

Chinmaya Vishwa Vidyapeeth  
Curriculum Document 2022

MASTER OF SCIENCE - PSYCHOLOGY



# CHINMAYA VISHWAVIDYAPEETH

## Curriculum for MASTER OF SCIENCE - PSYCHOLOGY

### PREAMBLE

#### CHINMAYA CURRICULUM VISION

Chinmaya Vishwa Vidyapeeth (CVV) aims to “exceed excellence” in higher learning and research, with the objective of mastery in every single facet of every discipline and subject taught at the University. With a strong belief in the contemporary relevance of Indian cultural heritage and Indic Knowledge Traditions (IKT), the university aims to integrate the best practices of modern pedagogical advances with the beauty of the traditional Gurukula model of learning, and aspires to prepare students to address contemporary challenges, inspiring them to have a positive impact on the world as confident and cultured contributors to society.

CVV envisions Spirituality, Purity, Practicality and Innovation as its foundational principles. All activities of the University therefore will be aligned to these foundational principles, as articulated below:

- ❑ **Spirituality:** The personal quest that leads the individual to an appreciation of a higher Reality.
- ❑ **Purity:** Communicating the wisdom of Indian knowledge systems through their source texts.
- ❑ **Practicality:** The relevance of the ancient in today’s world, such that it blends with the needs of a modern age.
- ❑ **Innovation:** Sparking the intellect of the modern youth through conceptual and strategic innovation.

The University aims to transfer the wealth of many thousands of years through innovative pedagogy, teaching methodologies, content, and nature of the Programmes. The University will strive to be progressive, while retaining the continuity of current best practices. CVV will therefore strike a careful balance between the old and new, breaking new ground where necessary and adopting the positives and goodness of all that has gone before, but always leaning towards the winds of innovation.

#### GENERAL OBJECTIVES

The structuring of the curricula at CVV is designed to enable the student and the teacher to:

1. Study subjects in their core disciplines with the goal to become experts in the area and subsequently contribute meaningfully to society.
2. Explore possible confluences of their core subjects with Indic Knowledge Traditions, with the goal of examining the applicability of ideas from the *sastras* in various areas of present-day life.
3. Study and appreciate traditional knowledge systems such that they can apply these ideas in their own career and life, and thereby preserve them.

4. Develop the habit of learning through reflection and self-study.
5. Uphold value systems based on the cultural, social, political and moral bases of Indian society.
6. Identify and solve the prevalent major social and environmental issues /challenges and be equipped to face those challenges.
7. Apply theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behaviour for living in the present and future.
8. Imbibe the aptitude for understanding the principles and practices related to varied psychological, sociological and philosophical areas to facilitate productive cognition.
9. Focus on the communicative aspect of English and other languages like Sanskrit/Malayalam/Hindi, which will help students and teachers to communicate well in diverse settings and groups, as well as aid the students' general learning.
10. Appreciate literature, drama and art in order to nurture students' creativity and aesthetic sensibilities.
11. Enhance critical thinking skills through strategies that encourage a precise approach to inquiry, collaboration and active participation in the classroom.
12. Engage in quality research by using a variety of methods, tools and techniques.

#### **PG PROGRAMMES AT CVV: GENERAL OVERVIEW**

The PG programmes offered at Chinmaya Vishwa Vidyapeeth (CVV) are tailored for students who wish to enhance their knowledge of the world and self through an in-depth study of various specialised disciplines. They may additionally also study the confluence of these disciplines with Indian Knowledge Traditions. The courses in these programmes are intended to guide students towards a future where they can use their detailed knowledge of their core discipline to engage with and master contemporary tasks and issues. Students completing these courses will be equipped to pursue multiple career and life paths: professional employment in the industry, academic research or teaching, or further work in any of the contemporary or traditional disciplines that they may access through CVV's diverse programmes. The programme design thus allows every student to develop unique skills and expertise for gainful living, in order to either pursue a career in the industry, or undertake further research and teaching in their core area.

To graduate with a Master's degree in the regular mode, students are required to take courses classified under different categories and earn a minimum of 72 credits at the end of two years. While some of the categories of courses are mandatory, there is considerable flexibility under the core-elective combination of courses. Each student needs to take a set of mandatory courses as well as optional ones to earn the credits required for the award of the degree.

## **TWO-YEAR POSTGRADUATE PROGRAMME REGULATIONS, 2021 (WITH EFFECT FROM 2021 ADMISSIONS)**

### **1. TITLE**

These regulations shall be called “Two-Year Postgraduate Programme Regulations” under the Choice-Based Credit System.

### **2. SCOPE**

These regulations are applicable to the two-year postgraduate programmes conducted by Chinmaya Vishwa Vidyapeeth, with effect from 2021 Admissions.

### **3. DEFINITIONS**

- 3.1. University: Refers to Chinmaya Vishwa Vidyapeeth and includes the relevant locations in both Ernakulam and Pune.
- 3.2. Programme: A ‘Programme’ means a patterned combination and sequence of courses spread over a fixed number of semesters, according to the regulations, the successful completion of which would lead to the award of the degree.
- 3.3. Semester: A ‘Semester’ means a term consisting of a minimum of 300 contact hours distributed over 90 working days within 15 academic weeks, exclusive of admission and examination days.
- 3.4. Academic week: An ‘Academic week’ is a unit of six working days in which the distribution of work is organised from day one to day six, with up to seven contact hours on each day.
- 3.5. Credit: A ‘Credit’ is a unit of input measured in terms of the student’s hours devoted to various aspects of the teaching-learning process. One credit for any Programme at the University is deemed equivalent to 15 contact hours in the case of theory courses and tutorial sessions, and 30 contact hours in the case of practical/lab courses. The credit weightage for courses that have a combination of theory and lab components will be adjusted accordingly, based on the number of contact hours for each component. Students can earn and accumulate credits on the basis of the number of courses they have successfully completed.
- 3.6. Course: A ‘Course’ means a complete integrated series of instructional content/ lessons which are identified by a common title and will be taught and evaluated within a semester.
- 3.7. Programme Director: A ‘Programme Director’ is a teacher appointed by the University to coordinate a single Programme under the University.
- 3.8. Head of School: A ‘Head of School’ is a teacher appointed by the University to take academic administrative decisions for a Department/ School under the University.

- 3.9. Course Coordinator: A 'Course coordinator' is a teacher nominated by the Head of the School under which a course is offered, whose responsibility it is to coordinate an individual course.
- 3.10. Course Instructor: A 'Course Instructor' for any course refers to a teacher who teaches that course.
- 3.11. Grace Marks: 'Grace Marks' are additional marks awarded to students, as per the University Orders issued from time to time. Grace marks may not be applicable for every semester and every examination.
- 3.12. Grade: A 'Grade' means a letter symbol (eg: A, B, C, etc.) which indicates the broad level of performance of a student in a Course/ Semester/ Programme.
- 3.13. Grade Point: 'Grade point' is the numerical indicator of the marks obtained by a student in a Course. The maximum possible Grade Point for any course is 10.
- 3.14. Grade Point Average (GPA): The 'Grade Point Average' is a numerical indicator of the average performance level of a student across all courses undertaken by that student in a specific period. The Grade Point Average is calculated across each Semester as well as over the entire duration of the Programme.
- 3.15. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 3.16. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 3.16.1. Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 3.16.2. Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
  - 3.16.3. Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3.17. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii.

English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

- 3.17.1. Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.
- 3.17.2. Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.
- 3.18. Course Code: All courses shall have a unique alphanumeric code, known as the 'Course Code'.
- 3.19. Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the University Act and Statutes.

#### **4. ELIGIBILITY CRITERIA**

Students seeking admission to the M.Sc. programme at Chinmaya Vishwavidyapeeth must meet the following requirements:

A minimum of 55% of marks or its equivalent CGPA in B.A. / B.Sc. Psychology or allied subjects.

#### **5. DURATION**

The duration of M.Sc. Applied Psychology 2 year (4 semesters).

5.1 The duration of odd semester shall be from July to December and that of the even semester from January to May. In every academic year, there shall be a winter break in December after the end of the first semester, and a summer vacation during May and June.

5.2 In exceptional cases, a student may be permitted to complete the M.Sc. Applied Psychology within a period of four years from the date of admission to that Programme, on the furnishing of valid reasons and subject to the approval of the Dean of Academics and Vice-Chancellor.

5.3 Re-admission: Those students who discontinue the course can be given the provision of readmission, if eligible in all respects, as long as the same curriculum scheme exists. If there is has been a change in the scheme, the candidate may have to join the Programme as a fresh entrant.

5.4 Transitory regulations: Whenever a course/ scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ scheme. Failed students or students who could not appear for these examinations have to attend classes for the new course, according to the changed syllabus/ regulations.

## **6. REGISTRATION**

- 6.1. The strength of students for the Programme shall be in accordance with the University rules.
- 6.2. Each student shall register for the courses in the prescribed registration form, in consultation with the Programme Director, within two weeks from the commencement of each semester. The Programme Director shall permit registration on the basis of the preferences of the students and availability of seats.
- 6.3. The number of courses/ credits that a student can take in a semester, under any Programme, is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted under that Programme.
- 6.4. A student can opt out of a choice-based course/ courses registered, subject to the minimum requirement of credits, within seven days from the commencement of the course.
- 6.5. The Programme Director shall send a list of students registered for each Programme in each semester, giving the details of courses registered, including repeat courses, to the Registrar's Office and the Dean in the prescribed form, within 20 days from the commencement of the semester.

## **7. MEDIUM OF INSTRUCTION**

The medium of instruction shall be English for all programmes other than Core Sanskrit and Gurukula mode programmes. However, in the case of some AEC/SEC courses, Sanskrit/second language courses and interdisciplinary electives; instructions may be delivered in bilingual mode. For Core Sanskrit and Gurukula mode programmes, the medium of instruction will primarily be Sanskrit.

## **8. MEDIUM OF EXAMINATION**

The medium of examination shall be English.

## **9. ATTENDANCE**

- 9.1. A student shall be considered to have satisfactory attendance to appear for the examination if he/she attends not less than 75% of the working days (inclusive of sick days) for all regular courses, and 90% of the working days for internship-type courses. Condonation of shortage of attendance shall be as per existing University statutes and rules. Students with shortage of attendance beyond the condonable limit will not be eligible to register for the End Semester University Examination. In such cases, the candidate has to repeat the Programme/course by taking re-admission with the concurrence of the University.
- 9.2. All the courses carrying credits/grades should be compulsorily attended by students for the successful completion of the Programme. Apart from these, courses identified by the University as being critical to their personal growth and



development, such as the Seva or Yoga and Ayurveda course, also need to be compulsorily attended by all students. Only such students are permitted to register for the End Semester University Examination.

- 9.3. All the practical, fieldwork, and internship-related courses associated with a Programme have to be compulsorily completed by all the students to be eligible for registering for the End Semester University Examination.
- 9.4. A student who has completed the entire curriculum requirement, but could not register for the semester examination can register notionally for getting eligibility for promotion to the next semester, subject to the concurrence of university.

## **10. CONTINUOUS INTERNAL ASSESSMENT**

The marks received for internal evaluation components of courses are to be published before the End-term Examinations and are to be acknowledged by the students. All the details of internal assessment, and also documents and records pertaining to practical courses, are to be kept in the school for two years after the end of the Programme and shall be made available for verification by the University if needed. The responsibility of internal assessment is assigned to the course coordinator. If any irregularities are found in the matter of examination, it shall be reported to the University.

## **11. EXAMINATION**

11.1 The evaluation of each theory course shall contain two parts.

- a) Continuous Internal Assessment (CIA)
- b) End Semester Examination (ESE)

11.2 The evaluation of practical/lab courses shall be conducted by internal and external as per new examination system or In-Semester Assessment. Standardization of the assessment shall be done by an examination board constituted by the University.

11.3 There will be no supplementary examinations. For reappearance/improvement, the students can reappear along with the next batch.

11.4 A candidate who has not secured minimum marks/credit in internal examinations can re-do the same in concurrence with the University. They should register and reappear for external examination along with the subsequent batch.

11.5 A candidate who has not secured minimum marks/ grades in external examinations in any of the course/ courses can reappear for the same within the specified period mentioned in 4.3.

11.6 A candidate who has secured minimum marks/ grades in external examinations in all the courses and fails to get the semester minimum grade, has to reappear for all the courses within the specified period mentioned in 4.3.

11.7 A candidate who has failed to secure the minimum grade point in any of the courses of the M.Sc. Applied Psychology Programme, can re-do the same with the ensuing batch, with permission from the University.

11.8 All courses shall have a unique alphanumeric code, known as the 'Course Code'

## **12. GRADE POINT AND GRADE POINT AVERAGE**

The University follows the grading policy as specified by UGC in the CBCS scheme in order to maintain uniformity across institutions. This is based on a 10-point grading system, with letter grading consistent with UGC norms. All courses are evaluated using this scheme.

<b>Letter Grade</b>	<b>Grade Point</b>	<b>Percentage Range</b>
O (Outstanding)	10	91% and above
A+(Excellent)	9	81 – 90%
A (Very Good)	8	71 – 80%
B+(Good)	7	61 – 70%
B (Above Average)	6	51 – 60%
C (Average)	5	46-50%
P (Pass)	4	40-45%
F (Fail)	0	Below 40%

After arriving at the total marks obtained in each of the components announced in the evaluation plan for the course, the final marks will be rounded up to the next higher integer. The letter grades and grade points will be arrived at using the above table. If applicable, penalties for not meeting attendance requirements will be incorporated accordingly before the final grades and grade points are arrived at.

Grade Qualifying for a Pass:

- Courses with End Semester Component: Theory/ Practical/Lab/ Dissertation/ Project: 50% in CIA and 50% in ESE respectively and an aggregate of 50%
- Courses without End Semester Component: Theory/ Practical/ Lab: 50% of CIA
- Courses with End Semester Component: Dissertation/ Project: 50% for CIA, 50% for end semester evaluation and 50% aggregate.

## **13. COMPUTATION OF SEMESTER GRADE POINT AVERAGE (SGPA) AND CUMULATIVE GRADE POINT AVERAGE (CGPA)**

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student, and the sum of the number of credits of all the courses undergone and earned by a student, i.e.,

$$SGPA = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where 'C<sub>i</sub>' is the number of credits of the i<sup>th</sup> course and 'G<sub>i</sub>' is the grade point scored by the student in the i<sup>th</sup> course.

The CGPA is also calculated in the same manner taking into account all the courses undergone and earned by a student over all the semesters of a programme, i.e.

$$CGPA = \frac{\sum(C_i \times GP_i)}{\sum C_i}$$

where C<sub>i</sub> is the credit for i<sup>th</sup> course in any semester, and GP<sub>i</sub>, the grade point for the course. The SGPA and CGPA shall be rounded off to two decimal points and reported in the transcripts.

#### **14. GRIEVANCE REDRESSAL MECHANISM**

In order to address any grievance of students related to academic matters, such as assessment or course execution, a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if the grievance is not addressed at the lower level.

*Level 1: Programme Level:* A committee with the Head of the School as Chairperson, with the Programme Director and the Course Coordinator/s of the respective course/s as members.

*Level 2: School Level:* The School cell chaired by the Dean – Academics, with the Head of the School, the Programme Director/s and the Course Coordinator as members.

*Level 3: University Level:* A Committee constituted by the Vice-Chancellor as Chairperson, and with the Dean – Academics and the Controller of Examinations as members.

#### **15. EXIT CRITERIA/PROGRAMME COMPLETION**

To be eligible for the award of the Master's degree, a student must satisfy all the criteria listed below.

1. The student must obtain a grade of B or above (grade point 6 or above) in all required courses.
2. At the end of 4 semesters, the student must have successfully earned at least 72 credits. Specific programmes may require additional credits to be earned.

3. At the end of 4 semesters, the student must have a CGPA of 6 or above.
4. The student must have met the completion requirements for all the Self-immersion courses.

#### **16. PROGRAMME MONITORING**

There shall be a Programme Monitoring Committee to ensure that all Programmes are being executed smoothly. It shall consist of the Dean – Academics as the Chairperson and Convenor; and all Programme Directors and all Heads of Schools as members. The Chairperson will ensure that this Committee meets at least once a semester.

#### **17. TRANSITORY PROVISION**

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any Programme with such modifications as may be necessary.

#### **18. PROVISION**

The CBCS Regulations 2017, now in force are applicable to Programme offered by the University to admissions made up to and including the academic year 2022 onwards.

## PROGRAMME DETAILS

### MASTER OF SCIENCE - PSYCHOLOGY

#### Overview:

Rapid social, political, economic and cultural transitions in India and globalization have created heavy demand for psychological services. Trained professionals in psychological sciences apply psychological concepts, principles and theories in solving issues and concerns that arise in different contexts such as organizations, schools, hospitals, etc. Applied Psychology postgraduates will specialize in their areas of interest such as clinical and health psychology or industrial and organizational psychology and work as consulting psychologists, practitioners, researchers, etc. They can also opt to study further towards higher education in psychological sciences.

#### About the Programme:

M.Sc. in Applied Psychology is a two-year full-time Programme with a blend of theory courses, lab and field-based practicums, internship, and research. These courses would lay a strong foundation for both higher studies and employment opportunities, as the student so chooses. The insights from the Indian Knowledge Traditions (IKT) and their modern-day applications, would form a unique feature of this Programme. The postgraduates would specialize in one of the three specializations offered, that is, Clinical and Health Psychology, Industrial and Organisational Psychology and School psychology. The specialisations would equip the postgraduates to analyse situations and behaviours in their areas of specialisation and work context, effectively apply psychological concepts, principles and theories so as to derive appropriate interventions required.

