Hours**

Personal Space and Territoriality, Place Attachment and Place Identity, Residential Settings and Environment, Environmental Factors in Educational Settings, Indigenous and Cultural and Cross Cultural Approaches to Environment.

PRACTICUM: Any TWO elated to above.

RECOMMENDED TEXT:

1. Bechtel, R. B and Churchman A. (2002). Handbook of Environmental Psychology. John Wiley and Sons: New York.
2. Gifford, R. (2013). Environmental Psychology: Principles and Practice. Allyn and Bacon Inc: Massachusetts.
3. Gifford, R. (2014). Environmental Psychology Matters. Annual Review of Psychology, 2014, 65, 541-571.
4. Sundstorm, E., Bell, Paul, A; Busby, P. L; Asmus, C (1996), Environmental Psychology 1989-1994, Annual Review of Psychology, 47, 485-512.
5. Hansen, A. (1991). Media and the Social Construction of the Environment. Media Culture and Society, 13,443-458.
6. Jain (2012). Cultural Construction of Environmental Problems. Procedia: Social and Behavioural Sciences.68.6-15

MINOR COURSES

SEMESTER WISE LIST OF MINOR COURSES/ TABLE 05

SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
I	GENERAL PSYCHOLOGY	IPPYMN1401	3L+1T
II	EDUCATIONAL PSYCHOLOGY	IPPYMN2401	3L+1T
III	HEATH PSYCHOLOGY	IPPYMN3401	3L+1T
IV	YOUTH PSYCHOLOGY	IPPYMN4401	3L+1T
V	PSYCHOLOGY OF DISABILITY	IPPYMN5401	3L+1T
VI	COMMUNITY PSYCHOLOGY	IPPYMN6401	3L+1T
VII	SPORTS PSYCHOLOGY	IPPYMN7401	3L+1T
VII	CONSUMER BEHAVIOUR	IPPYMN8401	3L+1T

IPPYMN1401: GENERAL PSYCHOLOGY
CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVE: To familiarize students with:

1. Provide an overview of the basic concepts in psychology with an emphasis on applications of psychology in everyday life.

2. The idea of Psychology as a scientific discipline.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate/display:

1. Greater insight about the various domains of psychological functioning and the underlying mechanisms governing them.

2. How thinking, feeling and behaviour changes throughout a person's life.

3. Use scientific reasoning to interpret psychological phenomena.

4. Identify the various approaches, fields and subfields of Psychology along with their major concepts and important figures.

MODULE-I: ORIENTATION TO PSYCHOLOGY 15 Hours

Concept of Psychology, Psychology as a Science, Goals of Psychology, Methods of Psychology, fields and applications of psychology

MODULE-II: DOMAINS OF PSYCHOLOGY 15 HOURS

Cognitive Processes: Learning, Memory and Problem Solving, Co-native Processes: Motivation, types of motives (Sociogenic/Psychogenic motives), Affective Processes: Emotion, Positive and negative emotion

MODULE-III: UNDERSTANDING DEVELOPMENTAL PROCESSES 15 Hours

Cognitive Development – Piaget, Moral Development – Kohlberg, Psycho-social Development – Erikson

MODULE-IV: APPLICATIONS OF PSYCHOLOGY 15Hours

Work- Personnel selection, job analysis, job satisfaction, Law- eye witness, testimony/memory, jury decision making; and Health- components of health, social, emotional, cognitive, physical, Emotional intelligence, Assessment of intelligence and personality

RECOMMENDED TEXT:

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
3. Feldman.S.R.(2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata Mc Graw Hill.
4. Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham:Open University Press.
5. Michael ,W., Passer, Smith,R.E.(2007). Psychology The science of mind and Behavior. New Delhi :Tata McGraw-Hill.

IPPYMN2401: EDUCATIONAL PSYCHOLOGY
CREDIT: 04 (3L+1T)

COURSE OBJECTIVES: Familiarize students with:

1. To understand of the relationship between Educational and Psychology
2. Describe the process of growth and development

COURSE OUTCOME: By the end of the course, the students should be able to appreciate/display:

1. Greater insight about the various teaching methods.
2. To enable learners to deal with various problems and issues related to student diversity in a classroom.
3. Insight on learning and motivation theories and how they can influence in the teaching-learning process.
4. Learning effective teaching methods.

MODULE-I: ORIENTATION TO EDUCATIONAL PSYCHOLOGY **15 Hours**

Concept, Nature and Scope of Educational Psychology, Relationship between Education and Psychology, Different Methods of Educational Psychology

MODULE-II: GROWTH AND DEVELOPMENT **15 Hours**

Conceptual Difference between Growth and development, Factors influencing Growth and development, Stages of development, Theories of development.

MODULE-III: LEARNING AND MOTIVATION **17 Hours**

Concept, Nature and types, Theories of learning- Thorndike's Connectionism, Pavlov's Classical conditioning and Skinner's Operant conditioning

Definition and Nature of Motivation, Theories of Motivation; Relationship between Motivation and Learning

MODULE-IV: EFFECTIVE TEACHING METHODS **13Hours**

Characteristics of effective teachers, Teaching Methods and issues related to technological Advances, Classroom management; Mentor-Mentee Relationship

RECOMMENDED TEXT:

1. Mangal, S.K. (2018). Advanced Educational Psychology. New Delhi: PHI Learning Pvt. Ltd.
2. Cline, T, Gulliford, A, Birch, S. (2023). Educational Psychology-Topics in Applied Psychology. Routledge (3rd Edition)
3. Chauhan, S.S. (2007). Advanced Educational Psychology. New Delhi: Vikas publishing House PVT. Ltd.
4. Chatterjee, S. K. (2002). Advance Educational Psychology. Calcutta: Books and Allied PVT. Ltd.
5. Woolfolk, A. (2019). Educational Psychology. New Delhi: Pearson education.

IPPYMN3401: HEALTH PSYCHOLOGY
CREDIT HOURS: 04(3L+1T)

COURSE OBJECTIVES: To familiarize students with:

1. The relationship between the psychological factors and physical health and learn how to enhance well-being.
2. The Sympathetic and Parasympathetic nervous system and its connection to health and well being

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. Health and wellbeing- social, emotional, intellectual, physical
2. The origination of stress
3. Techniques of dealing with effective methods
4. Promotion of behaviour s leading to better quality of life

MODULE-I: UNDERSTANDING HEALTH PSYCHOLOGY **15 hours**

Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychological model of health; The Autonomic Nervous System: Sympathetic and Parasympathetic

MODULE -II: BEHAVIOUR AND HEALTH: **15 hours**

Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

MODULE-III: STRESS AND HEALTH **15 hours**

Nature, Sources, types of Stress, Effects of stress on physical and mental health; Coping with Stress and stress management

MODULE-IV: HEALTH MANAGEMENT: **15 hours**

Health- enhancing behaviour: Exercise, Nutrition, safety, managing and controlling pain. Health Protective behaviours, Illness Management

RECOMMENDED TEXT:

1. Allen, F. (2011) Health Psychology and Behaviour (Tata McGraw Hill Edition). India: Tata McGraw Hill Education India.
2. Gartner, Leslie P. (2011) The Autonomic Nervous System: Made Ludicrously Simply. London: Jen Publishing House Company.
3. Dimatteo, M.R., & Martin, L.R. (2007). Health Psychology. Delhi: Pearson Education.
4. Misra, G (2010). Psychology in India, Volume
5: Clinical and Health Psychology. New Delhi: Pearson Education. 5. Sarafino, E.P. (2019) Health psychology: Bio psychosocial interactions (9th Ed., Asian Edition) Singapore: John Wiley.
6. Taylor, S.E. (2018) Health Psychology (10th Ed., Indian Edition). New Delhi: Tata McGraw Hill. 7. Straub, R. (2016). Health Psychology: A Biopsycholosocial Approach. (5th Ed.). Worth.