#### Employment Opportunities:

After completion of this Programme, the postgraduates may opt to work as psychologists in clinical settings such as hospitals, clinics, and private practice and corporate companies, universities, colleges, schools, etc. The students may also opt to enhance their knowledge and expertise through further studies.

#### Graduate Attributes:

Students graduating from this Programme will:

1. Possess enhanced readiness for teaching and research within and outside India.
2. Develop knowledge and skills to become globally competitive.
3. Develop readiness to partake in nation building process.
4. Emerge as life-long learners.
5. Hold positive attitude towards human beings disregarding their diversity.
6. Acquire knowledge in and practice Indian Knowledge Systems and Traditions.

#### Programme Outcomes:

On successful completion of MSc in Applied Psychology, students will:

1. Hold advanced theoretical knowledge in chosen field of Psychology.
2. Hold mastery over advanced level of knowledge in the application of Psychology in chosen fields.
3. Acquire mastery over relevant concepts/theories/ideas from Indian Knowledge Traditions aligning with modern fields of psychology.
4. Demonstrate analytical skills to translate applied psychological knowledge into its application in different psychology practice areas.
5. Possess professional psychology practice skills to effectively carry out practice in diverse areas.
6. Possess teaching and training skills so as to enable teaching in institutions of higher education.
7. Possess research skills so as to independently design, carry out, and report research findings.
8. Hold positive attitude towards the unique experiences, emotions, and actions of humans.
9. Hold positive attitude towards the application of psychology in various spheres of life.

**Programme Requirements :**

To graduate with a Master of Science in Applied Psychology degree in the regular mode, students are required to take courses classified under four categories and earn at least 80 credits at the end of two years. While some of the categories of courses are mandatory, there is considerable flexibility in the elective courses.

A brief description of the courses is given below.

**Courses Offered Under Master of Science in Applied Psychology:**

A carefully designed curriculum, focusing on building capacity and professional skills through major courses, layered with specialization courses offered in three streams- Clinical and Health

Psychology, Industrial and Organizational Psychology and School psychology would generate psychologists of higher standards and demand. The Programme includes practicums and internship that would facilitate transformation of classroom learning to competency building on field. Practicums will be spread over four semesters. These will be based on both core and specialization courses- with at least two practicums specified to given courses, as designed by faculty and they will be conducted either in laboratory or in different fields. The core of practicums would be application of theoretical and conceptual inputs gained as part of a course work either in various field settings or at the lab. In this process students would develop a practicum proposal and get the approval of the course faculty before kickstarting the field/lab work. Documentation of the work and its periodical and final submission, as advised, to the concerned faculty is another mandatory requirement for the completion of a practicum. Completion of all practicums is one of the compulsory requirements for the completion of any given course work.

Practicums will be spread over four semesters. These will be based on both core and specialization courses- with at least two practicums specified to given courses, as designed by faculty and they will be conducted either in laboratory or in different fields. The core of practicums would be application of theoretical and conceptual inputs gained as part of a course work either in various field settings or at the lab. In this process students would develop a practicum proposal and get the approval of the course faculty before kickstarting the field/lab work. Documentation of the work and its periodical and final submission, as advised, to the concerned faculty is another mandatory requirement for the completion of a practicum. Completion of all practicums is one of the compulsory requirements for the completion of any given course work.

### **Core Courses:**

The masters of applied psychology comprise of 12 core courses spanning over the first, second and third semester of the programme. The courses are listed below.

- History and Systems in Psychology
- Social Psychology in Context
- Personality Theories
- Advanced Cognitive Psychology
- Behavioural Neuroscience
- Counselling Skills and Techniques
- Indian Concepts and Theories in Psychology
- Experiments and Assessments in Psychology
- Research Methods and Statistics
- Organizational Behaviour
- Psychopathology
- Scientific Writing

### **Bridge courses:**

Bridge courses are designed for MSc students who have completed their undergraduate degree other than BA/BSc Psychology Programme. The courses are planned to provide knowledge about the foundational areas of psychology for the students who have not studied it in their undergraduate studies. Completions of the courses are compulsory for all students who have not studied BA/BSc Psychology. The credits earned by completing bridge courses are considered as other than the Programme (extra) credits.

The courses are:

- Introduction to Psychology -1
- Introduction to Psychology -2

**Discipline Specific Elective Courses:**

Elective courses offered in three specialization streams- Clinical and Health Psychology, Industrial and Organizational Psychology and School psychology. The student who chooses a specialization in the third semester can do the courses listed under the specialization. There are six elective courses offered in each specialization. The courses are listed below.

Clinical and Health Psychology	Industrial and Organizational Psychology	School Psychology
<ul style="list-style-type: none"> <li>● Applied Health Psychology</li> <li>● Clinical and Developmental Neuropsychology</li> <li>● Principles and Practices of Psychotherapy</li> <li>● Psychodiagnostics</li> <li>● Behaviour Therapy and Its Applications</li> <li>● Community Psychology</li> <li>● Indian Approaches to Psychotherapy</li> </ul>	<ul style="list-style-type: none"> <li>● Psychology in Entrepreneurial Development</li> <li>● Industrial and Work Psychology</li> <li>● Industrial Relations and Labour Laws</li> <li>● Fundamentals of Business Psychology</li> <li>● Organizational Theory and Development</li> <li>● Human Resource Development</li> <li>● Marketing and Consumer Psychology</li> </ul>	<ul style="list-style-type: none"> <li>● Applied School Psychology</li> <li>● Advanced Educational Psychology</li> <li>● Life Skills Education</li> <li>● Vocational Guidance and Career Counselling</li> <li>● Behaviour Therapy and Its Applications</li> <li>● Community Psychology</li> <li>● Educating Students with Special Needs</li> </ul>

**Ability Enhancement Compulsory Courses**

“AECC” courses are courses based upon content that leads to Knowledge enhancement, for example, Environmental Science and Language Communication. These are mandatory for all disciplines.



**Internship: (5 Credits)**

Each student would be placed in field(s) of their chosen specialization at least for 30 days/240 hours. The exact field in which each student is placed would be determined based on the interest of the student, requirement of the specialization that each student chooses, and also based on the availability of such facilities. The internships would be organized in well-structured manner wherein day-to-day activities of each student in the field would be charted and closely monitored. The fieldwork would be carried out under the joint supervision of a field supervisor and a faculty supervisor. Completion of all the relevant forms and reports and a final report and their submission to the faculty supervisor is mandatory for a student to successfully complete an internship.

**Master Dissertation: (5 credits)**

Each student is to undertake research work on his/her area of specialization. This component of the Programme runs through two semesters, viz., third and fourth. Dissertation planning and pre-fieldwork process would be integrated with the coursework on Scientific Writing which would be offered in semester three. Each student would be assigned with a supervising teacher. The student in consultation with the supervisor identifies a topic for inquiry and gets the approval of the supervisor. Subsequently, the student develops a proposal for research and gets the approval of the supervising teacher. With continuous guidance and supervision, the student completes the research work and write a report in the form of a Master's dissertation and submit to the school. Finally, each student would present and defend his/her dissertation before a panel of examiners and other students as part of evaluation.

**PROGRAMME STRUCTURE FOR 2022 M.Sc. BATCH**

Semester I						
Course Code	Course Name	Course Category	Credits	L-T-P	CIA	ESE
PSY6115	History and Systems in Psychology	Core	5	4-1-0	50%	50%
PSY6116	Social Psychology in Context	Core	4	3-1-0	50%	50%
PSY6117	Personality Theories	Core	4	3-1-0	50%	50%
PSY6118	Advanced Cognitive Psychology	Core	4	3-1-0	50%	50%
PSY6119	Behavioral Neuroscience	Core	4	3-1-0	50%	50%
PSY1111	Introduction to Psychology -1	Bridge Course	6	5-1-0	50%	50%

Semester II						
Course Code	Course Name	Course Category	Credits	L-T-P	CIA	ESE
PSY6120	Counselling Skills and Techniques	Core	3	2-1-0	50%	50%
PSY6121	Indian Concepts and Theories in Psychology	Core	4	3-1-0	50%	50%
PSY6122	Experiments and Assessments in Psychology	Core	4	2-0-2	50%	50%
PSY6123	Research Methods and Statistics	Core	4	3-1-0	50%	50%
PSY6124	Organizational Behaviour	Core	4	3-1-0	50%	50%
PSY6125	Psychopathology	Core	4	3-1-0	50%	50%
PSY1214	Introduction to Psychology -2	Bridge Course	6	5-1-0	50%	50%

Semester III						
Course Code	Course Name	Course Category	Credits	L-T-P	CIA	ESE
<b>Specialization: Clinical and Health Psychology</b>						
PSY7230	Applied Health Psychology	DSE	3	2-1-0	50%	50%
PSY7233	Clinical and Developmental Neuropsychology	DSE	4	3-1-0	50%	50%
PSY7236	Principles and Practices of Psychotherapy	DSE	4	3-1-0	50%	50%
PSY7239	Psychodiagnostics	DSE	4	1-0-3	50%	50%
<b>Specialization: Industrial and Organizational Psychology</b>						
PSY7231	Psychology in Entrepreneurial Development	DSE	3	2-1-0	50%	50%

PSY7234	Industrial and Work Psychology	DSE	4	3-1-0	50%	50%
PSY7237	Industrial Relations and Labour Laws	DSE	4	3-1-0	50%	50%
PSY7240	Fundamentals of Business Psychology	DSE	4	3-1-0	50%	50%
<b>Specialization: School Psychology</b>						
PSY7232	Applied School Psychology	DSE	3	3-0-0	50%	50%
PSY7235	Advanced Educational Psychology	DSE	4	3-1-0	50%	50%
PSY7238	Life Skills Education	DSE	4	3-1-0	50%	50%
PSY7241	Vocational Guidance and Career Counselling	DSE	4	3-1-0	50%	50%
PSY7126	Scientific Writing	Core	3	2-1-0	50%	50%

<b>Semester IV</b>						
<b>Course Code</b>	<b>Course Name</b>	<b>Course Category</b>	<b>Credits</b>	<b>L-T-P</b>	<b>CIA</b>	<b>ESE</b>
<b>Specialization: Clinical and Health Psychology</b>						
PSY7242	Behaviour Therapy and Its Applications	DSE	4	3-1-0	50%	50%
PSY7244	Community Psychology	DSE	4	3-1-0	50%	50%
PSY7246	Indian Approaches to Psychotherapy	DSE	4	3-1-0	50%	50%
<b>Specialization: Industrial and Organizational Psychology</b>						
PSY7243	Organizational Theory and Development	DSE	4	3-1-0	50%	50%
PSY7245	Human Resource Development	DSE	4	3-1-0	50%	50%
PSY7247	Marketing and Consumer Psychology	DSE	4	3-1-0	50%	50%
<b>Specialization: School Psychology</b>						
PSY7242	Behaviour Therapy and its Applications	DSE	4	3-1-0	50%	50%
PSY7244	Community Psychology	DSE	4	3-1-0	50%	50%
PSY7248	Educating Students with Special Needs	DSE	4	3-1-0	50%	50%
PSY7401	Master's Dissertation	AECC	5	0-0-0	-	100%
PSY7402	Internship	AECC	5	0-0-0	-	100%

**MASTER OF SCIENCE - PSYCHOLOGY**

**SYLLABUS**

**CORE COURSES**

The masters of applied psychology comprise of 12 core courses spanning over the first, second and third semester of the programme. The courses are listed below.

- History and Systems in Psychology
- Social Psychology in Context
- Personality Theories
- Advanced Cognitive Psychology
- Behavioural Neuroscience
- Counselling Skills and Techniques
- Indian Concepts and Theories in Psychology
- Experiments and Assessments in Psychology
- Research Methods and Statistics
- Organizational Behaviour
- Psychopathology
- Scientific Writing

**CORE COURSE 1**

Course Code	Course Name	L-T-P	Credits
PSY6115	History and Systems in Psychology	4-1-0	5

**Module-wise topics:**

**Module 1: Historical Foundations of Psychology (20 hrs):**

Understanding Science from historical perspective, Notion of Systems in Science, Psychology's early historical foundations in ancient Greece, Rome, Middle Ages and Renaissance.

**Module 2: Birth of the Discipline (15 hrs):**

The emergence of modern science, Background for the emergence of modern Psychology: The French, British and German tradition.

**Module 3: Nineteenth Century Bases for Psychology (10 hrs):**

Nineteenth century bases of Psychology. Physiology, Psychophysics and Evolution. The founding of modern Psychology as Natural-Human science.

**Module 4: Major Systems (15 hrs):**

Voluntarism and Structuralism, Functionalism, Gestalt psychology, Psychoanalysis, Behaviourism, Humanistic Psychology.

**Module 5: Beyond the Systems: Contemporary Developments (15 hrs):**

Diversity in Psychology, Globalization and the field of Psychology in the 21st century. Constructive realism, Indigenous Psychologies, Cultural Psychology, Decolonizing Psychology, Psychology in the Indian tradition.

**Readings:**

1. Brennan, J.F. (2003). *History and systems of psychology* (6<sup>th</sup> Edn.). New Delhi: Pearson Education Inc.
2. Hergenhahn, B.R. & Henley, T. (2013). *An Introduction to the History of Psychology*. Belmont, CA: Cengage Learning.
3. Lawson, R.B., Graham, J.E. & Baker, K.M. (2007). *A history of Psychology: Globalizations, ideas and applications*. New Delhi: Prentice-Hall Inc.
4. Brown, S.D. & Stenner, P. (2009). *Psychology without foundations: History, philosophy and psychosocial theory*. New Delhi: Sage.
5. Heidebreder, E. (1933/1961). *Seven psychologies*. Englewood Cliffs, NJ: Prentice-Hall.
6. Hunt, M. (2007). *The story of psychology*. New York: Anchor Books
7. Kim, U., Yang, K, S., Hwang, K, K. (2006) *Indigenous and Cultural Psychology: Understanding People in Context of International and Cultural Psychology*. New York: Springer Science Media.
8. Rao, K.R., Paranjpe, A.C., (2015). *Psychology in the Indian Tradition*. New Delhi: Springer India.

**Core Course – 2**

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6116	Social Psychology in Context	4	3-1-0	50%	50%

**Module-wise topics:**

**Module 1: Introduction: Social Psychology in Context (8 hrs)**

Nature and scope of social psychology; brief history of social psychology; first world and third world social psychologies. Social Psychological perspectives: symbolic interactionism; social constructionism; social representation theory; cultural and cross-cultural psychology perspectives; traditional theoretical perspectives (field theory, cognitive dissonance, socio-biology, psychodynamic approaches). Social Psychological Research: Experimental, Field based, Correlational, Qualitative methods. Debates and contentious issues in social psychological research. Clinical and health contexts as sites of social psychology practice. Organisational behaviour as an application of social psychological principles and theories.

**Module2: Self and the Society: Self, Social Cognition, and Influence; Pro and Anti-social behaviour (15 hrs)**

Social Self, salience to social categories in the Indian context, self and other. Social Cognition: Schema, scripts, Informational framing, and memory anchors, Stereotyping and self-fulfilling prophecy. Attitude and its change within cultural context; Stereotypes and discrimination, esp. in reference to mental illness, disability, age and poverty in health and organization contexts; Stigma and self-stigma. Pro-social behaviour, Empathy, Altruism, Bystander Effect. Aggression and Violence; causes triggers and implications; Addressing aggression in health/clinical and organizational contexts.

**Module3: Teams, Group Processes, and Intergroup relations (10 hrs)**

Group dynamics, group communication, Working in Teams, and organizations; leadership. Theories of intergroup relations (minimal group experiment and social identity theory, relative deprivation theory, realistic conflict theory, equity theory), Conflicts, Negotiations and Conflict Resolution, Social power; theories of social power, resistance, and reactance to power; power in reference to health and organisational contexts.

**Module 4: Applying Social Psychology: Principles and Applications in Crime, Criminality and the Justice System (15 hrs)**

What is applied social psychology? Principles, methods, roles and applications. Psychology and the Law. The Crime and the Criminal: The Sociology of Crime; The origins of Criminal behaviour. The Response of the Criminal Justice System. The Police Investigation. The Courtroom. The Prison Setting.

**Module 5: Applied Social Psychology: Applications in Media, Organisations, Mental Health and Relationships (12 hrs)**

Levels of analysis and application: Exploring voice of end-users/stakeholders in social psychological perspectives; Intervention and impact at individual, interpersonal, small group/team, large group/community, and macro-social and cultural levels. Communication and Media the role of Social Psychology. Applying Social Psychology in Organisations. Applying Social Psychology in Mental Health. Applying Social Psychology in Relationships

**Readings:**

1. Crossley, M. L. (2000). *Rethinking Health Psychology*. Buckingham UK: Open University Press.
2. Gilbert, Daniel T; Fiske, Susan T; Gardner, Lindzey (1998) *Handbook of Social Psychology (4th Edition). Volume 1*. NY. USA. McGraw Hill.
3. Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge, UK: Cambridge University Press.
4. Rappaport, J. & Seidman, E. (Eds.). (2000). *Handbook of Community Psychology*. New York: Plenum Publishers.
5. Schneider, FW; Gruman, JA; Coutts, LM (2012). *Applied Social Psychology: understanding and addressing social and Practical problems*. Sage Southeast Asia. New Delhi. Sage
6. Sinha, J. B. P. (2009). *Culture and organizational Behaviour*. New Delhi: Sage Publications.
7. Baron, R. A., & Byrne, D. (2000). (8<sup>th</sup> ed.). *Social psychology*. New Delhi: Prentice Hall of India.
8. Billig, M. (1976). *Social psychology and intergroup relations*. NY: Academic Press.
9. Crossley, M. L. (2000). *Rethinking Health Psychology*. Buckingham UK: Open University Press.
10. Dalal, A.K., & Misra, G. (Ed.) (2001). *New directions in Indian psychology, Vol. 1: Social psychology*. New Delhi: Sage.
11. Gilbert, Daniel T; Fiske, Susan T; Gardner, Lindzey (1998) *Handbook of Social Psychology (4th Edition). Volume 1*. NY. USA. McGraw Hill.
12. Giles, David (2003) *Media Psychology* New Jersey, USA. Lawrence Erlbaum
13. Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge, UK: Cambridge University Press.
14. McGarty, C., & Haslam, S. A. (Eds.) (1997). *The message of social psychology*. Oxford, UK: Blackwell.
15. Misra G. (Ed.) (2009). *Psychology in India, Vol. 2: Social and organizational processes*. New Delhi: Pearson.
16. Misra, G. (Ed.) (1990). *Applied social psychology in India*. New Delhi: Sage.
17. Rappaport, J. & Seidman, E. (Eds.). (2000). *Handbook of Community Psychology*. New York: Plenum Publishers.
18. Schneider, FW; Gruman, JA; Coutts, LM (2012). *Applied Social Psychology: understanding and addressing social and Practical problems*. Sage Southeast Asia. New Delhi. Sage
19. Sinha, J. B. P. (2009). *Culture and organizational Behaviour*. New Delhi: Sage Publications.
20. Shaw, M. E., & Costanzo, P. R. (1970). *Theories of social psychology*. USA: McGraw-Hill.



21. Strickland, L. H., Aboud, F. E., & Gergen, K. J. (1976). *Social psychology in transition*. New York: Plenum.
22. Tajfel, H. (1981). *Human groups and social categories*. London: Cambridge University Press.
23. Taylor, M., & Moghaddam, F.M. (1987). *Theories of intergroup relations*. NY: Praeger.

### Core Course – 3

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6117	Personality Theories	4	3-1-0	50%	50%

#### Module-1: Introduction to Personality Psychology (15Hrs)

Definition, Concept of Personality and Personality Theories. Assessment of Personality Psychoanalytic Theories. Sigmund Freud – Classical Psychoanalytic Theory. Carl Jung – Analytic Theory. Alfred Adler – Individual Psychology. Theories of Karen Horney, Erich Fromm, Harry Sullivan and Erik Erikson.

#### Module-2: Behaviouristic Theories (15Hrs)

Theories of James Watson Dollard and Miller (Stimulus response theory), Theories of B F Skinner, Albert Bandura, J B Rotter and Walter Mischel.

#### Module3: Humanistic and Phenomenological Theories (10Hrs)

Roger's Person-Centered Theory. Rollo May's Existential Theory. Kelly's Theory of Personal Constructs. Maslow's and Herzberg's Motivational Theories.

#### Module4: Dispositional and Biological (10Hrs)

Theories of Gordon Allport. Henry Murray, Raymond Cattell and Hans Eysenck, The Big Five Theory of Personality

#### Module-5 Indian View of Personality (10Hrs)

Basic concepts explained in the ancient Indian texts. Jiva-four stages and five sheaths; Svabhava, Prakriti, Atman and Purusha Yoga-pathway to self-realization. Guna theory of personality Aurvedic view of personality – Doshas

#### Suggested Activities

Case study discussion. Video reviews and role play. Interactive lectures. Individual assignment: case study, reflections, and essay writing. Collaborative learning: group discussion,

#### Readings:

1. Hall and Lindzay, *Theories of personality*. Wiley Eastern

2. Friedman H. S. and Schustack, M. W.(2004) *Personality*,2nd edition. Pearson education. India.
3. Mayer, J D (2007). *Personality: a systems approach*. Boston. M A:
4. Allyn and Bacon. Schultz D P and Schultz S E (2009) *Theories of personality*. 9th edition.
5. Belmont.C A Wadsworth/ Congage learning. Pervin L.A. *Personality: Theory and Research*. Wiley Eastern.
6. Biscoff, L J. (1970) *Interpreting personality theories*. New York. Harper and Roe.
7. Paranjpe,A.C.(1998) *Self and Identity in modern psychology and Indian thought*.
8. Paranjpe A.C. (1998). *Style over substance: The loss of personhood in theories of personality*.
9. Research team VYASA (2002). Research contributions of VYASYA. Vivekananda Yoga Research Foundation. Bangalore. Swami Vivekananda Yoga Prakashana.
10. Dr. R.N. Sharma-Indian Philosophy (problems and theories)

#### Core Course – 4

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6118	Advanced Cognitive Psychology	4	3-1-0	50%	50%

#### Module 1: Introduction to Cognitive Psychology (9 hours)

Cognitive Psychology- emergence and current issues, scope, fundamental ideas and core concepts, approaches to study cognition. Classical and modern psychophysics: classical psychophysical methods, Psychophysical laws: Fether's contributions, Weber's law, Steven's power law, signal detection theory and ROC curve.

#### Module 2: Attention and Perception (15 hours)

Attention: Defining attention, Kind of attention processes: Selective attention, divided attention, automatic processing, factors influencing ability to pay attention, Automatic processing: factors influencing automatization, slips associated with automatic processes. Perception: Sensation and transduction, defining perception, approaches to study perception, theories of visual perception: Gibson's Theory of Direct Perception, Template Theories, Feature-Matching Theories, Recognition-by-Components Theory, Marr & Nishihara-computational cognitive theory. Speech perception

#### Module 3: Memory (12 hours)

Defining Memory, Models of Memory: Modal model- Atkinson and Shiffrin, levels of processing model - Lockhardt and Tulving, levels of recall model - zinchenko, Anderson's ACT model, integrative model. Types of Memory: short term and long term, semantic and episodic, implicit and explicit, declarative and procedural memory, autobiographical memory, flashbulb memory, Memory processes: encoding and transfer of information, storage, retrieval.

Forgetting: interference and decay theories of forgetting, motivated forgetting, memory distortions, Eyewitness Testimony, factors influencing memory, Memory Enhancing Strategies.

#### **Module 4: Representation, Organization and Manipulation of Knowledge (12 hours)**

Representation of knowledge: kinds of representation (mental imagery, words and propositions), dual code theory, propositional theory, characteristics of mental images (rotation, size, shape, part-whole relation) spatial cognition and cognitive maps. Organization of knowledge: Types of knowledge structures (declarative and procedural), Organization of declarative knowledge: concept and categories, views of concept formation (componential, prototype, exemplar, theory based), Collins and Quillian's Semantic Network Model, Schemas and scripts, Organization of procedural knowledge, Anderson's ACT-R model, Parallel Distributed Processing Model of McClelland & Rumelhart, neuroscience of knowledge representation.

#### **Module 5: Higher Order Cognitive processes (12 hrs)**

Problem solving: Types of problems (well-structured and ill-structured), problem-solving cycle, problem solving strategies, obstacles and aids to problem-solving, artificial intelligence in problem-solving. Creativity: Definitions, characteristics of creative people, measuring creativity, Factors influencing creativity. Decision-making: classical decision theories, decision making process, heuristics, biases in decision making.

#### **Suggested activities**

Presentation and discussion on theories of cognition, Demonstration of psychophysical experiments, Designing and development of cognitive experiments and models, Group interaction with cognitive scientists, Field visit to cognitive labs, brain museums and neuropsychological rehabilitation units, Case studies of individuals with cognitive impairments, Review of latest researches in cognition and behaviour.

#### **Readings:**

1. Sternberg, R., Sternberg, K. and Mio, J., 2012. *Cognitive Psychology*. 6th ed. Belmont, Calif.: Wadsworth/Cengage Learning.
2. Solso, R. L., MaLin, M. K., & MaLin, O. H. (2005). (7th ed.). Pearson Education New Zealand.
3. Benjafield, J. G. (2007). *Cognition*. Delhi: Oxford University Press
4. Eysenck, M, W. & Keane, M, T. (2010) *Cognitive Psychology: A Student's Handbook*. New York: Taylor & Francis.
5. Galotti, K.M. (2001). *Cognitive Psychology in and out of the Laboratory*. New Delhi: SAGE Publications.
6. Goldstein B.E. (2008). *Cognitive Psychology*. London: Wadsworth
7. Kellogg, R, T. (2016). *Foundations of Cognitive Psychology*. London: Sage Publications
8. Singh, I. & Raja, P. (1998), *Human Cognition*, New Delhi, Sage publications
9. Matlin, M.W. (2003). *Cognition*. London: Wiley Publications

**Core Course – 5**

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6119	Behavioural Neuroscience	4	3-1-0	50%	50%

**Modules**

**Module 1: Introduction to Behavioural Neuroscience (8 hrs)**

Nature and scope of behavioural neuroscience, the historical development of behaviour neuroscience as a scientific discipline, Methods and strategies of research: experimental ablation, recording and stimulating neural activity, Neurochemical methods, genetic methods.

Core research areas and recent developments, Ethical issues in research with humans and other animals.

**Module 2: Human nervous system: structure and functions (15 hrs)**

Human nervous system and its basic functions, Cells of the nervous system: neurons and glial cells and their types, the structure of a neuron, communication within a neuron, communication between neurons (the structure of the synapse, the release of neurotransmitters and activation of postsynaptic receptors, neural integration) nonsynaptic chemical communication. Structure of the nervous system: basic features, anatomical directions, protective layers: the meninges, cerebrospinal fluid (CSF) system, the blood supply to the brain, Structure and function of the central nervous system (CNS): the forebrain (cerebral cortex, thalamus, hypothalamus, limbic system and basal ganglia) the midbrain (tectum and tegmentum), the hindbrain (pons, medulla oblongata and cerebellum), the spinal cord, Structure and function of the peripheral nervous system (PNS): cranial nerves, spinal nerves, the autonomic nervous system: sympathetic and parasympathetic divisions

**Module 3: Brain Development and Plasticity (12 hours)**

The initial formulation of the nervous system, formation of major brain divisions, proliferation and cell migration, axon and synaptic formations, the development of higher cognitive abilities, the influence of genetic factors, biological, social and environmental factors on brain development. Organization of the brain and functions: Localization of Function, Localization and Lateralization of Language, Sequential Programming and Disconnection, Loss and Recovery of Function, Hierarchical Organization and Distributed Systems in the Brain.

**Module 4: Neurobiology of sensation and perception (17 hrs)**

Principle neural mechanisms of sensation and perception. Vision: Anatomy of eye, transduction of light to an action potential, visual pathway, perception of colour, form, spatial location, orientation and movement. Audition: Anatomy of the ear, transduction of sound to action potentials, auditory pathway, perception of pitch, loudness, timbre, spatial location

and complex sounds, music perception. Olfaction: Olfactory stimulus, anatomy of olfactory apparatus, olfactory pathway, perception of specific odours. Gustation: gustatory stimulus, anatomy of the taste buds, gustatory pathway, perception of specific tastes. Somatosenses: somatosensory stimuli, anatomy of the skin and receptive organs, somatosensory pathways, perception of cutaneous stimulation and pain. Vestibular sensation: anatomy of the vestibular system, transduction of movement to action potentials, vestibular pathway.

**Module 5: Sleep, circadian rhythms, ingestive and reproductive behaviours (8 hrs)**

Sleep: stages of sleep, physiological mechanisms of sleep and waking, biological clocks  
Reproduction: sexual development, neural and hormonal control of sexual behaviour, sexual response cycle. Ingestion: Eating and drinking, hunger and thirst mechanisms, brain mechanisms of eating and drinking.

**Suggested Activities**

Discussions and debates on core topics, Seminar presentations on sensory mechanisms  
Review of published case studies, Journal reviews, Group interactions with neuroscientists, bio psychologists and psychiatrists, Field visits to neurological clinics and neurorehabilitation centres, Field visits to anatomy units and brain museums.

**Readings:**

1. Pinel, J. P. J., & Barnes, S. J. (2018). Biopsychology. Harlow: Pearson Education Limited.
2. Carlson, N. R. (2014). Foundations of Behavioural Neuroscience. Pearson.
3. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioural, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
4. Breedlove, S. M., & Watson, N. V. (2018). Behavioural neuroscience. Sinauer Associates, Inc., Publishers.

**Core Course – 6**

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6120	Counselling Skills and Techniques	3	2-1-0	50%	50%

**Module-1: Exploring Counselling (5Hrs)**

What is counselling? Counselling skills versus Counselling per se. Difference between counsellor and psychotherapist. Different counselling approaches. Understanding Confidentiality, confidentiality and young people. Barriers to seeking counselling.

**Module-2: Exploring Essential Counsellor Qualities (15Hrs)**

Elaborating on essential counsellor qualities, Genuineness, unconditional positive regard, empathetic understanding, staying in the client's frame of reference, listening with understanding, six ways of responding; developing self-awareness; Ethical essentials; Our biases. Create communication skills and feelings, Feelings and physical reactions, create mind skills, The Situation–Thoughts–Consequences (STC) framework; Stages and phases of the life skills counselling model, Applying the model. Verbal and non-verbal communication, Ethical standards and legal issues, Standards of Counselling Legal concepts, codes, and rules, Standards of practice for various age groups

**Module3: Helping the client to explore the problem (10Hrs)**

Helping the client feel safe: Boundaries in counselling, Note taking and recording sessions and referring a client; Helping the client explore the problem: Empathy, active listening, paraphrasing, reflecting feeling, asking appropriate questions, summarising, focusing, helping the client to be more specific. Interview Process: Physical environment, Therapeutic relationship, gathering information, Open and closed-ended questions, Structured and semi-structured interviews, Questionnaires and assessments.

**Module4: Helping the client to resolve the problem (5Hrs)**

Goal setting, Brainstorming, Force field analysis, helping the client to be more assertive.

**Module-5 Terminating the counselling relationship and counsellor self-care (5Hrs)**

Preparing for termination, Premature termination by the client, Terminal evaluation, travelling at client's pace; Self-care: What is supervision, Burnout and how to prevent it.

**Suggested Activities**

Case study discussion. Video reviews and role play. Interactive lectures. Individual assignment: case study, reflections, and essay writing. Collaborative learning: group discussion.

**Readings:**

1. Corey, G. (2008). Case approach to Counselling and psychotherapy. Florence, KY: Wadsworth.
2. Corey, M. S., & Corey, G. (2007). Becoming a helper. Pacific Grove, CA: Brooks/ Cole.
3. Cormier, S., & Hackney, H. (2008). Counselling strategies and interventions (7 th ed.). Boston:
4. Allyn and Bacon. Corsini, R. J., & Wedding, D. (2007). Current psychotherapies. Florence, KY: Wadsworth.
5. Egan, G. (2001). The skilled helper: A systematic approach to effective helping (7th Ed.). Pacific Grove, CA: Brooks/Cole.

6. Evans, D.R. (2007). Essential interviewing: A Programmed approach to effective Communication. Florence, KY: Wadsworth.
7. Gladding, S. T. (2005). Counselling as an art: The creative arts in Counselling. Alexandria, VA: American Counselling Association.
8. Gladding, S. T., (2009). Counselling: A comprehensive profession. Upper Saddle River, NJ: Prentice Hall.

### Core Course – 7

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6121	Indian Concepts and Theories in Psychology	4	3-1-0	50%	50%

#### Module 1: Introduction to Indian Systems of Thought and Psychology (12Hrs)

Introducing Indian Psychology: Characteristics of Indian psyche; Centrality of consciousness in Indian Psychology and the diverse psychological models. Origins of psychological thought in ancient India: The textual sources for psychological concepts and theories including Śruti, Smṛti, the Veda-s, the Upaniṣads, the Itihāsa and Purāṇa. Indian Psychology: a Psycho-historical Perspective. A model of Indian Psychology. Research on Indian Concepts in Psychology: Paradigms, challenges, and prospects.

#### Module 2: Indian Psychology: Perspectives, Concepts and Models (12Hrs)

Introduction to Perspectives on Reality in the Indian Thought Systems. Psychology of Religion: Western frameworks, Indian psychology. The Concept of Consciousness and its centrality in Indian Psychology. Models of the mind in Indian traditions. Perception and Cognition in Indian Psychology. Samskara, Vasana and their role in thought, feeling and behaviour. Motivation, feelings and emotions. Indian models of Self, Personality and Identity.

#### Module 3: Applied Indian Psychology: The Ayurvedic and Yogic Perspectives (12Hrs)

Applied Indian Psychology: Health and wellbeing perspectives; models and implications. Ayurveda: Principles, theories and concepts; Ayurveda: Concept of 'Svastha'- holistic mind-body health; Sushruta and Charaka; Purusha/Prakriti; Tridosha and Triguna; Vikriti and Vaishmya; Concepts of Ritucharya and Pragnya Aparadha – Interlinking health to psychosomatic and lifestyle diseases. Yoga: The Traditions of Yoga and, Classical Yoga of Patanjali, Yoga Psychology and its applications. Yoga and Meditation in Health and Clinical Psychology: Principles and practices; Research and evidence.

#### Module 4: Applied Indian Psychology: Vedanta and Bhagavad Gita (12Hrs)

Psychology in the Advaita Vedanta: The Jiva, suffering and the ultimate solution. Bhagavad Gita: Psychological models and applications in health and wellbeing. Meditation: Principles,

practices and applications for wellbeing. Psychotherapy in Indian thought and Integral Yoga Psychology. Management and Organisations: Applications of Indian Psychology.

### Module 5: Jain and Buddhist psychology (12Hrs)

Jain psychology: Consciousness and conscious attentiveness (*upayoga*); evolving nature of conscious reality. Jain concept of self; Jaina concept of cognition and mind; Mind and body interaction; Concepts of person, knowledge and acharas such as Ahimsa. Buddhist psychology: Foundations of early Buddhist psychology: Thought, mind, consciousness; Basic constructs of Buddhist psychology: Models of Personality in Personality; Varieties of Cognition in Buddhism. Buddhist theory of unconscious mind-Aalaya Vignana.