IPPYMN4401: YOUTH PSYCHOLOGY
CREDIT HOURS: 04 (3L +1T)

COURSE OBJECTIVES: to familiarize students with:

1. The notion of youth
2. The factors that influence youth cultures and identity and issues concerning the youth

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. An understanding about concept of youth Psychology and its relevance in present time.
2. A greater insight about various issues and challenges faced by the youth.
3. Recognize the physical, social, cognitive and emotional changes that occur during this stage.
4. Analyse the impact of family dynamics, parenting styles and peer relationships and the role of culture and environment on youth development.

MODULE-I: INTRODUCTION TO YOUTH PSYCHOLOGY **15 hours**

Defining youth Psychology and Youth, Concern and relevance of youth psychology, Youth across cultures, Formulation of youth identity, Gender identity, Gender roles, Sexual orientation

MODULE-II: ISSUES AND CHALLENGES RELATED TO YOUTH 15 hours

Health issues of young people, Risk taking behavior (drug abuse, Delinquency, sexuality and Suicide) Employment and education, Youth, Gender and Violence.

MODULE-III: YOUTH DEVELOPMENT AND CULTURE **15 hours**

Concept of Youth Development, Concept of youth culture, Factors that influence youth development and culture, Influence of Globalization on youth Identity, youth culture in Indian context.

MODULE-IV: POSITIVE YOUTH DEVELOPMENT **15 hours**

Concept of positive youth development, Personal and social assets that facilitate positive youth development, Building resources – hope, optimism and resilience.

RECOMMENDED TEXT:

1. Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.
2. Baron, R.A., Byrne, D. &Bhardwaj (2010). Social Psychology (12th Ed).New Delhi: Pearson
3. Berk, L. E. (2010).Child Development (9th Ed.). New Delhi: Prentice Hall.
4. Brown, B. B., R. Larson, & T. S. Saraswathi. (2002).The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).
5. Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge

IPPYMN5401: PSYCHOLOGY OF DISABILITY
CREDIT HOURS: 4 (3L + 1T)

COURSE OBJECTIVES: To familiarize students with:

1. An overview of disability from the psychological perspective.
2. Knowledge about disability as a social, cultural, historical and political phenomenon.

COURSE OUTCOME: By the end of the course, students should be able to appreciate:

1. Factors that affect a person's experience of disability.
2. Differentiate between attitudes and approaches towards the subject of disability
3. Develop a comprehensive idea about various types of disability and its diagnosis.
4. Understand the laws and policies affecting persons with disability.

MODULE-I: **CONCEPTUALIZING DISABILITY** **15 hours**

Introduction to Disability, Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique. Types of Disability

MODULE-II: UNDERSTANDING DISABILITY POLICY **15 hours**

Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust. Issues of language and its consequent labelling: How disability gets constructed: the power of language

MODULE-II: **MAKING A DISABLED IDENTITY** **15 hours**

Documenting Disability: Problems of Certification. Issues of Access: Built and Psychological, Issues of Education and Employment. Family, Care & Support Structures. Intimacy and Sexuality: Marriage, Companion relationships.

MODULE-III: DESIGNING INTERVENTION **15 hours**

Legislations, Psychotherapeutic approaches. Appreciating heterogeneity of different disabilities. Contemporary debates: euthanasia and prenatal

RECOMMENDED TEXTS:

1. Chib, M. (2011). One Little Finger. New Delhi: Sage Publications Pvt. Ltd.
2. Dalal A .K &MisraGirishwar (2010). The Core and Context of Indian Psychology Psychology and Developing Societies, 22, (1), 121–155
3. Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. Arab Journal of Rehabilitation, 5, 15-21.
4. Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. Psychology and Developing Societies, 12: 67-82.
5. Dalal, A. K. (2002).Disability rehabilitation in a tradition Indian society.In M. Thomas and M. J. Thomas. (eds), Selected readings in community based rehabilitation, Series 2, Asia Pacific Disability Rehabilitation Journal, 1, 17- 26.

6. Dalal, A. K., &Pande, N. (1999). Cultural beliefs and family care of the children with disability. Psychology and Developing Societies, (11), 55–75.
8. Ghai, A. (2015). Rethinking Disability in India. India: Routldge.

IPPYMN6401: COMMMUNITY PSYCHOLOGY
CREDIT HOURS: 04(3L+1T)

COURSE OBJECTIVES: To familiarize students with:

1. The link between individuals and communities and deal with social issues more effectively with people's participation
2. Conception of violence at the margins of society and its healing

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. The importance of the sense of belongingness to a community for an individual
2. What a community that promotes mental health may look like
3. The place and agency of an individual within the community
4. The place of conflict in a community

MODULE-I: UNDERSTANDING COMMUNITY PSYCHOLOGY **15 hours**

Definition, nature and scope of community psychology; types of communities, Levels of communities, Importance of communities, Emerging trends in Community Psychology, Scope of Community Psychology

MODULE-II: CORE VALUES **15 hours**

Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and strengths based approach to community;

MODULE-III: COMMUNITY RESEARCH **15 hours**

Aims of Community Research, Questions for conducting Community inquiry, Philosophy of Science for Community Psychology Research, Social issues in Community research, Qualitative and Quantitative methods of community research

MODULE-IV: COMMUNITY PSYCHOLOGY INTERVENTIONS **15 hours**

Introduction to prevention and promotion; Concepts for understanding prevention and promotion, Issues in implementing Programmes, Community and Social change; Elements of Effective Community Change initiatives

RECOMMENDED TEXT:

1. Delhi: Contributions to Indian Sociology, SAGE Publications.
2. Guru, Gopal (2011). *Humiliation: Claims and Context*. New Delhi; Oxford: Oxford University Press.
3. Scheper- Huges, Nancy (1995). The Primacy of the Ethical: Propositions for a militant anthropology. Current Anthropology Vol. 36: The University of Chicago Press.
4. Carling, Paul (1995) *Return to Community: Building support systems for people with psychiatric disabilities*. New York: Guilford Press.
5. Hogan, Michael F. & Carling, Paul J. (1992) Normal Housing: A key element of a supported housing approach for people with psychiatric disabilities. Community Mental Health Journal 28(3).
6. Sambandh Health Foundation (2018). A Framework for Mental Health System. URL: https://sambandhhealth.org/aframeworkformentalhealthsystem
7. Banerjee, A., Banerji, R., Duflo, E., Glenneske, R., &Khenani, S. (Ed.)(2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India. World Bank Policy Research: Working Paper No.3967.

IPPYMN7401: SPORTS PSYCHOLOGY
CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVE: To familiarize students with:

1. The development of sports psychology as an independent discipline with its multidimensional perspective.
2. The relationship of personality, motivation and situational factors with performance on individual and team events.
3. The role of training and other psychological interventions towards performance enhancement in sports.

COURSE OUTCOME: At the end of the Course, the student should be able to display/appreciate:
1. Knowledge regarding the various psychological challenges sports persons may face and how to overcome them.
2. The importance of personality factors in ensuring sporting success.
3. Identify the sources and types of stress specific to athletes and coping strategies.
4. Develop interventions to manage performance anxiety, pressure and competitive stress.

MODULE I: **INTRODUCTION TO SPORTS PSYCHOLOGY** **15 hours**

Definition, Nature and Scope, Brief history of Sports Psychology: International and Indian Perspectives, Role of Sport Psychologist, Behavioral Principles and their applications in sports; Individual differences and Sports Performance; Motor Skills Learning, Attention, Focusing and concentration.

MODULE II: **ANXIETY, STRESS AND BURNOUT IN SPORTS** **15 hours**

Anxiety, Stress and Burn-out in Sports; A brief Introduction, Case Studies, Coping Strategies and Interventions. Managing failures, Motivation: Concepts, Models and Applications. Goal Setting, Assessment and management of Anxiety, Stress and Burn-out in Sports

MODULE III: **LEADERSHIP** **15 hours**

Concept of Leadership, Leadership Types, Measurement and relevance to Sports Performance. Developing Self Efficacy. Leadership in sports, Team Cohesion and Team Building,Dynamics of Coaching. Elite athletes, Women Athletes and Disabled Players.