#### Readings:

1. Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
2. Jain, J. (2008). Jaina Psychology. In K. Rao, A. Paranjpe, & A. Dalal (Eds.), Handbook of Indian Psychology (pp. 55-72). Foundation Books. doi:10.1017/UPO9788175968448.004.
3. Jaina Psychology. By Mohanlal Mehta. 220 pp. Published by the Sohanlal Jaindharma Pracāraka Samiti Amritsar (India), 1955.
4. De Silva, P. (2005). An introduction to Buddhist psychology. Springer.
5. Kalupahana, D. J. (1987). The principles of Buddhist psychology (p. 46). Albany, NY: State University of New York Press.

#### Advanced Readings: Indian Psychology Readings

1. Wallace, B. A. (2007). Contemplative science: Where Buddhism and neuroscience converge. New York: Columbia University Press.
2. Rao, Namburi Hanumantha. (2003). Pancabhuta theory. Varanasi: Chowkhamba Krishnadas Academy.
3. Rao, S.K. Ramachandra. (1987). Encyclopedia of Indian medicine. (Vol.1-3). Bombay: Popular Prakashan.
4. Date, V.H. (1986). Upanishads retold. (Vol. I-II). New Delhi: Munshiram Manoharlal Publishers.
5. Dave, H. Jayantkrishna. (Translator). (1988). Thirteen principal Upanisads. Vol. 1-2. Prasna and Mundaka Upanisads. (With Shankara Bhasya). Bombay: Bharatiya Vidya Bhavan.
6. Deussen, Paul. (Bedekar. V.M. & G.B. Palsule, Translators). (Reprint 2004). Sixty Upanisads of the Veda, Vol. I-2. Delhi: Motilal Banarsidass Publishers Private Limited.



7. Wilson, H. H. (Translator). (2002). Rg Veda Samhita. Vol. 1-4. (With Bhasya of Sayanacarya; edited and revised with notes by Ravi Prakash Arya and K. L. Joshi.). Delhi: Parimal Publications and Indica Books.
8. Paranjpe, A. C. (1984). *Theoretical psychology*. New York: Plenum Press.
9. Paranjpe, A. C. (1998). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press.
10. Rao, K. R., & Marwaha, S. B. (Eds.) (2005). *Towards a spiritual psychology: Essays in Indian psychology*. New Delhi, India: Samvad India Foundation.
11. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New Delhi, India: Cambridge University Press.
12. Salagame, K. K. (2008). *Indian thought and tradition: A psychohistorical perspective*. Retrieved on February, 24, 2019 from [www.ipi.org.in/texts/kirankumar/kk-ip-history.php](http://www.ipi.org.in/texts/kirankumar/kk-ip-history.php)
13. Salagame, K. K. (2011). Indian indigenous concepts and perspectives: Developments and future possibilities. In G. Misra (Ed.), *Psychology in India, (vol. 4.): Theoretical and methodological developments* (ICSSR Survey of Advances in Research) (pp. 93-172). New Delhi, India: Pearson.
14. Kapoor, K., & Singh, A. K. (Eds.) (2005). *Indian knowledge systems (vols. 1-2)*. Shimla, India: Indian Institute of Advanced Studies.
15. Kiran Kumar, S. K. (2002). *Psychology of meditation: A contextual approach*. New Delhi, India: Concept Publishing Co.
16. Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.
17. Nisargadatta, Maharaj. (2008). *I am that: Talks with Sri Nisargadatta Maharaja* (M. Frydman, Trans.). Mumbai, India: Chetana Publishing.
18. **Ayurveda Readings**
19. Athavale, B. (2004). *Basic principles of ayurveda*. Delhi: Chaukhamba Sanskrit Pratishthan.
20. Bhat, M. R. (Reprint, 2006). *Varahamihira's Brhat Samhita. (Vols.1& 2)*. Delhi: Motilal Banarsidass Publishers Private Limited.
21. Dash, V.B., & Junius, A.M.M. (1983). *A Handbook of Ayurveda*. New Delhi. Concept Publishing Company.
22. Gupta S. P. (Reprint, 2000). *Psychopathology in Indian Medicine*. Delhi: Chaukhamba Sanskrit Pratishthan.
23. Jha, G. (2004). (Translator). *The Samkhya Tattva Kaumudi*. Delhi: Chaukhamba Sanskrit Pratishthan.
24. Krishnan, B. (2002). Typological conceptions in ancient Indian thought. (p. 292-304). Girishwar Misra & Ajit K. Mohanty (Eds.), *Perspectives on indigenous psychology*. New Delhi: Concept Publishing Company.

25. Murthy, K. R. S. (Reprint, 2007). (Translator). Astanga Samgraha of Vagbhata. Vols. 1 & 2. Varanasi: Chaukhambha Orientalia.
26. Sharma, P. (1981). (Translator). Charaka Samhita. (Vols. I-4). Delhi: Chaukhambha Orientalia.
27. Rao, S.K. Ramachandra. (1990). (Ed.). Mental Health in Ayurveda. (Source book of Charaka and Sushruta Samhita). Bangalore: NIMHANS.

**28. Buddhism Readings**

29. Bodhi, B. (1999). A comprehensive manual of Abhidhamma (2nd ed.). Kandy, Sri Lanka: Buddhist Publication Society.
30. Gorkum, N. V. (2009). Abhidhamma in daily life . London: Zolog.
31. Karunadasa, Y. (2000). Dhamma as phenomena: The abhidhammic view of empirical reality. *The Middle Way: Journal of the Buddhist Society*, 75(3), 161-179.
32. Rahula, W. (2015). What the Buddha taught? New Delhi: Pan Macmillan India.

**33. Consciousness and Neuroscience Readings:**

34. Ataria, Y., Dor-Ziderman, Y., & Berkovich-Ohana, A. (In Press). Lacking the sense of boundaries: How does it feel? *Consciousness and Cognition*.
35. Berkovich-Ohana, A., & Glicksohn, J. (2014). The consciousness state space (CSS) – A unifying model for consciousness and self. *Frontiers in Psychology*. Doi: 10.3389/fpsyg.2014.00341. 1-19.
36. Bitbol, M., Kerszberg, P., & Petitot, J. (Eds.) (2009). Constituting objectivity: Transcendental perspectives on modern physics (Vol. 74). New Delhi: Springer Science & Business Media.
37. Das, J. P. (2014). Consciousness quest. New Delhi, India: Sage.
38. Dor-Ziderman, Y., Berkovich-Ohana, A., Glicksohn, J., & Goldstein, A. (2013). Studying mindfulness-induced selflessness: A MEG neurophenomenological study. *Frontiers in Human Neuroscience*, 7, 582.
39. Glicksohn, J., & Berkovich-Ohana, A. (2011). From trance to transcendence: A neurocognitive approach. *The Journal of Mind and Behaviour*, 32, 49-62.
40. Kak, S. (2016). Mind and self. Mississauga, Ontario, Canada: Mount Meru Publishing.
41. Lorimer, D. (Ed.) (2001). Thinking beyond the brain: A wider science of consciousness. Glasgow, Scotland: Floris Books.
42. Menon, S. (2014). Brain, self and consciousness: Explaining the conspiracy of experience. New Delhi, India: Springer.
43. Menon, S. (2016). The 'outer self' and the 'inner body': Exteriorization of the self in cognitive sciences. *Journal of Human Values*, 22(1), 39-45.
44. Menon, S., Sinha, A., & Sreekantan, B. V. (2014). Interdisciplinary perspectives on consciousness and the self. New Delhi, India: Springer.

45. Narasimha, R., & Menon, S. (2011). Nature and culture. New Delhi, India: CSC and PHISPC.
46. Penrose, R. (Ed.) (2011). Consciousness and the universe: Quantum physics, evolution, brain & mind. Cosmology Science Publishers.
47. Rao, K. R. (2001). Consciousness studies: A survey of perspectives and research. In J. Pandey (Ed.), Psychology in India revisited: Development in the discipline (Vol. 2): Personality and health psychology. New Delhi: Sage.
48. Rao, K. R. (2002). Consciousness studies: Cross-cultural perspectives. Jefferson, NC: McFarland.
49. Rao, K. R. (2005). Perception, cognition and consciousness in classical Hindu psychology. *Journal of Consciousness Studies*, 12, 3-30.
50. Rao, K. R. (2011). Cognitive anomalies, consciousness and yoga. New Delhi, India: Matrix Publishers.
51. Stapp, H. (2011). Mindful universe: Quantum mechanics and the participating observer. New York: Springer.
52. Stapp, H., Schwartz, J. M., & Beauregard, M. (2005). Quantum theory in neuroscience and psychology: A neurophysical model of mind-brain interaction. *Philosophical Transactions of the Royal Society of London, Series B*. 360(1458), 1309-1327.
53. Velmans, M. (2000). Understanding consciousness. London: Routledge.
54. Velmans, M. (Ed.) (1996). The science of consciousness: Psychological, neuropsychological and clinical reviews. London: Routledge.

### Core Course – 8

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6122	Experiments and Assessments in Psychology	4	2-0-2	50%	50%

#### Module 1: Introduction to Experiments and Psychological Assessments (5 Hrs)

What is an experiment in Psychology? What are assessments? Important aspects in assessments – measurement scaling, reliability, validity, norms, scores and interpretation  
Report writing approach in experimental psychology.

#### Module 2: Sensation and Perception (10Hrs) – Any 2 experiments Conduct and 1 experiment Demonstration

Psychophysical Experiments – Method of Limits, Method of Constant Stimuli and Method of Average Error.

**Module 3: Computer based Experiments – (10Hrs) - Any 2 experiments Conduct and two experiment as demonstration**

Learning experimental software (PEBL) and conduct experiments in PEBL, Corsi Block Tapping Test, BART, Digit Span, Remote Association Test.

**Module 4: Cognitive experiments (20Hrs) – Any 3 experiments Conduct and two experiment as demonstration**

Learning experiments – Trial and Error and Maze Learning, Knowledge of Results, Level of aspirations, Memory experiments – Zeigarnik effect, Intelligence – Standard Progressive Matrices, Bhatia’s Battery of Intelligence, Problem Solving – London Tower, Attention – Distraction and Division of Attention.

**Module 5: Assessments in Different Settings (15 Hrs) - Two assessments from each setting as conduction and 1 as demonstration**

Clinical Settings – VSMS and WAIS/STAI/MHI, Organizational Settings – 16PF/MBTI and BEI/Job Satisfaction/Work Motivation/Organization Climate, Educational Settings – Study Habits/Academic Stress/Academic Resilience and DBDA

**Readings:**

1. Aiken, R.L. & Groth- Marnat, G. (2006). Psychological testing and assessment. USA: Pearson Education.
2. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
3. Myers, A., Christine H. Hansen (2011). Experimental Psychology. London: Cengage Learning.
4. Mook, D, G,. (2016) Classic Experiments in Psychology: Groundbreaking Studies and Contemporary Interpretations. New York: Praeger Publishers.
5. Psychology Software Tools (2007) E Prime Users Guide. Pittsburg: Available from the website: <http://psy.swan.ac.uk/staff/lucignoli/E-Prime/GettingStartedGuideV2.pdf>
6. Mueller, S, T. (2016) PEBL Experiment Tutorial- How to write an experiment in PEBL. Available from the website: <http://pebl.sourceforge.net/PEBLTutorial.html>
7. Hussain, A. (2014) Experiments in Psychology. New Delhi: PHI Learning India

**Core Course – 9**

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6123	Research Methods and Statistics	4	3-1-0	50%	50%

**Module 1: Introduction to Research methods (6 Hrs)**

Methods of Acquiring Knowledge (Scientific and Non-scientific Methods), Goals of the Scientific Method, Ethical Considerations in Conducting Research, Problem Identification Research Questions/Hypotheses, Literature Review, Theoretical and Operational definitions The Research Proposal.

**Module 2: Research Designs (17 Hrs)**

Three Research Paradigms, Quantitative Research designs, Qualitative Research designs, Mixed Research designs, Emphases of the Three Paradigms.

**Module 3: Data Analysis (9 Hrs)**

Analysis of Qualitative Data, Analysis of Quantitative Data.

**Module 4: Central Tendency and Variability (3 Hrs)**

Central tendency, Variability, Central tendency and variability in research articles.

**Module 5: Introduction to Hypothesis Testing (5 Hrs)**

Core logic of hypothesis testing, The hypothesis-testing process, One-tailed and Two-tailed hypothesis tests, Hypothesis tests in research article.

**Module 6: Introduction to *t* tests and Analysis of Variance (10 Hrs)**

*t* test for single sample, *t* test for dependent means, *t* test for independent means, *t* test in research articles, Basic logic of analysis of variance, Hypothesis testing with analysis of variance, Analysis of variance in research articles.

**Module 7: Correlation and Regression (10 Hrs)**

Patterns of correlation, The correlation coefficient, Significance of correlation coefficient Correlation and causality, Correlation in research article, Predictor (X) and criterion (Y) variables, The linear prediction rule. The regression line. Multiple regression, Regression in research articles

**Readings:**

1. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for Psychology* (4<sup>th</sup> ED.). New Delhi: Pearson Education.
3. Best, J. W., & Kahn, J. V. (1999). *Research in education* (7th ed.). New Delhi: Prentice-Hall.
4. Bryman, A., & Cramer, D. (1994). *Quantitative data analysis for social scientists* (Revised edition). London: Routledge.
5. Cozby, P. C. (2001). *Methods in behavioural research* (7th ed.). Mountain View, California: Mayfield.
6. Craig, J. R., & Metze, L. P. (1986). *Methods of psychological research* (2nd ed.). Monterey, CA: Brooks/Cole.

7. Denzin, N. K., & Lincoln, Y. S. (Eds.) (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.
8. Gupta, S. P. (2017). *Statistical Methods*. New Delhi: Sultan Chand & Sons.
9. Howitt, D. & Cramer, D. (2011). *Introduction to Statistics in Psychology* (5<sup>th</sup> Ed.). London: Pearson Education.
10. Kerlinger, F. (1986). *Foundations of behavioural research*. NY: Holt Rinehart.
11. Lind, D. A., Marchal, W. G., & Wathen, S. A. (2015). *Statistical techniques in business and economics*. New York: McGraw Hill Education.
12. Mitchell, M. L. & Jolley, J. M. (2004). *Research design* (5th ed.). Wadsworth: Thomson.
13. Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education* (2<sup>nd</sup> ed.). Los Angeles: Sage.
14. Ray, W. J. (2003). *Methods toward a science of behaviour and experience* (7th ed.). Wadsworth: Thomson.
15. Rubin, A., & Babbie, E. (1997). *Research methods for social work* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
16. Shaughnessy, J. J., & Zechmeister, E. B. (1994). *Research methods in psychology* (3rd ed.). NY: McGraw-Hill.

#### Core Course – 10

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6124	Organizational Behaviour	4	3-1-0	50%	50%

#### Module 1: Introduction to Organizational Behaviour (5Hrs)

What is OB?, OB as an interdisciplinary field, Challenges and opportunities for OB, Workplace diversity – the need for diversity and inclusion in organization, the benefits of workplace diversity. Organizational Behaviour: Challenges in the Indian settings.

#### Suggested Activities:

Individual assignment on understanding of a specific organization, its functions/department and people roles, Project on diversity and inclusion in any one organization.

#### Module 2: Understanding Individuals in organizations (11Hrs)

Types of attitudes and its relevance in improving performance and profits for the organization, The impact of satisfied and dissatisfied employees on the workplace, OB applications of emotions and moods, Linking individual personality and values to the workplace, Perception and impact on individual and group decision process.

#### Suggested Activities:

Case study analysis of attitudes, emotions and moods, Interview and differentiate between satisfied and dissatisfied individuals using Job Satisfaction Scale (Savithri B and Dr. Kavita R Shanmughan), Assess the individual based on Big Five Personality Traits, Role play to study perception and group decision process.

### **Module 3: Motivating Others (10Hrs)**

Definitions of motivation, types of motives, types and sources of motivation, Theories of motivation: Content and Process theories, Motivating by job design: the job characteristics model.

#### **Suggested Activities:**

Case study analysis of theories of motivation, Project: Study at least 10 organizations and find out the measures used to motivate employees in the organization, List out the employee engagement activities used in the organization to motivate the employees.

### **Module 4: Communicating in Groups and Teams (12Hrs)**

Communication process, Organizational communication, Models of communication Persuasive communication, Barriers to effective communication.

#### **Suggested Activities:**

Case study analysis of communication process and barriers to effective communication Role play – on communication channels – formal and informal communication.

### **Module 5: Transformation of Groups to Teams and Influencing Teams (12Hrs)**

Differences between groups and teams, Defining and classifying groups, Leadership and trust: definitions and theories of leadership – Trait, Behavioural and Contingency theories

#### **Suggested Activities:**

Case study analysis leadership styles and theories, Project: Interview 5 middle and 5 senior management leaders and find out the leadership style

### **Module 6: Organizational Process (10Hrs)**

Conflicts in organizations, Power and politics, Interpersonal relationship – Transactional Analysis

#### **Suggested Activities:**

Case study analysis of theories of power and politics, Role play on TA (Life positions and Ego States), Assignment on Script analysis, Project: Based on web information study the types of conflicts found in the organization and the measures used to deal with it.

#### **Readings:**

1. Aamodt, M. G. (1996). *Applied Industrial/Organizational Psychology* (2<sup>nd</sup> Ed.). Pacific Grove:
2. Brooks/Cole Publishing Co.
3. Robbins, S. P., & Judge, T. A. (2017). *Essentials of organizational behaviour* (13<sup>th</sup> ed.).
4. Noida: Pearson India.
5. Robbins S. P. (1996) *Organizational Behaviour: Concepts; Controversies, Applications*. Englewood Cliffs N. J.: Prentice Hall.
6. Schermerhorn J. R. Jr., Hunt J. G., and Osborn R. N. (1997). *Organizational Behaviour* (6<sup>th</sup> Ed.) New York: John Willey & Sons.
7. Spector P. E., (1996) *Industrial and Organizational Psychology: Research and Practice*. New York: John Willey & Sons.

8. Schermerhorn J. R. Jr., Hunt J. G., and Osborn R. N. (1997). *Organizational Behaviour* (6<sup>th</sup> Ed.) New York: John Willey & Sons.
9. Spector P. E., (1996) *Industrial and Organizational Psychology: Research and Practice*. New York: John Willey & Sons.
10. Parikh, M. and Gupta, R. ( 2012). *Organizational Behaviour*. Tata McGraw Hill Education Private Limited, New Delhi.
11. Greenberg, J. *Behaviour in organizations*. 2016. Pearson Education India Pvt Ltd, Noida.
12. *Understanding Organizational behaviour*. Fourth edition, Udai Pareek , leadership, org culture and climate change, organization ethos, oxford university Press, New Delhi. 2016. Sushama Khanna Revised and updated
13. Robbins, S.P. Judge, T.A. and Sanghi, S (2009). *OB*. Pearson Education India Pvt Ltd. Noida.

**Core Course – 11**

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY6125	Psychopathology	4	3-1-0	50%	50%

**Module 1: Introduction to Psychopathology (12 hrs)**

Defining abnormality, indicators of abnormality, classification of mental disorders - DSM and ICD, models of abnormality, paradigms to explain abnormal behaviour, clinical assessment and diagnosis of mental disorders: psychiatric case history taking and mental status examination. Descriptive psychopathology, signs and symptoms of mental disorders: disorders of perception, thought and speech, memory, emotion, the experience of self and consciousness

Management of mental disorders: medication, psychotherapy, rehabilitation. Mental health legislation and treatment in India

**Module 2: Neurodevelopmental and neurocognitive disorders (8 hours)**

Neurodevelopmental disorders: Disorders of intellectual development, developmental speech and language disorders, autism spectrum disorder, attention deficit hyperactivity disorder. Neurocognitive disorders: Delirium, mild neurocognitive disorder, amnesia and dementia

**Module 3: Psychotic disorders (8 hours)**

Schizophrenia, schizoaffective disorder, schizotypal disorder, acute and transient psychotic disorder, delusional disorder

**Module 4: Mood, anxiety, stress and dissociative disorders (12 hours)**

Mood disorders: Bipolar or related disorders, depressive disorders. Anxiety disorders: generalised anxiety disorder, panic disorder, specific phobias, social anxiety disorder, separation anxiety disorder, selective mutism. Disorders related to stress: post-traumatic stress disorder, prolonged grief disorder, adjustment disorder. Dissociative disorders:



dissociative neurological symptom disorder, dissociative amnesia, trance disorder, possession trance disorder, dissociative identity disorder, depersonalization-derealization disorder.

**Module 5: Personality, disruptive behaviour, impulse control disorders and paraphilias (12 hours)**

Personality disorders: general criteria, prominent personality patterns and types (negative affectivity, detachment, dissocialise, disinhibition, anankastic, borderline). Disruptive behaviour disorders: oppositional defiant disorder, conduct disorder. Impulse control disorders: pyromania, kleptomania, compulsive sexual behaviour disorder, intermittent explosive disorder, substance-induced impulse control disorders. Paraphilias: exhibitionism, voyeurism, pedophilia, coercive sexual sadism disorder, frotteurism.

**Module 6: Disorders due to substance use and addictive behaviours (8 hours)**

Commonly abused psychoactive substances: alcohol, cannabis, synthetic cannabinoids, opioids, sedatives, hypnotics or anxiolytics, cocaine, stimulants, synthetic cathinones, hallucinogens, nicotine, volatile inhalants, MDMA, dissociative drugs and prescription drugs . Mental and behaviour disturbances due to substance use: harmful use, dependence syndrome, intoxication, complex withdrawal state, substance-induced delirium, substance-induced psychotic and mood disorders. Addictive behaviour disorders: gambling disorder, gaming disorder.

**Suggested activities**

Review of epidemiological studies and mental health surveys on prevalence and patterns of mental disorders, Debate on reliability and utility of psychiatric diagnosis, Group discussion on causal perspectives of abnormality, Field visit to psychiatric hospitals and rehabilitation centres, Case presentations and discussions, Review of published case studies on mental disorders, Review of movies/documentaries depicting mental disorders, Interviewing individuals with psychological disorders and their caregivers, Group interaction with mental health professionals, Comparative evaluation of mental health services in India and other countries, Critical review of mental health act and policies.

**Readings:**

1. Sadock, Benjamin J., et al. Kaplan and Sadock's Comprehensive Textbook of Psychiatry. 10th ed., Wolters Kluwer, 2017.
2. Government of India – The Mental Healthcare Act- 2017. The Gazette of India, Extraordinary, Part II-Section I, April 7, 2017, New Delhi
3. B. S. Chavan, N. Gupta, P. Arun, A. Sidana, S. Jadhav (2012) Community mental health in India. Jaypee Brothers Medical Publishers, New Delhi.
4. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-V)* (5 ed.). Washington, DC: American Psychiatric Association.
5. First, M. B., Skodol, A. E., Spitzer, R. L., & Williams, J. B. W. (2017). *Learning Dsm-5 by case example*. Arlington, VA: American Psychiatric Association Publishing.
6. National Mental Health Survey of India, 2015-2016 Prevalence, Patterns and Outcomes, Supported by Ministry of Health and Family Welfare, Government of India, and Implemented by National institute

of Mental Health and Neurosciences (NIMHANS) Bengaluru: In Collaboration with Partner Institutions; 2015-2016.

7. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing*. Hoboken, NJ: Wiley.
8. Jaspers, K. (1923/1928). *Allgemeine Psychopathologie* (3rd ed.). Berlin: Springer. French edition: Jaspers, K. (1928). *Psychopathologie générale* (trans: A. Kastler, & J. Mendousse). Paris: Alcan.
9. Oyeboode, F. (2018). *Sims Symptoms in the Mind: textbook of descriptive psychopathology*. Edinburgh: ELSEVIER.
10. Fish, F. J., & Hamilton, M. (1974). *Fishes clinical psychopathology*. Bristol: John Wright & Sons Ltd.
11. Butcher, J. N., Hooley, J. M., Mineka, S., & Dwivedi, C. B. (2017). *Abnormal psychology* (16<sup>th</sup> ed.) Noida: Pearson India.
12. Durand, V. M., & Barlow, D. H. (2019). *Essentials of abnormal psychology*. Australia: Cengage.
13. ICD 11, WHO

### Core Course – 12

Course Code	Course Name	Credits	L-T-P Credit	CIA	ESE
PSY7126	Scientific Writing	3	2-1-0	50%	50%

#### Module 1 Introduction to Scientific Writing (2 sessions)

How do researchers communicate? Types of scientific communication  
Ethics in scientific writing.

#### Module 2: Reading and Thinking (10 sessions)

Searching the scientific literature, Using the CVV library, Using online search engines  
What is a refereed journal? Plagiarism and how to avoid it, Reading and note taking  
Critical reading and systematic recording, how not to read, Speed-reading.

#### Module 3: Beginning to Write (5 sessions)

Establishing your constraints, organizing your writing, Preparing outlines, Standard formats for scientific papers, research projects and theses, Style guides

#### Module 4: Content (5 sessions)

Creating a literature review, preparing other sections of a research report (abstract, introduction, methods, results and discussion, conclusions), Including and summarizing research data.

#### Module 5: Style and Grammar (5 sessions)

Scientific writing style, First-person vs. Third-person, Passive vs. active voice, avoiding excessive wording, Grammar, Punctuation, Spelling, Presentation and proofreading, Avoiding misuse of words, Use of footnotes.

**Module 6: Reference Citations (6 sessions)**

How to use references, References within the text, how to make lists of references.

**Module 7: Revising (6 sessions)**

Dealing with revisions, accepting criticism, Making sense of reviewers' comments

Making the changes, what to do if you don't agree with reviewers' comments.

**Module 8: Computer Skills in Scientific Writing (6 sessions)**

Microsoft Word, Formatting (including margins, tabs, indents, justification, etc.)

Using the table feature, creating tables of content, Microsoft Excel, Creating tables, charts, graphs

**Readings:**

1. American Psychological Association (2010). Publication manual of American Psychological Association (6<sup>th</sup> Ed.). Washington, DC: Author.
2. Alley, M. (2003). The craft of scientific presentations: critical steps to succeed and critical errors to avoid. New York: Springer.
3. Gastel, B., & Day, R. A. (2016). How to write and publish a scientific paper (8<sup>th</sup> Ed.). New York: Greenwood Publishing Group Inc.
4. Nair, R. (2017). Academic journal editing and publishing. Chennai: Notion Press.
5. Silvia, P. (2007). How to write a lot: a practical guide to productive academic writing. Washington, DC: American Psychological Association.
6. Wyse, D. (2012). The good writing guide for education students (3<sup>rd</sup> Ed.). London: Sage.

**DISCIPLINE-SPECIFIC ELECTIVE COURSES**

<b>Clinical and Health Psychology</b>	<b>Industrial and Organizational Psychology</b>	<b>School Psychology</b>
<ul style="list-style-type: none"> <li>● Applied Health Psychology</li> <li>● Clinical and Developmental Neuropsychology</li> <li>● Principles and Practices of Psychotherapy</li> <li>● Psychodiagnostics</li> <li>● Behaviour Therapy and Its Applications</li> <li>● Community Psychology</li> <li>● Indian Approaches to Psychotherapy</li> </ul>	<ul style="list-style-type: none"> <li>● Psychology in Entrepreneurial Development</li> <li>● Industrial and Work Psychology</li> <li>● Industrial Relations and Labour Laws</li> <li>● Fundamentals of Business Psychology</li> <li>● Organizational Theory and Development</li> <li>● Human Resource Development</li> <li>● Marketing and Consumer Psychology</li> </ul>	<ul style="list-style-type: none"> <li>● Applied School Psychology</li> <li>● Advanced Educational Psychology</li> <li>● Life Skills Education</li> <li>● Vocational Guidance and Career Counselling</li> <li>● Behaviour Therapy and Its Applications</li> <li>● Community Psychology</li> <li>● Educating Students with Special Needs</li> </ul>

**ELECTIVE COURSE 1**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7230	Applied Health Psychology	3	2-1-0	50%	50%

**Module 1: Introduction to Health Psychology (8 Hrs)**

Brief Historical Overview; Need and Scope for Health psychology, Models of Health and Illness – Mind body dualism, biomedical model, Factors predicting health behaviours based on various health models, Future of Health Psychology.

**Module 2: Illness Cognition (9 Hrs)**

Managing Illness, Illness Cognition – Definition, measuring illness cognition, Illness cognitions and health outcomes, coping mechanism, Illness and self-regulatory beliefs, Illness and social representations.

**Module 3: Coping Resilience and Social Support (12 Hrs)**

Risks and Protective Factors, Health Promotion: Health promoting behaviours; exercise, diet, sleep, cultural ideas of health behaviours; Health Compromising Behaviours; Eating, diets and nutrition, including obesity and malnutrition across lifespan; Alcohol and substance abuse; drunken driving; Smoking and Cancers, Concept and meaning of lifestyle, Influencing life style choices: Approaches to health promotion and health intervention; individualistic, structural-collective approaches, yogic and Ayurvedic lifestyle management.

**Module 4: Doctor–patient communication and the role of health professionals’ health beliefs (3 Hrs)**

Definition of compliance – patient satisfaction, patient understandings, approach to improve compliance, The role of knowledge in doctor-patient communication, The problem of doctor variability.

**Module 5: Stress Management (3 Hrs)**

Define stress, Stress models, The role of psychological and physiological factors in stress Individual variability in the stress illness link, Factors that moderate stress illness link – coping, social support, personality and control.

**Module 6: Practicum (10 Hrs)**

Design an intervention method for de-addiction with the support of Biopsychosocial model. Conduct Health Psychology Assessments in adults by visiting your nearest clinic to understand and differentiate the effects of physical disease from psychological reaction to illness. Conduct an assessment on your friend’s personality and evaluate the role of personality in health and wellbeing. Explore the recent studies in Psychoneuroimmunology (minimum 5 studies) and understand how it impacts the overall health. Conduct a study to evaluate the Health Anxiety and the coping mechanisms of women in Kerala during pandemic.

**Readings:**

1. Baum, Andrew; Ravenson, Tracy A; Singer, Jerome(Eds.) (2012) *Handbook of Health Psychology* (2<sup>nd</sup> Edition) New York. Taylor and Francis
2. Broome, Annabel; Lielleywyn Sue (Eds.) (1995) *Health Psychology: Process and Application*(2<sup>nd</sup> Edition) London. Chapman and Hall
3. Crossley, M. L. (2000). *Rethinking Health Psychology*. Buckingham UK: Open University Press.
4. French, David; Vedhara, Kavita; Kaptein, AA; Weinman, John.(Eds.) (2010) *Health Psychology*(2<sup>nd</sup> Edition) Sussex UK. BPS Blackwell.
5. Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge, UK: Cambridge University Press.
6. Taylor, Shelley E. (2009) *Health Psychology*. 6<sup>th</sup> Edition. New Delhi. Tata-McGraw Hill

**ELECTIVE COURSE 2**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7233	Clinical and Developmental Neuropsychology	4	3-1-0	50%	50%

**Module 1: Introduction to Neuropsychology (9 hours)**

Nature and scope of Neuropsychology, the historical development of neuropsychology as a scientific discipline, divisions of neuropsychology, research methods, emerging research areas.

Methods of studying the brain: Neurohistology Techniques, Radiologic Procedures, Electrophysiologic Procedures, Imaging of Brain Metabolism, Magnetic Imaging Procedures, Cerebrospinal Fluid Studies, Behavioural Examinations, Neurologic Examination, Neuropsychological Evaluation.

**Module 2: Fundamentals of Cognitive Neuroscience (12 Hrs)**

Consciousness and Attention: States of Consciousness, Waking, Dream, Altered States of Consciousness. Learning and Memory: types of learning, types of memory, stimulus response learning, motor learning, perceptual learning, relational learning, long term potentiation and mechanisms involved. Thinking and Problem solving. Executive controls and actions. Emotions: Components of emotional response, brain areas mediating emotional response, neurotransmitters and emotions, pathways of emotion regulation, the neural basis for communication of emotions

**Module 3: Functional Aspects of Lobes (15 hrs)**

Occipital Lobes- Anatomy and Functions, Disorders of Cortical Function. Parietal Lobes- Anatomy and Functions, Somatosensory Symptoms of Parietal Lobe Lesions and disorders. Temporal Lobes- Anatomy and Functions, Symptoms of Temporal Lobe Lesions and disorders. Frontal Lobes- Anatomy and Functions, Symptoms of Frontal Lobe Lesions and disorders.

**Module 4: Neurological Disorders (12 hours)**

Developmental and neuropsychiatric disorders of childhood: abnormalities in anatomical development, genetic and chromosomal disorders, acquired disorders, learning disabilities, pervasive developmental disorders, disruptive behavioural disorders. Cerebrovascular Disorders, Tumours, Traumatic Brain Injuries, brain infections, Epilepsy, Tumors, Headaches, Disorders of Sleep and Neurodegenerative disorders.

**Module 5: Neuropsychological Testing and Neurorehabilitation (12 hours)**

Rationale and purpose of Neuropsychological Assessment, neurological mental status examination, assessment areas: Orientation (Arousal), Sensation and Perception, Attention/Concentration, Motor Skills, Verbal Functions/Language, Visuospatial Organization, Memory, Judgment/Problem Solving, frequently used assessment devices, the assessment process, interpreting assessment data and reporting the findings, psychometric

issues in neuropsychological assessment. Neurorehabilitation: principles, models, components, methods and outcomes.

### **Suggested Activities**

Conduction of assessment and neurorehabilitation Programme. Case presentations. Seminar presentations on neurological disorders. Review of published cases. Journal reviews. Designing cognitive retraining activities. Group interactions with neuroscientists, neuropsychologists and neurosurgeons. Field visit to neurological clinics and neurorehabilitation centres.

### **Readings:**

1. Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of Human Neuropsychology*. Macmillan Learning.
2. Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology. A Clinical Approach*, Fifth edition. UK: Elsevier
3. Pinel, J. P. J., & Barnes, S. J. (2018). *Biopsychology*. Harlow: Pearson Education Limited.
4. Carlson, N. R. (2014). *Foundations of Behavioural Neuroscience*. Pearson.
5. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioural, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
6. Lezak, M. et al., (2012). *Neuropsychological Assessment* [5th Edition]
7. Wilson, B. A., & Betteridge, S. (2019). *Essentials of Neuropsychological Rehabilitation*. The Guilford Press.



**ELECTIVE COURSE 3**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7236	Principles and Practices of Psychotherapy	4	3-1-0	50%	50%

**Module1: Foundations of psychotherapy (12Hrs)**

Understanding psychotherapy: principles and practice, how does psychotherapy work?  
Becoming a psychotherapist: Training and supervision; personal and interpersonal development and growth of the therapist, Models and settings of therapy: Individual, interpersonal, couples, group & family. Socio-cultural context of psychotherapy: gender, ethnicity, age, culture, Critical issues psychotherapy; Ethical frameworks, Research and evidence-based practices.

**Module 2: The Generic Model and dimensions of Therapy (12Hrs)**

The unity in diversity: the generic model of psychotherapy, The therapeutic contract: goals and roles of client and therapist, The therapeutic operations: client's presentations, therapist's expert evaluation, treatment approaches. The therapeutic bond: the interpersonal aspects of the client/therapist relationship: rapport, trust, engagement; therapist's presence and client's openness. The therapeutic interventions and effects: therapist interventions and client's gain of insights, emotional relief; beginnings and endings. The psychotherapeutic journey: Inputs, process and outputs of psychotherapy.