MODULE IV: **MAJOR PROBLEMS AND SOLUTIONS** **15 hours**

Sports Injury and rehabilitation, Drug Abuse, Values and Ethics in Sports. Culture of health exercise and sports. Sports and Media. Psychological Skills Training and Effective Intervention Programs: Imagery Training, Biofeedback, Music and Progressive muscular relaxation therapy. Yoga for sportspersons.

RECOMMENDED TEXTS:

1. David L., John Krener, Aidan P. Moran and Mark Williams (1994). Sports Psychology: Contemporary Themes.
2. Mohan, J. (2012). Sports Psychology: Emerging Horizons, New Delhi: Friends Publishers.
3. Mohan, J. and Sehgal, M. (2005). Readings in Sports Psychology. New Delhi: Friends.
4. Moran, A.P. (1998). The Psychology of Concentration. East Sussex: Psychology Press.
5. Murphy, S.M. (1995). Sports Psychological Interventions. Champaign: Human Kinetics.

6. Nicholas T. Gallucci (2008). Sports Psychology. New York: The Psychology Press.
7. Richard, H. Cox (2002). Sports Psychology. New York: Palgrave Macmillan (eighth edition).

IPPYMN8401: CONSUMER BEHAVIOUR
CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVES: To familiarize students with:

1. How consumer characteristics determine marketing strategies.
2. What factors influence consumer's perception of a product?

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. The knowledge about how markets are segmented based on consumer characteristics.
2. The knowledge about how consumers actively seek out products to satisfy not only their utilitarian needs but also psychological needs.
3. Knowledge about factors that influence the effectiveness of a communication message.
4. Understand consumer decision making process.

MODULE I: INTRODUCTION OF CONSUMER BEHAVIOUR **15 hours**

Concept, Nature and Types of Consumer behaviour, Origin of Consumer Behaviour, Types of Consumer Behaviour, Effective Consumer Behaviour, Current trends in Consumer behaviour, Factors affecting Consumer Behaviour

MODULE II: INDIVIDUAL DIFFERENCES IN CONSUMER BEHAVIOUR **15 hours**

Perceptual Factors; Selection, Organisation and Interpretation of product related information, Attitudes towards consumption, Motivation; Needs and Goals and significance, Types of motives, Evaluation of Maslow's Needs Hierarchy theory

MODULE III: COMMUNICATION PROCESS **15 hours**

Concept of Communication process, types of Communication; The Receivers as the target audience, The Media as the channels for transmitting Messages, Designing Persuasive Messages through advertisements

MODULE IV: CONSUMER DECISION MAKING PROCESS **15 hours**

Types of Consumer Decisions, Consumer Decision making Process, Problem recognition, Information search, Alternative Evaluation, Purchase selection, Post purchase Evaluation, Buying pattern in new digital era

RECCOMENDED TEXT:

1. Schiffman L.G, Kanuk L. L, Kumar S. R (2010): Consumer Behaviour (10th Ed.). Delhi. Dorling Kindersley (India) Pvt. Ltd.
2. Loudon, D. L. &Bitta, A. J. (2000): Consumer Behaviour: Concepts and applications (4th International Ed). New York: McGraw Hill.
2. Kassarjian, H.K., Robertson, T. S. (1991). Perspective in Consumer Behaviour (4th Ed.). London: Prentice Hall International
3. Kenneth E. R., Stewart, D. W. (1987). Consumer Behaviour: And the practice of marketing (3rd Ed.). Columbus: Merill Pub. Co.

SKILL ENHANCEMENT COURSES

SEMESTER WISE LIST OF SKILL ENHANCEMENT COURSES/ TABLE 06

SEMESTER	COURSE TITLE	COURSE CODE	CREDIT DISTRIBUTION
I	EFFECTIVE DECISION MAKING	IPPYSE1301	2L+1P
II	DEVELOPING EMOTIONAL COMPETENCE	IPPYSE2301	2L+1P
III	STRESS MANAGEMENT	IPPYSE3301	2L+1P

IPPYSE1301: EFFECTIVE DECISION MAKING
CREDIT HOURS: 03 (2L +1P)

COURSE OBJECTIVES: To familiarize students with:

1. The different facets of decision making

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. various strategies which will enable them to make good decisions
2. Understand the cognitive processes involved in decision making.
3. Develop critical thinking skills to analyse situations, identify potential problems, and generate viable solutions.
4. Foster creative thinking and innovation in generating alternatives and solutions.

MODULE-I: FOUNDATIONS OF DECISION MAKING **15 hours**

Meaning and nature of decision making. Models of decision making-Stages and process. Importance of making good decisions; Decision making skills, Discovering self and creating a healthy acceptance of self;

MODULE-II: DECISION MAKING IN INTERPERSONAL CONTEXT AND CAREER: **15 hours**

Conflict management in interpersonal relations; Negotiation in Interpersonal Conflict, Handling difficult People and finding Solutions.

Learning to connect with self with vocational choices/career. Decisions regarding career:

PRACTICUM: Related to above.

RECOMMENDED TEXT:

1. Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth Cengage Learning, India
2. Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi.
3. Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India.

IPPYSE2301: DEVELOPING EMOTIONAL COMPETENCE
CREDIT HOURS: 3L (2L +1P)

COURSE OBJECTIVES: To familiarize students with:

1. The concept of emotional intelligence and learn ways of developing it.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. An awareness of their inner world as different, but relating to their outer world.
2. Through expressive arts and group session, the processing of their emotions.
3. Recognize and understand one's own emotions.
4. Develop strategies to manage and modulate emotions.

MODULE-I: INTRODUCTION: **15 hours**

Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self- awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

Managing

MODULE-II: MANAGING EMOTIONS: **15 hours**

Understanding and managing emotions, thought and behaviour; Flow and the optimal experience Techniques to manage emotions, Handling Relationships, Conflict Management, Effective Leadership

PRACTICUM: Related to above.

RECOMMENDED TEXT:

1. Lane, Mary Rockwood (2005). Creativity and Spirituality in Nursing: Implementing art in healing. Gainesville: The Centre for Art and Healing, Education, and Research and the Degree for Spirituality and Health Care, University of Florida.
2. Bar-On, R (2011). *The handbook of Emotional Intelligence.* San Francisco: Jossey-Bass.
3. Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
4. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
5. Csikszentmihalyi, Mihaly (2009). *Flow: The psychology of optimal experience*. New York: Harper and Row.
6. Singh, D. (2015). *Emotional Intelligence at Work: A professional guide* (4th revised Ed.) Mathura Road, New Delhi; Thousand Oaks, California: SAGE.

IPPYSE3301: STRESS MANAGEMENT
CREDIT HOURS: 3L (2L +1P)

COURSE OBJECTIVES: To familiarize students with:

1. How to identify stress and its effects on our health
2. How we experience stress in everyday life.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. Skills to monitor the impact of stressful situation and apply coping strategies in manage every day stress more effectively.
2. Recognize the physiological and psychological signs of stress.
3. Reflect on how stress affects thoughts, emotions and behaviours.
4. Manage and regulate emotions effectively during stressful situations.

MODULE-I: UNDERSTANDING STRESS **15 hours**

Stress and stressors, Nature, symptoms, sources of stress: environmental, social, physiological and psychological, Effects of stress on physical and mental health, Eustress; Building resilience, Hope, Optimism

MODULE-II: APPROACHES TO MANAGING STRESS **15 hours**

Problem focused and emotion focused approaches

Methods - yoga, meditation, relaxation techniques, mindfulness, exercise, music

PRACTICUM: Related to above.

RECOMMENDED TEXT:

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK:
2. Routledge.
3. DiMatteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi: Pearson
4. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar
5. Learning.
6. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley).