**Module 3: Models of Psychotherapy I (12Hrs)**

Psychodynamic therapies: principles and practices. Cognitive and behavioural therapies: principles and practices. Humanistic therapies: principles and practices. Existential and Gestalt therapies: principles and practices

**Module 4: Classical Approaches to Psychotherapy (12Hrs)**

Interpersonal Psychotherapy: principles and practices. Systemic Therapies: principles and practices. Integrative Psychotherapies: principles and practices. EFT; EMDR; MBCT; DBT; REBT approaches

**Module 5. Psychotherapy: Modalities and Populations; Challenges and Issues (12Hrs)**

Psychotherapy modalities: Group therapy; family therapy; digitally based therapy. Psychotherapy for specific groups: Children and adolescents. Older adults; Men and Women; LGBT+; racial and minority groups. Psychotherapy for specific conditions: Depression, Anxiety; Trauma; PTSD; Phobias; OCD; Eating disorders; pain management, insomnia, Challenges and Opportunities in Psychotherapy;

**Readings**

1. Brems, C. (2000). Dealing with challenges in psychotherapy and counselling. Singapore: Brooks/Cole.
2. Consoli, A. J., Beutler, L. E., & Bongar, B. (Eds.). (2016). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.

3. Corey, G. (2015). Theory and practice of counselling and psychotherapy (10th ed.). Boston: Cengage Learning.
4. Eisendrath Stuart J. (Ed.) (2016) *Mindfulness Based Cognitive Therapy: Innovative Applications*. San Francisco. Springer
5. Feltham, C. (Ed.) (1999). Controversies in psychotherapy and counselling. New Delhi, India: Sage.
6. Frank, J. D. (1961). Persuasion and healing: A comparative study of psychotherapy. New York, NY: Schocken Books.
7. Gelso, C., Williams, E. N., & Fretz, B. R. (2014). *Counselling psychology*. Washington:APA Publication.
8. Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.
9. Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). Theories of counselling and psychotherapy: A multicultural perspective (6th ed.). Boston: Allyn & Bacon.
10. Miltenberger, R. G. (2001). Behaviour modification: Principles and procedures (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning Nelson-Jones. (2012). Introduction to counselling skills. Los Angeles: Sage
11. Nelson-Jones.,R. (2012). Introduction to counselling skills. Los Angeles: Sage
12. Parfas, Fernando B.(2004). Therapeutic Community: A Social Systems Perspective Lincoln.NE.USA. iUniverse, Inc.
13. Payne, Helen(ed.) (2008) Dance Movement Therapy: Theory, Research and Practice. Oxford, UK. Routledge.
14. Prochaska, J. O., & Norcross, J. C. (2003). Systems of psychotherapy: A trans-theoretical analyses (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
15. Sejwal, P., & Arora, M. (2012). Counselling psychology. New.Delhi.: Crescent Publishing Corporation.
16. Sharf, R. S. (2015). *Theories of psychotherapy and counselling: Concepts and cases(6<sup>th</sup> Edition)*. MA, USA. Cengage Learning.
17. Sharf, R. S. (2015). Theories of psychotherapy and counselling: Concepts and cases (6th ed.). MA, USA. Cengage Learning.
18. Simon, L. (2000). Psychotherapy: Theory, practice, modern and postmodern influences. Westport, Connecticut: Praeger.
19. Simpkins, Annellen; Simpkins, Alexander C (2011) Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice. New Jersey, USA. John Wiley& Sons
20. Sundel, M., & Sundel, S. S. (2004). Behaviour change in the human services: Behavioural and cognitive principles and applications (5th ed.). Thousand Oaks, CA: Sage Publications.
21. Truscott, D. (2010). Becoming an effective psychotherapist: Adopting a theory of psychotherapy that's right for you and your client. American Psychological Association. <https://doi.org/10.1037/12064-000>
22. Wampold, B. E., & Imel, Z. (2015). The great psychotherapy debate: The evidence for what makes psychotherapy work (2nd ed.). New York, NY: Taylor & Francis.

**ELECTIVE COURSE 4**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7239	Psychodiagnostics	4	1-0-3	50%	50%

**Module 1: Fundamentals of Psychodiagnostics assessment (5 hours)**

Diagnosis and classification of mental disorders: Purpose and utility, nature and characteristics, reliability, the international classificatory systems: ICD 11 and DSM 5: meta structure and salient features, diagnostic criteria and specifiers, similarities and differences. Diagnostic assessment: Purpose, areas of assessment: intelligence, personality, cognitive functions, clinical symptoms, developmental assessments. Assessment methods: clinical interviewing, mental status examination, behavioural observations, formal testing, assessment process, diagnostic formulation, reporting and communicating findings, ethical and legal issues.

**Module 2: Developmental assessments (5 hours)**

Normal developmental milestones, core areas of physical, cognitive and psychosocial development, developmental delay, social maturity, developmental psychopathology, frequently used developmental assessments in clinical settings.

**Core developmental assessments for demonstration and practice**

Developmental Screening Test (DST). Denver Developmental Screening Test (DDST). Developmental Psychopathology Checklist (DPCL)

**Module 3: Assessment of Intelligence (15 hours)**

Disturbance in intelligence in individuals with psychological disorders, measurement of intelligence: current frameworks, mental age and intelligence quotient, types of intelligence tests, frequently administered tests in clinical settings:

**Core intelligence assessments for demonstration and practice**

Seguin Form Board Test (SFBT), Binet's test of intelligence (locally standardized), Wechsler Intelligence Scale for Children (WISC), Wechsler Adult Intelligence Scale (WAIS-R.)

**Module 4: Assessment of Personality and psychopathology (15 hours)**

Disturbance in personality in individuals with mental disorders, measurement of personality traits and dynamics: projective tests and self-report inventories, frequently administered tests in clinical settings.

**Core personality assessments for demonstration and practice**

Rorschach Inkblot Test (RIBT), Thematic Apperception Test (TAT), Millon Clinical Multiaxial Inventory (MCMI), Minnesota Multiphasic Personality Inventory (MMPI), Sack's Sentence Completion Test (SSCT).

### **Module 5: Clinical rating scales (10 hours)**

Assessing psychological symptoms through observation and interview, Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc.

#### **Rating scales for demonstration and practice**

Brief Psychiatric Rating Scale (BPRS), Positive and Negative Syndrome Scale (PANSS) Beck Depression Inventory (BDI), Hamilton Anxiety Scale (HAS), Young Mania Rating Scale (YMRS), Yale-Brown Obsessive Compulsive Scale (Y-BOCS), Addiction Severity Index (ASI), Indian Scale for Assessment of Autism (ISAA), Achenbach Child Behaviour Checklist (CBCL), Vanderbilt ADHD Symptom Checklist, Learning Disabilities Diagnostic Inventory (LDDI), Clinical Dementia Rating Scale (CDRS).

### **Module 6: Neuropsychological assessment (10 hours)**

Principles of neuropsychological testing, testing in various clinical populations, types of neuropsychological assessments, reporting findings, frequently used neuropsychological assessments.

#### **Core neuropsychological assessments for demonstration and practice**

Mini-Mental Status Examination (MMSE), NIMHANS Neuropsychological Battery for Adults

### **Readings**

1. Geisinger, K. F., Bracken, B. A., Carlson, J. F., Hansen, J.-I. C., Kuncel, N. R., Reise, S. P., & Rodriguez, M. C. (Eds.). (2013). *APA handbook of testing and assessment in psychology, Vol. 2. Testing and assessment in clinical and Counselling psychology*. American Psychological Association. <https://doi.org/10.1037/14048-000>
2. Bram, A. D., & Peebles, M. J. (2014). *Psychological testing that matters: Creating a road map for effective treatment*. American Psychological Association. <https://doi.org/10.1037/14340-000>
3. Gary D. Phye, Donald H. Saklofske, Jac J.W. Andrews, Henry L. Janzen (2001) *Handbook of Psychoeducational Assessment: A Practical Handbook A Volume in the EDUCATIONAL PSYCHOLOGY Series*. New York: Elsevier Publishers.
4. Michel Hersen, Jay C. Thomas, Gerald Goldstein, Mark J. Hilsenroth, Sue R. Beers, Daniel L. Segal, Stephen N. Haynes, Elaine M. Heiby (2004) *Comprehensive Handbook of Psychological Assessment, Volume 4: Industrial and Organizational Assessment*. New York: John Wiley & Sons.

**ELECTIVE COURSE 5**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7242	Behaviour Therapy and Its Applications	4	3-1-0	50%	50%

**Module 1: Introduction to Behaviour Therapy (4 Hrs)**

What is behaviour therapy? Historical precursors to modern behaviour therapy, early experimental work and the beginnings of contemporary behaviour therapy, early ethical concerns about behaviour therapy.

**Module 2: The Behavioural Model (4 Hrs)**

Overt and covert behaviours, Behavioural versus trait descriptions, Behaviour as learned The ABC models.

**Module 3: The Process of Behaviour Therapy (6 Hrs)**

Clarifying the problem, formulating initial treatment goals, Identifying maintaining conditions, Designing and implementing treatment plans, Evaluation and follow-up.

**Module 4: Behavioural Assessment (10 Hrs)**

Multimethod and multimodal assessment, Characteristics of behavioural assessment, Behavioural interviews, Direct self-report inventories, Self-recording, Behavioural checklists and rating scales, Systematic naturalistic observation, Simulated observations, Role playing Functional behavioural assessment.

**Module 5: Behaviour Therapies (15 Hrs)**

Acceleration behaviour therapy (stimulus control, reinforcement, modelling, prompting, shaping, cueing and chaining), Deceleration behaviour therapy (differential reinforcement, punishment and aversion therapy), Combining reinforcement and punishment (token economy, contingency contract, and behavioural parent training), Exposure Therapies (brief/graduated and prolonged/intense)

**Module 6: Cognitive Behaviour Therapy (15 Hrs)**

Introducing cognitive behaviour therapy (CBT): what is CBT? – the CBT theoretical model – CBT principles of treatment – cognitive conceptualization - operationalizing cognitions – assessing cognitions, Cognitive behaviour therapies: thought stopping – cognitive restructuring therapies: Rational Emotive Behaviour Therapy; Cognitive Therapy – cognitive behavioural coping skills therapies: self-instructional training; problem-solving therapy/training; stress inoculation training; cognitive-behavioural couple therapy

**Module 7: Applications of Behaviour Therapy (6 Hrs)**

In clinical settings, In rehabilitation settings, In school settings, In industrial settings In organization settings, In community settings, Research in CBT

**Readings:**

1. Bandura, A. (1969). *Principles of behaviour modification*. New York: Holt, Rinehart, & Winston
2. Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford.
3. Ellis, A. (1994). *How to keep people from pushing your buttons*. New York: Citadel
4. Haynes, S. N. & O'Brein, W. O. (2000). *Principles and practices of behavioural assessment*. New York: Plenum/Kluwer Press
5. Nelson, R. O., & Hayes, S. C. (Eds.) (1986). *Conceptual foundations of behavioural assessment*.
  - o New York: Guilford Press.
6. O'Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviourism*. New York:
  - o Academic Press.
7. O'Donohue, W. (Ed.) (1998). *Learning and behaviour therapy*. New York: Allyn & Bacon.
8. Richard, D. C. S., & Huprich, S. K. (Eds.) (2009). *Clinical psychology: assessment, treatment, and research*. Burlington, MA: Elsevier
9. Skinner, B. F. (1974). *About behaviourism*. New York: The Free Press
10. Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*, Belmont, CA: Wadsworth.
11. Watson, T. S., & Steege, M. W. (2009). *Conducting school-based functional behavioural assessments: a practitioner's guide (2<sup>nd</sup> ed.)*. New York: The Guilford Press.

**ELECTIVE COURSE 6**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7244	Community Psychology	4	3-1-0	50%	50%

**Module 1: Introduction to Community Psychology (15Hrs)**

Definition of community psychology; history of community psychology; Interrogating the underlying values of clinical psychology and mainstream research; Challenging clinical psychology over its neglect of the social aspects; Community Psychology's Core Values: Empowerment, Fellowship and Social Justice;

**Module 2: Understanding Communities (15Hrs)**

Levels of Analysis: Understanding individuals within environments; Understanding communities; Understanding human diversity in context; The psychological 'sense' of community and fellowship. Consolidating 'community' and finding 'voice'; Feminist Groups, LGBTQ community, users of mental health services, Families affected by HIV.

**Module3. Diversity, Inequality: Health and Community Mental Health (10Hrs.)**

The context of diversity in India: Inequalities in Health. The capability perspective and well-being; Critical examination of the development discourses; Health and Mental Health; Indigenous discourses and values of 'community', 'development', 'power'. Community mental health; Issues and challenges for mental health in the Indian context; Study of community mental health models in India.

**Module 4: Power: Empowerment and powerlessness (10Hrs)**

Silence and invisibility as powerlessness: Silence and Stigma due poverty, social status, gender, or sexual orientation, mental health; Community and power: Diverging and converging values and objectives. Finding Voice: Community Organizations and Citizen participation. Social action; advocacy and activism.

**Module 5: Community and Social Action: Tools of transformation (10hrs)**

User Groups, Self-support Groups, Self- help groups: Substance Abuse, survivors of sexual abuse and violence, self-support groups for mental health; SHG groups for rural poor women. Online Communities: Using Technology to create online communities. Using research for social action; Introducing action research, social constructivist and participatory research paradigms: Programme Interventions: Assessments' and Evaluations: Community led assessments, community report cards, People's meetings and testimonies. Present and Future challenges: Mental health challenges for India; fighting global and local hegemonies in community research and knowledge production

### Suggested Activities

Interactive lectures. Individual assignment: guided reading, problem solving exercises, and essay writing. Collaborative learning: group discussion, and group compilation, role plays.

### Readings:

1. Dalton, J. H., Elias, M. J., & Wandersman, A. (2001). *Community psychology: Linking individuals and communities*. Stamford, CT: Wadsworth Cengage.
2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities*. California: Wadsworth Cengage Learning.
3. Levine, M., Perkins, D. D., & Perkins, D. V. (2005). *Principles of community psychology: Perspectives and applications*. New York: Oxford University Press
4. Nelson, G., & Prilleltensky, I. (2005). Community psychology: In pursuit of liberation and well-being (pp. 1-91). New York: Palgrave MacMillan.
5. Nussbaum M. (2001) *Women and Human Development*. Cambridge: Cambridge University Press.
6. Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2014). *Community Psychology*. New York: Routledge.
7. Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. West Sussex: John Wiley & Sons Ltd.
8. Rappaport, J. & Seidman, E. (Eds.). (2000). *Handbook of Community Psychology*. New York: Plenum Publishers.
9. Rudkin, J. K. (2003). *Community Psychology: Guiding principles and orienting concepts*. Upper Saddlewood River, NJ: Prentice Hall.
10. Rugar JP. (2010) *Health and Social Justice*. Oxford. UK: Oxford University Press
11. Sen A.(1985) *Commodities and Capabilities*. North-Holland.
12. Sen A.(1999) *Development as Freedom*. New York, NY: Oxford University Press.
13. Shinn M. (2015) *Community psychology and the capabilities approach*. American Journal of Community Psychology. 55:243–52. doi: 10.1007/s10464-015-9713-3



**ELECTIVE COURSE 7**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7246	Indian Approaches to Psychology	4	3-1-0	50%	50%

**Module 1: Foundations: Understanding Indian Psychology Perspectives (10 Hours)**

What is Indian Psychology (IP): ontologies and epistemologies. The central ideas in IP: person; personality, consciousness; mind. The frameworks and techniques of healing in IP. The sources of IP knowledge. The scientific method: the IP approach.

**Module 2: Models and Modalities: Indian approaches to psychotherapy (15 Hours)**

Psychotherapy and Indian thought. The therapeutic relationship: Guru as guide. Cognitive models: Vedanta and the solution to suffering. Emotive models: Bhagavad Gita and bhakti yoga. Behavioural models: Bhagavad Gita and karma yoga. Physical and Physiological models .Yoga: postural and breathing, Ayurveda approaches, Psychospiritual models: Pathway of purification and perfection. Challenges in application of models and modalities

**Module 3: Indian Psychotherapy: The contemplative approaches (10 Hrs)**

The psychology of meditation, Psychotherapy and meditation, Buddhism, mindfulness and psychotherapy, Yoga contemplative techniques for psychotherapy, Treatment of specific psychological conditions.

**Module 4: Indian Psychotherapy: The holistic approach of Bhagavad Gita (BG) (15 Hrs)**

An overview of the philosophy and practice of BG, The fivefold nature of human being, the human condition and the causes of suffering, The transpersonal solution to human suffering, BG Psychotherapeutic cognitive, emotive and behavioural approaches, Treatment of specific psychological conditions.

**Module 5: Indian Psychotherapy: The Integrative approach of Yoga (10 Hrs)**

The Yoga approach of inner and outer transformation, The mind-body complex, its functioning and techniques, Yoga psychotherapy as an integrated approach, The foundation: Kriya yoga techniques, The therapeutic journey through Aṣṭāṅga Yoga techniques, Treatment of specific psycho-physical conditions.