MULTIDISCIPLINARY COURSES

SEMESTER WISE LIST OF MULTIDISCIPLINARY COURSES TABLE 07

SEMESTER	COURSE TITLE	COURSE CODE	CREDIT DISTRIBUTION
I	PSYCHOLOGY OF HEALTH AND WELLBEING	IPPYMD1401	3L+1T
II	PSYCHOLOGY OF PEACE	IPPYMD2401	3L+1T
III	MEDIA PSYCHOOLOGY	IPPYMD3401	3L+1T

IPPYMD1401: PSYCHOLOGY OF HEALTH AND WELLBEING
CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVES: Familiarize students with:

1. To understand the spectrum of health and illness for better health management.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate/display:

1. Greater insight about the various teaching methods and issues related to technological advances
2. Recognize common mental health conditions and their impact on well-being.
3. Learn strategies for promoting healthy behaviors and reducing risky behaviors.
4. Explore concepts of Positive Psychology and their application to health.

MODULE-I: HEALTH, WELL BEING AND ILLNESS **15 Hours**

Concept of Health, Well-being and Illness, Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and wellbeing.

MODULE-II: STRESS AND COPING **15 Hours**

Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management, stress management techniques

MODULE-III: HEALTH MANAGEMENT **15 Hours**

Health-enhancing behaviours: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

MODULE-IV: HUMAN STRENGTHS AND LIFE ENHANCEMENT **15 Hours**

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

RECOMMENDED TEXT:

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R.(2002). Health psychology.New Delhi: Pearson.
3. Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
4. Hick, J.W. (2005). Fifty signs of Mental Health.A Guide to understanding mental health. Yale University Press.
5. Misra,G. (1999).Stress and Health. New Delhi: Concept.
6. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
7. Snyder, C.R., &Lopez, S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
8. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

IPPYMD2401: PSYCHOLOGY OF PEACE
CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVE: To familiarize students with:

1. The concepts of peace and conflict from a psychological perspective.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate/display:

1. Awareness about national and international peace and conflict process and how psychology can play an important role.
2. Understand the basic concepts and theories of peace.
3. Develop skills in conflict resolution, negotiation in peace making.
4. Learn about the role of Positive Psychology in enhancing mental health and peace.

MODULE-I: ORIENTATION TO PEACE PSYCHOLOGY **15 Hours**

Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.

MODULE-II: PSYCHOLOGICAL UNDERSTANDING OF PEACE AND CONFLICT **15 Hours**

Psychoanalytical - Freud, Social-Psychological – Herbert C. Kelman, Vollhardt&Bilali, Marc Howard Ross.

MODULE-III: BUILDING PEACE **15 Hours**

Structure, Process, Integrated framework for peace building, peace education, Psychological perspectives on Peace and Conflict.

MODULE IV: PEACE AND MENTAL HEALTH **15 Hours**

Regional politics and unrest, Strategies for cross community peace making; love, peace and happiness; Stories of peace and challenges

RECOMMENDED TEXTS:

1. Bose, S. (2005).Kashmir at the Crossroads: Problems and Possibilities, In Das, S. K. (Ed.) Peace Process and Peace Accord, 142-171, New Delhi: Sage.
2. Cheistie, D. J., Hare, A. P., &Winter, D. D. (2001). Peace, Conflict and Violence: Peace Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.
3. CQ Researchers (2011).Issues in Peace and Conflict Studies, New Delhi, Sage.
4. Das, S. K. (2005). Nobody's Comminique: Ethnic Accords in North-East. In Das, S. K. (Ed.) Peace Process and Peace Accord, pp120-141, New Delhi: Sage.
5. Delahaye, P., & Krishnan, B. (2003). Imagine Nagaland: The Courage to be Positive, In Sampson, C., Abu-Nimer, M., et al. (Ed.) Positive Approaches to Peacebuilding, pp169-186, Washington, DC: Pact Publications.
6. Fox, M. A. (2014). Understanding Peace: A Comprehensive Introduction, New York, Routledge.
7. Freud, S. (1930). Civilization and its Discontents, Penguin Books Ltd.

8. Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002).Searching for Peace: The Road to Transcend, London: Pluto Press.
9. Gurumayum, L. (2007). The role of Manipuri Women in Crisis Management during the Extension of Ceasefire between the Government of India and NSCN (IM) without Territorial Limits, WISCOMP Perspectives, 25.
10. Hasan, M. (2005).Improving India-Pakistan Relations, In Das, S. K. (Ed.) Peace Process and Peace Accord, pp 25-253, New Delhi: Sage.
11. Jeong, H, W. (2008). Understanding Conflict and Conflict Analysis. New Delhi: Sage.
12. Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. Handbook of Conflict Analysis and Resolution, South Asia: Routledge.
13. Lederach, J. P. (2004). Building Peace: Sustainable Reconciliation in Divided Societies, Washington, DC: United States Institute of Peace.
14. Ross, M. H. (2001). Psychocultural Interpretations and Dramas: Identity Dynamics in Ethnic Conflict.Political Psychology, 22 (1), 157-178.
15. Volkan, D. V. (1985). The Need to Have Enemies and Allies: A Developmental Approach.Political Psychology, 6(2), 219-247.
16. Vollhardt, J. K. &Bilali, R. (2008).Social Psychology Contribution to the Psychological Study of Peace.Social Psychology, 39 (1), 12-25.
17. Wallensteen, P. (2006). Understanding Conflict Resolution: War, Peace and the Global System, London: Sage.
18. Webel, C., &Galtung, J. (2007).Handbook of Peace and Conflict Studies. New York, Routledge

IPPYMD3401: MEDIA PSYCHOLOGY
CREDIT HOURS: 4 (3L + 1T)

COURSE OBJECTIVES: Familiarize students with:

1. The effect of Media on human behaviour and understand.
2. The use of media in education, developing skills and building relationship.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate/display:

1. The Assessing critically of the psychological process related to various dimensions of the Media world
2. Understand the impact of media on socialization, identity formation and cultural norms.
3. Examine the effects of media on prosocial and antisocial behaviors.
4. Understand the importance of media literacy in protecting against misinformation and manipulation.

MODULE-I: ORIENTATION TO MEDIA PSYCHOLOGY **15 Hours**

Definition of media, Media Psychology, Understanding interface between Media and psychology, Benefits of media psychology, Role of media in social and behavioural Change

MODULE-II: MEDIA AND ADVERTISING **15 Hours**

Role of psychology in advertising, cognitive and behavioural effect of advertising, Advertising and. Children: fantasy vs. reality; developing an effective advertising program, case studies in Indian Context

MODULE- III: AUDIOVISIUAL MEDIA (TV & MOVIES) AND PRINT MEDIA **15 hours**

Nature and their impact; Developmental issues- socialization, violence and cybercrime; Videogames; Use and misuse of media, Internet addiction,

MODULE-IV: CHILDREN AND MEDIA **15 Hours**

Fantasy vs. Reality, script and schema explanation, children's socialization through media, Influence on adolescent body image, Effect of watching media violence, Attitude formation, Persuasion and prejudice.

RECOMMENDED TEXT:

1. Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associate publishers.
2. Gahlowt, R. (2016). *Introduction to Media Psychology* (1st Edition). Mumbai: Himalaya Publishing House Pvt. Ltd.
3. Cull, N. J., Culburt, D. H. & Welsh, D. (2003). *Propaganda and Mass Persuasion: A historical encyclopedia*. Santa Barbara, California: ABC-CLIO.
4. Dill- Shakleford, K. (2009). *How Fantasy becomes Reality: seeing through media influence*. New York; Oxford: Oxford University Press.

VALUE ADDED COURSES:

SEMESTER WISE LIST OF VALUE ADDED COURSES/ TABLE 08

SEMESTER	COURSE TITLE	COURSE CODE	CREDIT DISTRIBUTION
I	Panchkosha: Holistic Development of Personality	IPVA1316	2L+1T
II	Understanding Self	IPVA2316	2L+1T
III	Psychology of Happiness	IPVA4303	2L+1T

IPVA1316**: PANCHKOSHA: HOLISTIC DEVELOPMENT OF PERSONALITY**
CREDIT HOURS: 03 (2L+1T)

COURSE OBJECTIVES: To familiarize students with:

1. Five Koshas - five levels of mind-body complex-Annamaya,Pranayama, Manomaya, Vigyanamaya and Anandamaya Kasha; for a holisticdevelopment of personality.
2. Generate awareness about physical and mental wellbeing through the Indianconcept of Panchkosha.
3. Develop a positive attitude towards self, family and society amongst students.
4. Guide students build personalities based on the understanding of Panchkosha.

COURSE OUTCOMES: At the end of the course, students should be able to display/appreciate:

1. Enhanced physical and mental health.
2. Coping with peer pressures and stress.
3. Improved concentration leading to better overall performance.
4. Manage life situations through a balanced and mature approach.

UNIT-I: ELEMENTS OF PERSONALITY **13 Hours**

PanchaKosha: Introduction; Five aspects of Human Personality: Annamaya Kasha (Physicalbody), Pranamaya Kosha (Vital life force energy), ManomayaKosha (Psychological wellness), Vijnanamaya Kosha (Intellect),Anandamaya Kosha (Happiness and Blissfulness); Health: Mental and Physical

UNIT-II: ANNAMAYA KOSHA AND PRANAMAYA KOSHA **12Hours**

Human Body and PanchaKarmendriyas; Annamaya Kosha: Balanced diet and exercise for healthy body; Pranamaya Kosha: Development of life force, Pranayam; Charucharya: Social Etiquettes

UNIT-III: MANOMAYA VIJNANAMAYA AND ANADAMAYA KOSHA **20 Hours**

Antahkarana and its functions; PanchaGyanendriyas; ManomayaKosha : Controlling the Mana (mind); Vijnanamaya Kasha: Ability of discretion and decision making

Anandamaya Kosha: Experience of happiness .and bliss; Self-realisation, Nature of Consciousness: Sat-Chit-Ananda

RECCOMENDED TEXTS:

1. Yoga The Path to Holistic Health: The Definitive Step-by-step Guide, B.K.S.Iyengar, Dorling Kingsley, London, 2021
2. The Sacred Science of Yoga & The Five Kosh as, Christopher Sartain, CreateSpaceIndependent Pub, 2015
3. Subramuniyaswami, S.S.(2023). Merging with Siva: Hinduism’s Contemporary Metaphysics. Motilal Banarasidas.
4. Sharma, S.Koshas of the Human Body-The Inner World. Notion Press Media Pvt. Ltd.

IPVA2316**2401: UNDERSTANDING SELF**

CREDIT HOURS: 03 (2L+1T)

COURSEOBJECTIVES: To familiarize students with:

1. This course aims to develop social and emotional awareness in students and initiatethem towards better personal and social well-being.
2. To create an awareness towards self, others, the environment and their harmoniouscoexistence.

COURSE OUTCOMES: By the end of the course students should be able to display/appreciate:

1. Students will be able to become aware of oneself and the society.
2. Make informed lifestyle choices and extend the self in the joy of giving.
3. Develop empathy, compassion, connect with nature and evolve emotionally to createa more harmonious society.
4. Cultivate sensitivity towards discriminatory practices and explore possible solutions.

UNIT-I: SELF AWARENESS AND SOCIAL RELATIONSHIP 19 Hours

Getting to Know Oneself; Nature of Happiness: Outer vs Inner Sources of Happiness, Joy of Giving, Gratitude, Altruism

Sharing vs Power: Peers, Family and Society; The Value of Silence and Reflection; Practice of Mindfulness

UNIT-II: UNDERSTANDING IDENTITY 13 Hours

Gender and Gender Identity; A-gender, Bi-gender, Transgender, Nonconforming, Identity Construction and Expression: Individual and Collective; Accepting and Valuing OneselfIdentity Formation and identity crisis Gender Discrimination

UNIT-III: LIFESTYLE CHOICES AND STRESS 13 Hours

Career Choices; Career Pressures, Examinations; Examination Stress, Dealing with Disappointment, Coping Skills, Health and Fitness; Connect With Nature:

RECCOMENDED TEXTS:

1. Black,Donna Lord (2022). Essentials of Social and Emotional Learning (SEL). NJ:Wiley.
2. Goleman,Daniel (2005). Emotional lntelligence.USA:Bantam
3. Natu, S.(2021). Psychology and Gender. Sage.
4. Ibarra, H.(2023). Working Identity: Unconventional Strategies for Reinventing Your Career. Harvard Business Review Press.
5. Kakar, S.(2007). Indian Identity: Three Studies in Psychology. Penguin.
6. Glasser, W.(1999). Choice Theory: A New Psychology of Personal Freedom. Harper Perennial.

IPVA4303**4201: PSYCHOLOGY OF HAPPINESS**

CREDIT HOURS: 03 (2L+ 1T)

COURSEOBJECTIVES: To familiarize students with:

1. Develop a well-rounded concept of Happiness
2. Develop a deeper understanding of one self
3. Appreciate the value of interpersonal relationship in augmenting happiness
4. Develop a positive attitude towards life in general

COURSE OUTCOME: By the end of the course students should be able to display/appreciate:

1. Various aspects and characteristics of happiness.

2. The role played by brain processes, thoughts.

3. The importance of relationship in experience of happiness.

4. Other closely related emotions that affect our experience of happiness.

5. Comprehend major theories and models of happiness.

UNIT-I: INTRODUCTION TO PSYCHOLOGY OF HAPPINESS **15 Hours**

Concept and Philosophy of Happiness; Types of Happiness; Components of Happiness-Pleasant, Good, Meaningful; Levels of Happiness

UNIT-II: BIOPSYCHOLOGY OF HAPPINESS 15 Hours

Happiness hormones; FUNCTION OF BRAIN ; Mental Attitude and Orientation; Positive Thinking

UNIT-III: VALUES AND HAPPINESS **15 Hours**

Dynamics of relationship; Family, Workplace, Romantic relationship, Marriage and Happiness, Values and Happiness; Trust, Respect, Gratitude, Empathy, Care, Humility, Commitment, Generosity, Simplicity, Kindness,

RECCOMENDED TEXTS:

1. Compton, W.C., Hoffman, E.L.(2024).Positive Psychology: The Science of Happiness and Flourishing. (4th ed.). Sage.
2. Dalai Lama and Howard C. Cutler. (1998) The Art of Happiness. NewYork, Riverhead Books.
3. Richard, M. (2007) Happiness: A guide to developing life's most important skill. Atlantic Books.
4. Csikszentmihalyi, M. (2002). Flow: The Psychology of Happiness. Rider & Co.
5. Seligman, M.(2017). Authentic Happiness. Nicholas Brealey Publishing.
6. Compton, W.C., Hoffman, E.L.(2024).Positive Psychology: The Science of Happiness and Flourishing. (4th ed.). Sage.
7. Haidt, J.(2021). The Happiness Hypothesis: Ten Ways to Find Happiness and Meaning in Life. Random House Business.

DISSERATION

AS PART OF

B.A. (HONOURS WITH RESEARCH)

SEMESTERWISE BREAK-UP OF DISSERTATION/ RESEARCH WORK/ TABLE 09

SEMESTER	COURSE TITLE	COURSE CODE	CREDIT DISTRIBUTION
VII	RESEARCH METHODS IN PSYCHOLOGY	IPPYDR7401	3L+1P
VIII	DISSERTATION WORK	IPPYDR8801	2T+6P

IPPYDR7401: RESEARCH METHODS IN PSYCHOLOGY

CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVE: to familiarize students with:

1. Goals and types of scientific research.
2. The importance of ethics in conducting research.
3. The fundamental aspects of scientific research writing.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate/display:

1. The respective importance of experimental and phenomenological traditions of conducting psychological research.
2. Learn how to select an appropriate research design for a given research question.
3. Develop skills to formulate clear, testable research hypothesis.
4. Understand the ethical principles and guidelines concerning psychological research.