**Readings:**

1. Ajaya, S. (2008). Healing the whole person: applications of yoga psychotherapy. Himalayan Institute Press.
2. Aranya, S. H. (1984). Yoga philosophy of Patanjali: containing his yoga aphorisms with Vyasa's commentary in Sanskrit and a translation with annotations (bhaswati)

- including many suggestions for the practice of yoga (4th ed.). Calcutta, India: Calcutta University/ New York: SUNY Press.
3. Arias, AJ;Steinberg, K;Banga, A; Trestman, RL(2006). Systematic Review of the Efficacy of Meditation Techniques as Treatments for Medical Illness. *The Journal of Alternative And Complementary Medicine*. Volume 12, Number 8, 2006, pp. 817–832
  4. Banet, A.G( Ed.)(1976). *Creative Psychotherapy: A sourcebook*. London, UK. Peiffer and Co.
  5. Caplan, M., Portillo, A., & Seely, L. (2013). Yoga psychotherapy: the integration of western psychological theory and ancient yogic wisdom. *Journal of Transpersonal Psychology*, 45(2).
  6. Chinmayananda, Swami. (2011). *The Holy Geeta*. Chinmaya Mission Publications. CCMT.
  7. Cornelissen, M., Misra, G., & Varma, S. (2014). *Foundations and Applications of Indian Psychology*. Chennai: Pearson.
  8. Das, B. (2009). *Yogasūtrabhāṣyakoṣaḥ (Saṃskaraṇa 1)*. Vārāṇasī: Bhāratīya Vidyā Saṃsthāna.
  9. Desmarais, M. M. (2008). *Changing minds: mind, consciousness, and identity in Patañjali's Yoga--sūtra and cognitive neuroscience (1st ed)*. Delhi: Motilal Banarsidass Publishers.
  10. Feuerstein, G. (2002). *The yoga tradition: Its history, literature, philosophy and practice*. Delhi, India: Bhavana Books and Prints.
  11. Gharote, M. L., Devnath, P., & Jha, V. K. (2002). *Haṭharatnāvalī (A treatise on haṭhayoga) of Śrīnivāsayogī (1st ed)*. Lonavala: Lonavala Yoga Institute (India).
  12. Jacobsen, K. A., Larson, G. J. (2005). *Theory and practice of yoga: Essays in honour of Gerald James Larson*. Leiden, Holland: Brill.
  13. Keane, W. M. (1995). When the therapist is a yogi: Integrating yoga and psychotherapy. *International Journal of Yoga Therapy*, 6(1), 15-22.
  14. Kiran Kumar, S. K. (2002). *Psychology of meditation: A contextual approach*. New Delhi, India: Concept Publishing Co.
  15. Paranjpe, A. C. (1984). *Theoretical psychology*. New York: Plenum Press.
  16. Paranjpe, A. C. (1998). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press.
  17. Rao, K. R. (2017). *Foundations of yoga psychology*. Springer Singapore.
  18. Rao, K. R., & Paranjpe, A. C. (2008). *Yoga psychology: Theory and application*. Cambridge University Press India/Foundation Books.
  19. Rao, K., Paranjpe, A., & Dalal, A. (Eds.). (2008). *Handbook of Indian Psychology*. Foundation Books. doi:10.1017/UPO9788175968448
  20. Rao, S.K. Ramachandra. (1990). (Ed.). *Mental Health in Ayurveda. (Source book of Charaka and Sushruta Samhita)*. Bangalore: NIMHANS.
  21. Rama, S., Ballentine, R., & Ajaya, S. (1976). *Yoga and psychotherapy: The evolution of consciousness*. Himalayan Institute Press.
  22. Rama, Swami., Ballentine, R., & Ajeya, S. (1986). *Yoga and psychotherapy: An evolution of consciousness*. Honnesdale, PA: Himalyan Institute Press.
  23. Ramakrishna Rao, K. (2011). Applied yoga psychology studies of neurophysiology of meditation. *Journal of Consciousness Studies*, 18(11-12), 161-198.

24. Ross, A. and Thomas, Sue(2010) The Health Benefits of Yoga and Exercise: A Review of Comparison Studies. The Journal of Alternative And Complementary Medicine Volume 16, Number 1, 2010, pp. 3–12.
25. Shankar, G. (2016). Yoga Psychotherapy around the world. Health Psychology, 1, 219.
26. Sarris, Jeroms; Patricia L. Gerbarg, Richard P. Brown and Philip R. Muskin, Integrative and Complementary Medicine in Psychiatry, Psychiatry, (2261-2290), (2015).
27. Satyananda Saraswati, Swami(1990) Yoga Nidra. Munger, India: Yoga Publications Trust
28. Sengupta, P(2012) Health Impacts of Yoga and Pranayama: A State-of-the-Art Review. International Journal of Preventive Medicine, Jul; 3(7): 444–458.
29. Shivananda, R. (1988 Edition). Hathayoga: The hidden language. Delhi, India: Jaico Publishing House.
30. Sovik R.( 2000) The science of breathing—The yogic view. Progressive Brain Research: The biological basis of Mind Body interactions Ed ;122:491–505.
31. Slède, L., & Pomerantz, R. (2001). Yoga and psychotherapy: A review of the literature. International Journal of Yoga Therapy, 11(1), 61-75.
32. Swami Ajaya. (1983). Psychotherapy, east and west: A unifying paradigm. Himalayan Institute Press.
33. Swatmarama Y(1933) Hatha Yoga Pradipika Madras. Theosophical Society. Adyar.
34. Vasu, R. B. S. C. (Trans.). (2007). Gheranda Samhita (1 edition). New Delhi: Munshirm Manoharlal Pub Pvt Ltd.
35. Veda Bharati, Swami. (2001). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol.1: Samadhi Pada). Rishikesh: Ahym sin Publishers.
36. Veda Bharati, Swami. Veda. (2001). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol. 2: Sadhana Pada). New Delhi, India: Motilal Banarsidass Publishers.
37. Vivekananda, Swami (2015) Raja-yoga: Conquering the Inner Nature. Mayavati, India. Advaita Ashrama. 45<sup>th</sup> Reprint.
38. Walsh, R., & Vaughan, F. (Eds.) (1993). Paths beyond ego: The transpersonal vision. Los Angeles: Tarcher/Perigee.
39. Walsh,R., Shapiro, S.L. (2006) The meeting of Meditative Disciplines and Western Psychology: A mutually Enriching Dialogue. American Psychologist. Vol.46, 3, 227-239.
40. Watts, A. (2017). Psychotherapy east & west. New World Library.

**ELECTIVE COURSE 8**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7231	The Psychology in Entrepreneurial Development	3	2-1-0	50%	50%

**Module 1: Introduction to Entrepreneurial Psychology (10 hrs)**

The concept of Entrepreneur and Entrepreneurship, Characteristic of an Entrepreneur and Entrepreneurship, Distinction between and Entrepreneur and a Manager, Functions of an Entrepreneur, Types of Entrepreneurs, Entrepreneurship development Programme, Entrepreneurship as a psychological process, Scope of Providing Psychological help in developing Entrepreneurs.

**Suggested Activities:**

Analyze and critically evaluate 5 entrepreneurs in India and identify the style, traits and functions, Study the EDP Programme run by KSUM and AIM and find out the opportunities to start a venture, develop a Programme which represents the psychological aspects essential for any budding entrepreneur.

**Module 2: Personality Approaches to Entrepreneurship (10 hrs)**

Naïve understanding of Entrepreneurial Personality Characteristics- John G Burch's list of characteristics. Psychologists understanding of Entrepreneurial Personality characteristics- Measure of Entrepreneurial Tendencies and Abilities (META) traits, Big Five personality and Entrepreneurial Success, Interactionist and cognitive approaches to Entrepreneurial Personality.

**Suggested Activities:**

Interview an entrepreneur and list out the personality traits, Watch at least 10 videos of the entrepreneur and evaluate the cognitive approaches the entrepreneur holds to run an enterprise

**Module 3: Psychology of Entrepreneurial Competencies: (15 hrs)**

Entrepreneur's general competencies, Cognitive and Social competencies, Entrepreneur's Emotional competencies, Motivation and Entrepreneur's success, Entrepreneur's Competency mapping and development.

**Suggested Activities:**

Based on the research and website information study at least 10 entrepreneurs and map the competencies. Develop a Programme which is based on the process to develop the competencies (minimum 5 competencies) in an entrepreneur to be successful venture into the market

**Module 4: Leadership and teamwork Development in Entrepreneurship (5 Hrs)**

Entrepreneurship and leadership process, Entrepreneurship and leadership styles Managing successful teams for Entrepreneurial success- leading project teams, team roles, team development, team building. Information technology, Entrepreneurship and innovation

**Suggested Activities:**

Study the role of digitalization in service sectors and the support required by the entrepreneur

Project: Prepare a blueprint of a dream organization

**Module 5: Life of an entrepreneur- Managing Health and Wellness: (5 Hrs)**

Importance of Protecting and promoting health by an entrepreneur. Promoting work-life balance. Issues of Women Entrepreneurs.

**Suggested Activities:**

Study a women entrepreneur and its challenges (a video record of the interview). Conduct a Programme for the entrepreneur listing out the importance of physical and mental health based on their challenges.

**Suggested Readings:**

1. Baum, J., Frese, M., & Baron, R, A. (2014). *The Psychology of Entrepreneurship*. New York: Psychology Press.
2. Leavy, B. (1996). *Key Processes in Strategy*. New York: Cengage Learning.
3. Leutne, F, A., Ahmetoglu, G, B., Akhtar, R, A., Chamorro-Premuzic, T. (2014). The relationship between the entrepreneurial personality and the Big Five personality traits. *Personality and Individual Differences*. 63, 58-63.
4. Kumar, S, A., Poornima, S, C., Abraham, K, M., & Jayashree, K. (2008). *Entrepreneurship Development*. Bangalore: New Age International.
5. Welsch, H, P. (2004). *Entrepreneurship: The Way Ahead*. New York: Psychology Press
6. Zulawski, D, E., Wicklander D, E., Sturman, S, G. & Hoover, S, G. (2008). *The Entrepreneurial Personality: A Social Construction*. London: Routledge Publishers.
7. Macdonald, L, A, C. (2005) *Wellness at Work: Protecting and Promoting Employee Health and Wellbeing*. New York: CIPD Publishing.
8. Weisinger (2006). *Emotional Intelligence at Work*. New York: John Wiley & Sons.
9. Kuratko, D, F. & Morris, H, M. (2013). *Entrepreneurship and Leadership*. New York: Edward Elgar Publishing Limited.
10. Burke, R. (2013). *Project Leadership and Entrepreneurship: Building Innovative Teams*. New York: Burke Publishing.
11. Fang, Z. (2008) *Information Technology Entrepreneurship and Innovation*. New York: IGI Global

**ELECTIVE COURSE 9**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7234	Industrial and Work Psychology	4	3-1-0	50%	50%

**Module 1: Introduction to Industrial and Work Psychology (7 Hrs)**

Definition of Industrial and work Psychology, Goals of Industrial and work Psychology, Fundamental concepts of Industrial and Psychology, Scientific Management, Hawthorne studies and Human Relations Management, Job of an Industrial Psychologist.

**Suggested Activities**

History of Industrial and Psychology/Key forces of Industrial and work Psychology, creating a self-role analysis of Industrial psychologist based on web review of at least 10 JDs, Presentation on how Scientific – (T structure), Hawthorne (Psychological concept – current leadership style and working conditions) and Human relations (Use of theory Z) used in contemporary context

**Module 2: Individual in workplace (15Hrs)**

Organizational learning and Organizational behaviour Modification, Organizational Culture – Creating High Performance Team by making the team committed to vision and values of the organization, implementing culture in the organization, Leadership – Developing leaders in the organization using transformational, transactional, servant and pace setting leadership styles.

**Suggested Activities**

Establishing learning organization – designing templates, working on OB Mod based on the interview with the HR on any aspect of change, Project on Leadership activities.

**Module 3: Application of Psychology in Job analysis, Selection and Recruitment (12Hrs)**

Job analysis, approaches to job analysis, Application of Psychology in defining job description and Specification. Job analytical methods, Application of Job analysis. Recruitment process and Selection Decision.

**Suggested Activities**

Doing role analysis and creating a JD for functional role – other than HR, creating templates for recruitments, Designing templates for selection and reports, Use of psychometric tests in selections – 16PF, Aptitude Test, MBTI, BEI.

**Module 4: Application of Psychology in Developing and Maintaining Human Resource (8Hrs)**

Motivating by job design: Job characteristics model, Job redesign: Job rotation, Job enrichment, Job enlargement, Types of motivation at workplace: Alternative work arrangements.

**Suggested Activities**

Interview an employee and design motivating approach for the individual. Project: Studying a JD of an employee in the organization and applying the possibilities of job rotation, job enrichment and job enlargement, Studying five organization from same industry and evaluating the best work arrangements.

**Module 5: Work environment and Engineering Psychology (10Hrs)**

Work Psychology and Ergonomics, Designing and testing of workstations according to psychological principles. Managing Boredom, Fatigue and Monotony. Industrial accidents and managing safety.

**Suggested Activities**

Design the workstation using ergonomics principles and ensuring highest productivity. Creating based on research studies methods to deal with boredom, fatigue and monotony. Creating SOP and policies for industrial accidents and safety after reviewing at least 10 different SOPs and policies.

**Module 6: Managing Stress and Enhancing Wellbeing- Role of Industrial Psychology (8Hrs)**

Stress and Strains, Environmental Determinants of Well-Being, Mental health and workplace Managing Work–Family Conflict, Managing Productive Interpersonal Relationships in the Workplace. Indian Insights to manage stress and wellbeing.

**Suggested Activities**

Developing Stress Management module emphasizing the psychological well-being of the employee.

**Readings:**

1. Newstrom, J.W. & Davis, K., (1998). *Organizational Behaviour- Human Behaviour At Work*. New Delhi: Tata McGraw-Hill
2. Spector P. E., (1996) *Industrial and Organizational Psychology: Research and Practice*. New York: John Willey & Sons
3. Blum and Naylor (2014) *Industrial Psychology: Its theoretical and Social Foundations*. New Delhi: CPC Publishers.
4. Aamodt, M. G. (1996). *Applied Industrial/Organizational Psychology (2<sup>nd</sup> Ed.)*. Pacific Grove: Brooks/Cole Publishing Co.
5. Robbins, S. P., & Judged, T. A. (2017). *Essentials of organizational behaviour (13<sup>th</sup> ed.)*. Noida: Pearson India.
6. Robbins S. P. (1996) *Organizational Behaviour: Concepts; Controversies, Applications*. Englewood Cliffs N. J.: Prentice Hall.
7. Schultz, D.P. and Schultz E.S., '*Psychology And Work Today*', 6th Edition, New York: Mac Milan Publishing Co.
8. Levy, P., E. (2017) *Industrial/organizational Psychology: Understanding the Workplace*. New York: Macmillan Learning.
9. Olexiy Ya Chebykin, Gregory Bedny, Waldemar Karwowsk (2008) *Ergonomics and Psychology: Developments in Theory and Practice*: New York; CRC Press- Taylor and Francis.

**ELECTIVE COURSE 10**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7237	Industrial Relations and Labour Laws	4	3-1-0	50%	50%

**Module 1- Introduction to industrial relations and labour laws (10 hours)**

Introduction to industrial relations. Contextual framework, scope, objectives. Industrial relations vis-à-vis human relations management. Dimensions of the problems of industrial relations. Barriers of industrial relations. Role of state in industrial relations. Industrial relations in the present-day world. Introduction to labour law- Approach, scope. Social justice and industrial law. International labour organization and its influence on Indian labour laws. Constitutional framework and labour laws. Code of Civil Procedure. Indian Penal Code and Criminal Procedure Code. Review of labour laws. Proposed labour law reforms.

**Module 2- Trade unions and collective bargaining (10 hours)**

Trade unions-meaning, history, need, right to form trade union, role of trade unions. Existing strength of trade unions, Closed shop/union shop arrangement. Current issues in trade unions. Trade unions and laws. Collective bargaining-concept and meaning, constituents and features.

Effective collective bargaining. Advantages and disadvantages of collective bargaining. Binding effect of collective bargaining. Interpretation of collective agreement. Scope and prevalence of collective bargaining in India.

**Module 3- Industrial relations and acts (10 hours)**

Industrial dispute-meaning. Industrial dispute act. Settlement of industrial disputes. Powers and functions of appropriate government in disputes settlement, administration and enforcement of the industrial disputes act. Instruments of economic coercion. Lay-off, retrenchment, transfer and closure. Management of discipline and notice of change. Industrial employment act (standing orders)-1946. Worker's participation in management.

**Module 4- Social security and labour laws (10 hours)**

Social security-contextual framework. Employees' compensation Act-1923. Employees liability act 1938. Employees state insurance Act-1948. Employees provident fund and Miscellaneous Provisions Act-1952 and amendments. Payment of Gratuity Act-1972 and amendments. Maternity Benefit Act-1961 and amendments. The Personal Injuries (Emergency) Provisions Act- 1962. The Personal Injuries (Compensation Insurance) Act-1963.

**Module 5- Wages and labour laws (10 hours)**

Wage concept. The payment of wages Act-1936 and amendments. Minimum wages Act-1948. Payment of bonus Act-1965 and amendments. Equal remuneration Act 1976. The unorganized workers' social security Act-2008.

**Module 6- Minimum standards of employment, working conditions and labour laws (10 hours)**



The factories Act-1948. The Mines Act, 1952, Contract labour (regulations and Abolition) Act-1970. The Bonded Labour System (Abolition) Act, 1976. Laws on child labour. Unorganised Workers Social Security act-2008. Interstate Migrant Workmen Act, 1979. Apprentices Act-1961. Shops and commercial establishment Acts. The Model Shops and Establishments (Regulation of Employment and Conditions of Service) Bill, 2016, Right to Information (RTI) Act- 2005. The Occupational Safety, Health and Working Conditions Code. Government schemes on labour and employment.