MODULE-I: INTRODUCTION TO RESEARCH IN PSYCHOLOGY **15 hours**

Goals of Scientific Research; Description, Prediction, Explanation, Application, The Scientific method; , Reporting, Concepts, Instruments, Measurements, Hypotheses, Types of study; Quantitative Vs Qualitative studies

Ethical Issues in Research: APA Ethic Code, Informed Consent, CONFIDENTIALITY, Debriefing, Putting ethics into practice, Publication Ethics, Ethical Boundaries, Boundary Crossing and Violations in Research

MODULE-II: DESCRIPTIVE METHODS **13 hours**

Observation: sampling behaviour, classification of observational methods, recording & analysing observational data, Archival Research, Case Studies

Survey Research; Use of survey methods, Sampling techniques, Survey-research design

Focused Group Discussions.

MODULE-III: EXPERIMENTAL & QUASI EXPERIMENTAL DESIGN **17 hours**

Design notations, A schematic Overview of different types of Design, Types of Validity, Concept of Control, Independent Group Design, Random Group Design, Block Randomization,

Factorial Design

Quasi-experimental methods: The Principal Difference between Quasi-Experiments and True Experiments, Non-Equivalent Control Group Design, Sources of Invalidity in the Non-Equivalent Control Group Design, Issues of External Validity,

PRACTICUM: Any TWO based on above.

RECCOMENDED TEXTS:

1. Shaughnessy, J.J., Zechmeister, E. B., Zechmeister, J.S., (2009). Research Methods in Psychology. (8th Ed.) New York. McGraw Hill
2. Howitt, D., Crammer, D., (2011). Introduction to Research Methods in Psychology. (3rd Ed.). London. Pearson Education Ltd.
3. Cozby, P.C., Bates, S.C. (2018). Methods in Behavioural Research. (13th Ed.). McGraw Hill Education.
4. White, T.L., McBurney, D.H., (2013). Research Methods.(9th Ed.).Wadsworth Cengage Learning
5. Price, P. C., Jhangiani, R. (2013). Research methods in Psychology: Core Concepts and Skills. (1st Ed.)http://www.saylor.org/site/textbooks/
6. Privitera, G.J. (2014). *Research Methods for Behavioural Sciences.* Thousand Oak, California: Sage Publication
7. Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers
8. Neuman, W.L. (2014). Social Research Methods: qualitative and Quantitative Approaches. (7th Ed.). Pearson Education India.
9. Trochim, W.M.K. (2003). Research Methods. (2nd Ed.). Dreamtech Press.
10. Lune, H., Berg, B.L. (2018). Qualitative Research Methods for the Social Sciences. (9th Ed.). Pearson Education India.
11. Belhekar, V.M. (2016). Statistics for Psychology Using R. (1st Ed.). Sage Publications India Private Limited.
12. Morling, B. (2017). Research Methods in Psychology: Evaluating a World of Information. (3rd Ed.). W W Norton & Co Inc.

COURSES

(In lieu of Dissertation work)

AS PART OF

B.A.(HONOURS)

SEMESTER WISE BREAKUP OF COURSES (IN LIEU OF DISSERTATION WORK) REQUIRED FOR B.A. (HONOURS)/ TABLE 09

Sl. No.	Semester	Course Title	Course Code	Credit Distribution
1	7th	Research Methods in Psychology*	IPPYIF7401	3L+1P
2	8th	Field Work/Project Work/Internship	IPPYIF8801*	2T+6P**

* Syllabus for this course can be accessed in the previous section containing course with identical course title but different course code than mentioned here.

*Rules and requirements for Field work/Project work will be framed in the DMC and notified by the respective teacher who are assigned the role of Fieldwork/Project work Coordinators against each student.

**: Given one practical class counts for 2 hours of work, therefore, 6 practical hours per week will comprise of 12 hours of practical work per week. Accordingly, in a semester with 15 weeks of teaching, total practical work to be carried out during internship will be 180 hours. Assuming, a student can work in an internship programme for 6 hours every day, she will need to work 30 days to satisfy the credit requirements. Additionally, If a week has 5 working days, it will translate into 6 weeks of internship programme.

DISCIPLINE SPECIFIC ELECTIVE COURSE

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES (D)

TABLE 11

SEMESTER	COURSE CODE	TITLE	CREDIT
IX	IPPYDS9401	COGNITIVE NEUROPSYCHOLOGY	3L+1P
	IPPYDS9402	COGNITIVE DEVELOPMENT AND DISODERS	3L+1P
	IPPYDS9403	SOCIAL ASPECTS IN DEVELOPMENT	3L+1P
	IPPYDS9404	INTER GROUP RELATIONS	3L+1P
X	IPPYDSX401	ORGANIZATIONAL CHANGE AND DEVELOPMENT	3L+1P
	IPPYDSX402	COUNSELLING AND PSYCHOTHERAPEUTIC INTERVENTION	3L+1P
	IPPYDSX403	CLINICAL ASSESSMENT AND DIAGNOSIS	3L+1P
	IPPYDSX404	PSYCHOLOGY AT WORKPLACE	3L+1P

IPPYDS9401:
COGNITIVE NEUROPSYCHOLOGY
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVE: To familiarize students with:

1. The basics of Neuropsychology.
2. Methods of Cognitive Neuropsychology.
3. Major domains of Neuropsychology.

COURSE OUTCOME: By the end of the course, students should be able to appreciate/display:

1. Greater insight into the nature and complexity of Cognitive Neuropsychology.
2. View of human beings as information processing organisms.
3. Importance of analogical thinking in model making.

MODULE-I: INTRODUCTION AND TECHNIQUES IN NEUROPSYCHOLOGY **15 Hours**

Introduction to Neuropsychology; Heart, Mind and Brain, Recent development in Neuropsychology, Focus on the Neuron,.

Techniques in Neuropsychology; Study of the damaged nervous system, The Scientific Method, Cognitive Testing. Brain Imaging; MRI and Structural Imaging, ,Fmri and Functional Imaging.

MODULE-II: LATERALITY METHODS **15 Hours**

Methods; Split Brain, , Dichotic Listening, Tachistoscopic Presentations, Dual Task Paradigms. Neuroanatomical, Neurochemical and Behavioral Findings; Neuroanatomical asymmetries, Neurochemical asymmetries and Functional asymmetries.

MODULE-III: THE SENSORYMOTOR SYSTEM **15 Hours**

Somatosensory receptors; somatosensory pathways in the brain, Association Cortex, Primary Motor Cortex, Basal Ganglia and Cerebellum. Deficits in Sensorimotor System; Cortical Sensorimotor Disorders, Subcortical Motor Disorders, recent developments and research

PRACTICUM: Any TWO Related to above.

RECOMMENDED TEXTS:

1. Saucier Deborah. Elias Lorin (2018). Neuropsychology: Clinical and Experimental Foundations.(8th edition). Pearson Publication.
2. Solso, R. L. (2014). Cognitive Psychology. (8th edition). New Delhi, Pearson Education India.
3. Parkin, A. J.(2015), Essential Cognitive Psychology, Psychology Press. East Sussex.
4. Eyesenck, M., & Keane, M. (2010). Cognitive Psychology: A student's handbook (6th edition). Psychology press.
5. Frankish, K. &Ramsey, W. M. (Ed.) (2012). The Cambridge Handbook of Cogntive Science, CUP.
6. Goldstein, E. B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. (5th edition). Wadsworth Publishing Co Inc.

IPPYDS9402:
COGNITIVE DEVELOPMENTAL AND DISORDER
CREDIT HOURS: 4 (3L+1P)

COURSE OBJECTIVES: To familiarize students with:

1. Broad understanding of the basic neurobiological and socio cultural mechanisms and processes in cognitive development.
2. The issues and challenges involved in studying the same and critically assess the implications of cognitive developmental research in the area of education.
3. The understanding of the various developmental disorders and 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.

COURSE OUTCOMES: By the end of the course, the students should be able to appreciate:

1. Several critical developmental milestones.
2. Critically reflect on the neurocognitive and cultural basis of cognitive development.
3. Draw implications for early educational interventions.

MODULE-I: COGNITIVE DEVELOPMENT AND RELATED DISORDERS **15 Hours**

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,
Related disorders: Intellectual DisabilityADHD, Conduct disorder-epidemiology, assessment and diagnosis, etiology, intervention and prognosis.

MODULE-II: LANGUAGE AND READING DEVELOPMENT AND RELATED DISORDERS **15 Hours**

Theories and milestones of development, Meta-linguistic awareness and reading, early literacy acquisition, developmental delay and interventions.
Related disorders: Dyslexia, dysgraphia, dyscalculia – epidemiology, assessment and diagnosis, etiology, intervention and prognosis.

MODULE-III: EMOTIONS DEVELOPMENT **15 Hours**

Neurocognitive and cultural perspectives Neurocognitive evidences, classroom environment and socio-cultural settings of learning, school readiness and achievement**,** Teacher's training, empathy building, policy and awareness, challenges and threats to social inclusion.

PRACTICUM: Any TWO Related to above

RECOMMENDED TEXT:

1. Flavell, Miller & Miller. (2002). Cognitive Development. 4th Edition, Prentice Hall.
2. Gauvain, M. (2001). The social context of cognitive development. Guilford Press.
3. Goswami, U. (2008). Cognitive development: the learning brain. Psychology press

4. 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.
5. Barkley, R.A. & Murphy, K.R. (2006). Attention-Deficit Hyperactivity Disorder: A clinical workbook (3rded.). New York: The Guilford Press.
6. 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.

IPPYDS9403:
SOCIAL ASPECTS OF DEVELOPMENTAL PSYCHOLOGY
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

1. Strong research oriented theoretical foundation in congruence with recent advances in the field of developmental science.
2. Creative spaces to extend their knowledge to the word of practice.
3. The cultural and contextual nuances of development.

COURSE OUTCOMES: By the end of the course, the students should be able to appreciate:

1. Different perspectives in developmental psychology
2. Understand the cultural basis of human development
3. View and employ different research methods and intervention strategies.

MODULE-I: SOCIAL CONTEXT OF DEVELOPMENT AND SOCIALIZATION 15 HOURS

Early socialization in family: Parents/adults, siblings, social development and structure of caring

Emotional and Moral Development: theories of emotions, empathy, moral emotions and moral reasoning; theories of moral reasoning

MODULE-II: PEER RELATIONSHIPS ACROSS LIFESPAN 15HOURS

Externalising and internalising tendencies, later life adjustment, implications for future relationships, social development of trust

MODULE-III: SOCIAL UNDERSTANDING AND SOCIAL OUTCOME 15HOURS

Positive social behaviour: helping and sharing and cooperation, social competence and theory of mind; antisocial behaviour: aggression, bullying.

PRACTICUM: Any TWO related to above.

RECOMMENDED TEXT:

1. Bierman, K. L. (2004). Peer Rejection: Developmental Processes and Intervention strategies. New York: Guilford.
2. Brownell, C.A. & Kopp C.B. (2007). Socioemotional Development in the Toddler Years: Transitions and Transformations. New York: The Guilford Press. 37
3. Bukowski, W.M., Rubin, K.H. &Laursen, B. (2008). Socio and Emotional Development: Critical Concepts in Psychology. UK: Psychology Press.
4. Craig, W. (2000). Childhood Social Development: The Essential Readings. MA: Blackwell Publishers
5. Grusec, J. E., & Hastings, P. D. (Eds.). (2014). Handbook of socialization: Theory and research. Guilford Publications.

IPPYDS9404:
INTERGROUP RELATIONSHIP
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

1. Facilitating greater understanding issues of violence and intergroup conflicts among groups of Indian society.
2. The approach of social categorization and its connection with stereotypes, prejudice and the relational dynamics deriving from its different configurations.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. The roles of intergroup anxiety, realistic and symbolic threats and the moderating roles of group membership.
2. Understand key theories and models in intergroup relations.
3. Understand the impact of stereotypes on individual behavior and intergroup interactions.
4. Understand the role of ingroup and outgroup dynamics in shaping intergroup relations.

MODULE-I: BRIEF INTRODUCTION TO INTERGROUP RELATIONS **15 hours**

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.

MODULE-II: EMOTIONS AND INTERGROUP RELATIONS **15hours**

Collective emotions and intergroup dynamics; emotional climate: concept, measurement and relevance to nations; Language and intergroup relations.

MODULE-III: VIOLENCE AND IDENTITY **15 hours**

Concept of violence, causes of violence, identity and violence, role of ideology; Concept of óther' and intergroup attitudes, Terrorism: psychological issues and concerns; Social Movements and Social Change.

PRACTICUM: Any TWO Related to above

RECOMMENDED TEXT:

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

IPPYDSX401:
ORGANIZATIONAL CHANGE & DEVELOPMENT
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

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 OUTCOMES: By the end of the course, the students should be able to appreciate:

1. The dynamics of change in organizations, both at the individual and organizational level.
2. Specific Organizational development strategy, team building.
3. Knowledge of organizational change and effectiveness.
4. Knowledge about overview of Interventions.
5. Understanding of emerging challenges and future issues and application of organizational behaviour.

MODULE-I: INTRODUCTION TO ORGANIZATIONAL CHANGE AND DEVELOPMENT **15 Hours**

Overview of Organizational change, Types of change Organization change, and Change Models, Resistance to Change; Change management and Nature of Planned Change; Organizational Development: History of the Field, Nature and process of Organizational Development, Methods of OB: Survey feedback, Grid Organizational development, Team Building, Process Consultation, Gestalt and Comprehensive interventions.

MODULE-II: DESIGNING INTERVENTIONS **15 Hours**

An overview of Interventions: Introduction to Intervention Design, Types and Process of Intervention, Interpersonal, Team and Intergroup and System interventions.

MODULE-III: FUTURE ISSUES AND APPLICATIONS **15 Hours**

Building learning organizations and planning Mergers and Acquisitions etc; Organizational Development in Global settings and Non-Industrial Settings, Power, Politics and OB, Future directions in Organizational Development.

PRACTICUM: Any TWO Related to above

RECOMMENDED TEXT:

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

4. Greenberg, J & Baron, R.A. (2007). Behaviour in Organizations(9th Ed.). India: Dorling Kindersley.
5. Pareek , U.(2006).Understanding Organizational Behaviour. Oxford University Press: New Delhi
6. John P. Kotter, Leading Change, Harvard Business Press, Boston, Massachusetts, 2021
7. Adrian ThornHill, Phil Lewis, Mike Millmore and Mark Saunders, 'Managing Change: A Human Resource Strategy Approach', Wiley, 2005.
8. Robbins Organisation Theory; 'Structure Design & Applications', Prentice Hall of India, 2005.

IPPYDSX402:
COUNSELLING AND PSYCHOTHERAPEUTIC INTERVENTIONS
CREDIT HOURS: 4(3L+1P)

COURSE OBJECTIVES: To familiarise students with:

1. To introduce the students the various theories in counselling and psychotherapy.
2. In-depth understanding of Psychotherapeutic and different cognitive behaviour therapies and their applications.
3. In depth knowledge and opportunities to practice evidence based therapeutic techniques.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. The relevant principles in assessment, formulation, treatment planning and interventions for the treatment of complex psychological disorders.
2. Understanding of Psychotherapeutic and different cognitive behaviour therapies and their applications.
3. Knowledge and Opportunities to special cases of group counselling.

MODULE-I: EVOLUTION OF THE FIELDOF PSYCHOTHERAPY 15 **hours**

Definition of Guidance and Counseling and , History of Guidance and Counseling, Principles and goals ofcounselling; microskills of counselling, ; Scope of Counseling ; Counseling as a distinct Profession, Current trends in the 21st Century, Professional training and ethics in clinical practice.

Nature, Goal and Definition of Psychotherapy, Difference between Counselling and Psychotherapy, Types and Techniques of Psychotherapy,

MODULE-II: THERAPEUTIC FRAMEWORKS **15 hours**

Psychoanalytic Therapy; Person-Centred Therapy, Beck's Cognitive TherapyEllis's Rational Emotive Behaviour Therapy, Dialectical Behaviour therapy (DBT); Stress Inoculation; Imagery Training; Research and Applications;Gestalt Therapy; Humanistic and Existential Psychotherapy, Indigenous approaches to psychotherapy; Critical Evaluation and Comparative Analysis of different cognitive behaviour therapies.

MODULE-III: SPECIAL CASES OF GROUP COUNSELLING **15 hours**

Abuse and Addiction: Clinical characteristics of Addiction, etiology, models of addiction, assessment in addiction. Planning intervention: Counselling in Motivation (Skills). Strategies: Counselling individual and families including children

Suicide Counselling: Facts about Suicide, Perspective on Suicide, Identifying Suicidal tendencies, Counselling for Suicide Prevention.

Trauma Counseling: History and theoretical foundations of Trauma. People in crisis – An overview of the cognitive, affective, behavioral and neurological sequelae associated with trauma, Crisis Intervention: Models for intervention. Assessment and skills building (Case simulation exercises).

Disability Counselling: Concept and definition of disability, Concept of impairment, activity, participation, Methods used in Disability Counselling.

PRACTICUM: Any TWO Related to above

RECOMMENDED TEXT:

1. Brems, C. (2001). Basic skills in psychotherapy and counselling. Singapore: Brooks/Cole.
2. Beck, J.S (1995). Cognitive therapy: Basic and beyond. New York: Guilford Press.
3. Ellis, A. (1970). The essence of rational psychotherapy: A comprehensive approach totreatment. New York: Institute for Rational Living.
4. Walen, S.R., Digiuseppe, R., & Dryden, W. (1992). A practitioner's guide to rationalemotive therapy. Oxford University Press. Inc.
5. Bellack, A.S., Hersen, M., &Kazdin, A.E. (1985). International handbook of behaviormodification and therapy. New York: Plenum Press.
6. Cloitre, M, et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity
7. Dana, R.Q & Blevins A , G (2011). Substance Abuse Counselling, 4th edition, Brooks/Cole, Cengage , Belmont, USA.
8. James, R. K. & Gilliland, B. E., (2013). Crisis Intervention Strategies, 7th Edition. Belmont, CA: Brooks/Cole.
9. James, R. K. & Gilliland, B. E., (1998). Theories and Strategies in Counselling and Psychotherapy, 4th Edition. Belmont, CA: Brooks/Cole.
10. Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.

IPPYDSX403: CLINICAL ASSESSMENT AND DIAGNOSIS
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

1. Basic skills and procedures involved in clinical assessment and diagnosis.
2. The role culture and context in the same and to familiarize students with the various tools for examination.
3. Various social contexts and their dynamics contributing to mental health.
4. Developing skills for assessment and community intervention.

COURSE OUTCOME: By the end of the course, the students should be able to appreciate:

1. The use of clinical assessment and methods in a case.
2. How mental health professionals diagnose mental disorders in a standardized way.
3. Reasons to seek treatment and importance of psychotherapy.
4. Social and cultural roots of mental health
5. Develop intervention for community mental health.

MODULE-I: BASIC ELEMENTS IN ASSESSMENT **15hours**

Epistemological issues of assessment and diagnosis, addressing the presenting problems, taking social and behavioural 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, Role of neuropsychology in clinical practice, neuro-anatomy and neuropathology.

MODULE-II: CLASSIFICATION **15hours**

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 behaviour and its impact on classification

MODULE-III: ASSESSMENT AND DIAGNOSTIC TOOLS **15hours**

Assessment interviews, clinical observation, psychological testing, neurological examination-MRI, fMRI, CAT, PET. Integration of data

PRACTICUM: Any TWO related to above

RECOMMENDED TEXT:

1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5®). American Psychiatric Pub.
2. Castillo, R. J. (1997). Culture & mental illness: A client-centered approach. Thomson Brooks/Cole Publishing Co.
3. Gupta, S. P. (1977). Psychopathology in Indian Medicine (Ayurveda). Varanasi: Chaukhamba Sanskrit Pratishthan.
4. 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
5. Morey, L. C. (1991). Classification of mental disorder as a collection of hypothetical constructs (Vol. 100, No. 3, p. 289). American Psychological Association.
6. Probst, B. (Ed.). (2015). Critical Thinking in Clinical Assessment and Diagnosis. Springer.

IPPYDSX404:
PSYCHOLOGY AT WORKPLACE
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

1. Developing an appreciation of developmental relationship.
2. Effective interpersonal skills for coaching and mentoring.
3. Identifying coaching and mentoring options for employees.

COURSE EARNING OUTCOME: By the end of the course, the students should be able to appreciate:

1. Employee and staff engagement.
2. Personal awareness and improving skills.
3. Knowledge and Opportunities to Organizational Systems
4. Importance of guidance, vouching and training of the employees.
5. Importance of dyadic relationships with organization and its impact on the employee engagement and productivity.
6. Importance of guidance, vouching and training of the employees.

MODULE-I: ENTAL RELATIONSHIPS **15 hours**

An introduction to developmental relationships: Counselling, coaching and mentoring, Personality and developmental relationships: Altruism; extension motivation; dependency proneness, diversity; mind set towards Indian cultural diversity.

MODULE-II: OVERVIEW OF COACHING, COUNSELING AND MENTORING **15hours**

Process of counselling, coaching and mentoring, Mentor competencies: The nurturing superior, Indian perspective on coaching, counselling and mentoring: Feedback process: Interpersonal and performance.

MODULE-III: ORGANIZATIONAL SYSTEMS **15 hours**

Coaching and mentoring process at work place, Work centric nurturant culture, Views of Arthashastra (Kautilya), Cosmic collectivism.

PRACTICUM: Any TWO related to above

RECOMMENDED TEXT:

1. Garvey, B., Stokes, P., & Megginson, D. (2009). Coaching and mentoring: Theory and practice. London: Sage.
2. Gupta, R. K., &Awasthy, R. (Eds.) (2015). Qualitative research in management: Methods and experiences. New Delhi, India: Sage Publications.
3. Guptan, S. U. (2006). Mentoring: A practical guide to touching lives. New Delhi, India: Response Books.
4. 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.
5. Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). Delhi, India: Oxford University Press.

DISSERTATION

BREAKUP OF DISSRETATION* RELATED WORK DURING 9TH& 19TH SMESTER

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT HOURS	
IX	**IPPYDR9401**	**DISSERTATION (PROTOCOL/SYNOPSIS PREPARATION)**	**4**	
X	**IPPYDRX801-**	**DISSERTATION (DATA COLLECTION, STATISTICAL ANALYSIS, REPORT WRITING)**	**8**	

BREAKUP OF COURSES OPTED FOR IN LIEU OF DISSERTATION WORK DURING 9TH& 10TH SEMESETR

Students who opt out of dissertation work during the 9th and 10th semester of the Five Year Integrated Masters Programme in Psychology on account of having successfully undergone dissertation work during their 7th and 8th semesters already will have to take up other courses in lieu of dissertation in the following format:

Sl.No.	Semester	Course Title	Course Code	Credit Distribution
1.	9th	Research Writing in Psychology	IPPYIF9401	2L+2P
2.	10th	Internship Programme	IPPYIFX801*	2T+6P**

*Rules and requirements for Field work/Project work/internship will be framed in the DMC.

**: Given one practical class counts for 2 hours of work, therefore, 6 practical hours per week will comprise 12 hours of practical work. Accordingly, in a semester with 15 weeks of teaching, total practical work to be carried out during internship will be 180 hours. Assuming, a student can work in an internship programme for 6 hours every day, she will need to work 30 days to satisfy the credit requirements. If a week has 5 working days, it will translate into 6 weeks of internship programme.

THANK YOU