**Readings:**

1. Srivastava, S, C. (2020). Industrial Relations and Labour Laws, 7th Edition. Noida; Vikas Publishers.
2. Gosh, P. & Nandan, S. (2015). Industrial Relations and Labour Laws. New Delhi: McGraw-Hill Education.
3. Monappa, A., Nambudiri, R., Selvaraj, P. (2012). Industrial Relations and Labour Laws (2<sup>nd</sup> ed). New Delhi: McGraw-Hill Education.
4. Gupta, P. (2019). Industrial Relations and Labour Laws for Managers. New Delhi: SAGE Publications.

**ELECTIVE COURSE 11**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7240	Fundamentals of Business Psychology	4	3-1-0	50%	50%

**Module 1: Understanding and Management of Business Activities (10Hrs)**

Understanding business: Concept of business, Objectives of business, Classification of business activities, Characteristics of business, Classification of industries, Meaning and functions of commerce, Classification of commercial activities, Trade, Auxiliaries to business activities, Role of profits in business and the applications of individual behaviour to boost profits in business.

**Suggested Activities Any 2**

Group discussion on the concepts and current trends in business, Individual Assignments – A case on any type of business and listing the characteristics and functions of the business, Collaborative Learning - Learning on different business organization reflecting on the functioning with respect to people, finance, operations, resources, Quiz.

**Module 2: Understanding the Role of Financial Management in Business (13Hrs)**

Basics of financial management in business: Objectives of financial management, Scope and nature of finance, Types of financial markets -Primary and Secondary, Sources of finance - long term, medium term and short term, Financial Decisions in Business– Objectives, Importance, and Factors impacting financial decisions, Need and Efficient cash management practices, The role of financial psychology in business decision in terms of dealing with cash management and financial planning.

**Suggested Activities – Any 1**

Individual Assignments – Finance and personality factors. Collaborative Learning - Financial planning in a business. Projects - Tools for efficient cash management. Quiz.

**Module 3: Marketing and Sales Management (12Hrs)**

Market strategy: Market segmentations- target market selection, positioning, product strategy, distribution strategy, pricing strategy, promotion strategy. Advertising management: Nature and importance of advertising, decision areas in advertising. Sales Management – task performed by sales management, formulating sales policies, structuring sales force, fixing sales target, sales reports. Role of consumer psychology in exploring the market and arriving at marketing and sales strategies.

**Suggested Activities – Any 2**

Group discussion on the concepts and current trends in Sales and Marketing. Individual Assignments –Motivating the sales force. Projects - Market segmentation of a specific product/ Supply Chain Management Need and current systems/ Layout design for office (service industry).Quiz.

**Module 4: Information Technology and Business (14Hrs)**

Role of IT in Business: Functional roles and responsibilities of IT, IS and IT.IT Systems and Process: Elements of IT infrastructure, internetworks, IT Systems, Management and Standard audit and governance. Enterprise resource planning (ERP): Need for ERP, Popular ERP Systems, Business benefits out of ERP Implementation. The role of digitalization in boosting employee performance and in assessment of various business metrics .

**Suggested Activities – Any 1**

Interactive Lectures- discussion on the concepts and current trends in IT. Individual Assignments –CRM Systems implementation in the organization.Collaborative Learning - Case study on the IT role in the business. Quiz

**Module 5: Operations and Business Management (11Hrs)**

Operations in Business: Define Operations Management, Position of operations in organization, The input, transformation output model, Different types of operations. The role of ergonomics and their relations to occupation, workplace, systems and products, relationship between ergonomics risk factors and psychosocial factors, psychological applications in designing products, processes and systems.

**Suggested Activities**

Interactive Lectures- discussion on the concepts and current trends in Operations, Projects - Layout design for office (service industry). Quiz.

**Readings:**

1. PC Tulsian and Vishal Pandey (2008). Business organization and Management. Pearson Education India, Noida.
2. Dhagat, A.K. (2011). Financial Management. Dreamtech Press, New Delhi.
3. Kapil S., (2015). Financial Management. Wiley India Pvt Ltd., New Delhi.
4. Banerjee, A. (2016). Financial Management. Oxford University Press, New Delhi.

5. Muthukumar, B (2015) Information Technology for Management. Fourth edition. Oxford University Press, New Delhi.
6. Turban, E and Volonino, L (2014). Information Technology for Management: Transforming Organizations in the Digital Economy. Seventh Edition. Wiley India Pvt Ltd., New Delhi.
7. John D P (2002). Operations Management. Downloaded from HEPHAESTUS Repository, Neapolis University institutional repository
8. Ramaswamy V.S and Namakumari S (2010). Marketing Management. Fourth edition. MacMillan Publishers India Ltd., Delhi.
9. Kotler, P. and Keller, K.L. ((2018). Marketing Management. 15<sup>th</sup> Edition. Pearson India Education Services Pvt Ltd., Noida
10. Baines, P., Fill, C., and Page, K. (2013). Essentials of Marketing. Oxford University Press, New Delhi.

**ELECTIVE COURSE 12**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7243	Organizational Theory and Development	4	3-1-0	50%	50%

**Module 1: Organizational Theory- Structure design and applications (10 hrs)**

Organizational theory in perspectives, Theories focuses on task performance and structure  
Theories focuses on motivation, Theories focuses on adjustment to the external environment  
Theories focuses on management and leadership

**Module 2: Change Management and Organizational Development (10 hrs)**

Nature of Organizational Change, Forces of Change, Process of Change, Change Cycles  
Resistance to Change, Sources of Resistance, Managing Resistance to Change, General  
Strategies for Effecting Changes in Human Systems- Rational Empirical Approaches,  
Normative Re-Educative Approach, Power Coercive Approach, Organizational Development  
Definition of Organizational Development, Values, Assumptions and Beliefs in OD.

**Module 3: Theory and Management of Organizational Development: (10 hrs)**

Models and Theories of Planned Change, Systems Theory, Participation and Empowerment,  
Teams and Teamwork, Parallel Learning Structures, OD and Applied Behavioural Science, OD  
and Action Research, History and Varieties of Action Research. Managing OD Process  
Diagnosis, Action and Programme Management, OD Value Cycle and Fast Cycle OD

**Module 4: OD Team Interventions (10 hrs)**

Teams and Work Groups, Formal Groups and Special Groups, Laboratory Training and T-  
Groups. Formal Group Diagnostic Meeting, Formal Group Team Building Meeting. Process  
Consultation Intervention. Gestalt OD, Techniques and Exercises Used in Team Building  
Behaviour Modelling. Life and Career Planning. Coaching and Mentoring. Inter Group Team  
Building Interventions. Third-Party Peace-Making Interventions. Organization Mirror

Intervention. Partnering.

**Module 5: Comprehensive OD Interventions: (10 sessions)**

Search and Future Search Conferences, Beckhard’s Confrontation Meeting, Strategic Management Activities, Real Time Strategic Change Intervention, Stream Analysis Survey Feedback (System 4T), Appreciative Inquiry, Grid OD, Schein’s Cultural Analysis

**Module 6: Structural OD Interventions (10 sessions)**

Socio Technical Systems, Building Learning Organizations, Self-Managed Teams, Work Redesign, Management by Objectives (MBO), Quality Circles, Quality of Work Life Projects Parallel Learning Structures (Collateral Organizations), Physical Settings, Total Quality Management, Re-Engineering, High Involvement and High-Performance Work Systems, Large Scale Systems Change, Centers of Excellence.

**Readings:**

1. Cummings, T. G. & Worley, C. G. (1993). *Organization development and change*. St Paul: West Publishing Company.
2. W L French and C.H Bell (2004) *Organizational development-behavioural science interventions for organization improvement (6thed)*: Prentice Hall of India; New Delhi.
3. W.L .French et.al (2006) *Organizational development and transformation*: New Delhi; McGraw hill Inc.
4. Pareek Udai (2002) *Training instruments in HRD and OD*: New Delhi ; Tata Mc Graw Hill Inc.
5. Blanchard (1993) *Management of Organizational Behaviour. Utilizing Human Resources. 6th Edition*, Prentice Hall, India.
6. Laegaard, J. & Bindslev, M (2006) *Organizational theory*. New York, Ventus publications.

**ELECTIVE COURSE 13**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7245	Human Resource Development	4	3-1-0	50%	50%

**Module 1: Introduction to Human Resource Development (13Hrs)**

Origins and Historical Growth of Human Resource Development, Psychological Foundations of HRD, Human Resource Management Versus Human Resource Development, Functions of Human Resource Development, HRD Experience in Indian Organization, HRD and Diversity, Future of HRD based on research works.

### **Suggested Activities – Any 2**

Interactive lectures – discussion on the concepts and current trends in HRD. Individual assignment: Evaluation of one/two Indian organization cases (website reviews); Interviewing an HR on the HRD past, present and future role. Collaborative Learning: Based on web reviews: Functions and roles of HRD in today's context. Project: HRD Research – Research on HRD in small organizations, ethical considerations, and future research. Quiz – testing of the basic concepts related to the module.

### **Module 2: Human Resource Measurements (15Hrs)**

Human Resource Planning: Concept of HRP, HRP Process and Barriers to Effective HRP  
HR Philosophy and Policy: Organizational Philosophy and Vision, Formulation of Human Resource Policies. Human Resource Accounting and HR Audit: Human Resource Accounting, Valuation of Human Assets and Scope and Tools of the HR Audit, HR Audit Process. Human Resource Information Systems: Definition, objectives of HRIS, Functions of HRIS and Designing of HRIS.

### **Suggested Activities – Any 3**

Interactive lectures – discussion on the concepts and current trends in HRP, Policies, HR audit and HRIS. Individual assignment: Templates for HR Audit and Forecasting of HRP. Collaborative Learning: Types of HR policies relevant in the organizations. Project: Role of HRIS and types of HRIS used in any one organization. Quiz – testing of the basic concepts related to the module

### **Module 3: Human Resource Management and Development (15 Hrs)**

Job evaluation- definition, process and methods of job evaluation, Compensation – compensation management, contingent factors in compensation plan, executive compensation plans, Factors Influencing Compensation Policies and Plans, Wages/salary differentials, wage structure, method of wage payment, Performance Management system

Reward systems – Characteristics of Reward Strategy, Structure of a Reward Strategy, Effective reward strategy.

### **Suggested Activities – Any 2**

Interactive lectures – discussion on the concepts and current trends in job evaluation, performance management, compensation and rewards systems. Individual assignment: Interviewing the HR and understanding the grading approach/learning from website on how the gradings are done in the organization Collaborative Learning: Study different wage structure available in the website and evaluate. Project: Research on different Reward systems implemented in the organization (Survey from minimum five different organization) Quiz – testing of the basic concepts related to the module.

### **Module 4: Human Resource Training (12Hrs)**

Human Resource Training - Concepts, Objectives, Needs, and Benefits. Training Need Identification; Selection of Training Method, Process of Training; Training Evaluation-

Methods. Types and Methods of Training; On the Job Training (OJT) and Off the Job Training;

**Suggested Activities – Any 3**

Interactive lectures – discussion on the concepts and current trends in HRD from each module.

Individual assignment: Templates for TNI and TE used in any one organization. Collaborative Learning: Methods used by the organization for training approaches and training delivery models. Project: Training module development – functional / behavioural aspect. Quiz – testing of the basic concepts related to the module.

**Module 5: Career Development and Succession Planning (5 Hrs)**

Career Management and Development – Individual Career Planning and Organizational Career Planning. Succession Planning – Strategic approach to succession planning, objectives of succession planning, features of modern succession planning, Succession management process

**Suggested Activities – Any 1**

Individual assignment: Case analysis on career planning and succession planning in the organization. Collaborative Learning: Methods used by the organization for succession planning. Quiz – testing of the basic concepts related to the module.

**Readings:**

1. Mahapatro, B.B. (2010). Human Resource Management. New Age International (P) Limited, New Delhi.
2. Prasad, L. M. (2005). Human Resource Management. Second Edition. Sultan Chand and Sons, New Delhi.
3. V.S.P Rao. (2005) Human Resource Management. 2nd Edition. Anurag Jain for Excel Books, New Delhi.
4. Robbins,P and D, Canzo (2005) Human Resource Management; New Delhi Tata McGraw Hill Inc.
5. David, A. and Robbins, S. (2001) Human resource management, New Jersey, Printice Hall International.
6. Armstrong, M. (2008). Strategic Human Resource Management: A Guide to take Action. Kogan Page Limited, USA.
7. Werner, J, M., DeSimone, R, L. (2011). Human Resource Development. London: Cengage Learning.
8. Flamholtz, E. (1999). Human Resource Accounting: Advances in Concepts, Methods and Applications. Third Edition. Kluwer Academic Publishers, New York.
9. Kamal, K. M. (2005). Development of Human Resource Information System.
10. Rothwell, W.J., and Kazanas, H.C. (2003). Planning and Managing Human Resources. Second Edition. Human Resource Development Press, US.
11. Chalofsky, N.E., Rocco, T.S., and Morris, M.L. (2014). Handbook of Human Resource development. John Wiley and Sons, New Jersey.

12. Goldrick, J., Stewart J., and Watson, S. (2004). Understanding Human Resource Development: A Resource Based Approach. Routledge -Taylor and Francis Group, New York.

**ELECTIVE COURSE 14**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7247	Marketing and Consumer Psychology	4	3-1-0	50%	50%

**Module 1- Introduction to marketing (10 hours)**

Marketing Concepts – Marketing environment- Functions of marketing-Marketing Management. Marketing Mix- 4Ps and 4Cs. Importance of marketing mix- Factors affecting marketing mix. Recent developments in marketing (Overview Only)-Social Marketing, Relationship marketing, online marketing, direct marketing, services marketing, green marketing, Tele Marketing, Viral marketing, Rural Marketing, De marketing, Re marketing, Guerrilla Marketing –Ambush Marketing.

**Module 2- Marketing Strategies and Plans (10 hours)**

Marketing as a value delivery process. Market Research. Forecasting and demand measurement. Analyzing the macro environment. Strategic planning and marketing. Marketing plan. Building long term customer relationships.

**Module 3- Buying dynamics of consumers (10 hours)**

Consumer psychology- What influences consumers to buy- Personal factors, social factors, cultural factors. Key psychological processes and buying behaviour-motivation, perception, learning, emotions, memory. Self, identity and consumer behaviour. Consumer buying decision making process.

**Module 4- Consumer behaviour management (10 hours)**

Market Segmentation. Market Targeting. Market Positioning. Differentiated and undifferentiated marketing. Product – Meaning- Classification of products. Product Mix. Product Life Cycle. New Product development. Reasons for failure of new products. Price policy and strategies. Price mix, factors influence pricing. Physical Distribution Mix. Channels of Distribution –Types- Factors Affecting the Choice of a Channel of Distribution. retailing- Types of retailing. Direct Marketing.

**Module 5- Branding and Application of Psychology (10 hours)**

Role of brands, and scope of branding. Different benefits of brands: functional benefit, symbolic benefit and experiential benefit. Building brand equity. Measuring and managing brand equity. Psychology of branding- Brands as schemata and categories. Brands and self-concept. Relationship between brands and consumers. Brand experiences. Brand perception. Cultural difference in brand perception.

**Module 6- Application of Psychology in marketing communication and promotion  
(10 hours)**

Integrated marketing communication –process, components, plan and execution. Traditional and non -traditional promotion. Ethical issues and current challenges in marketing communication and promotion. Integrated marketing campaign development- advertising, sales promotion, direct and database management, outdoor and point of purchase, marketing, PR and sponsorship, retailing, in-store merchandise, exhibitions and shows. The effects of advertising-a psychological perspective. How consumers and process information from advertising. How advertising affects consumer memory, forms attitude towards products. Principles of persuasion and attitude change.

**Readings:**

1. Kotler P. (2006) *Marketing management: A South Asian perspective, 13<sup>th</sup> edition* , Pearson Education.
2. Ramaswamy & Namakumari (2009). *Marketing management : Global perspective Indian context. 4<sup>th</sup> edition*, Macmillan India Limited.
3. Kotler & Armstrong, G. (2009). *Principles of marketing. 4<sup>th</sup> edition*, Pearson Education.
4. Kotler & Keller, G. (2016). *Framework for marketing management. 6<sup>th</sup> edition*, Pearson Education.
5. Schiffman, L.G & Kanuk L.L. (2003). *Consumer Behaviour. New Delhi: Pearson Education.*
6. Eagle, L., Dahl, S., Czarnecka, B., Lloyd, J., (2014). *Marketing Communications. London; Taylor & Francis.*
7. Fennis, B, M., & Stroebe, W., (2015). *The Psychology of Advertising. London; Taylor & Francis.*

**ELECTIVE COURSE 15**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7232	Applied School Psychology	4	3-0-0	50%	50%

**Module 1: Introduction and Historical Context of School Psychology (12 hours)**

Defining school psychology. Characteristics of school psychologists, role and function of the contemporary school psychologist. How does one become a school psychologist? Differentiating school psychology from related professions. Philosophical, intellectual, and socio-cultural foundations of school psychology. Beginnings of school psychology: Gurus shishya relationship, gurukul and pathshala system in ancient India. Development and professionalisation of the field



### **Module 2: Professional Orientation & Ethics in School Psychology (12 hours)**

Ethics in School Psychology: An Introduction, Privacy, Informed Consent, Confidentiality, and Record-Keeping, Professional Competence and Autonomy, Ethical and Legal Issues in Counselling and Therapeutic Interventions in the School, Ethical-Legal Issues in Working with Teachers and Parents, Ethical-Legal Issues in the Education of Pupils with Disabilities under NEP 2020, APA's Ethical Principles for Psychologists and Code of Conduct. Guidelines for psychological practice with lesbian, gay and bisexual clients, parenting coordination, school discipline, school violence, substance abuse, sexual harassment, child and adolescent suicide, handling crisis, handling suicidal tendencies in children, underachievement, bullying and gangs in schools, social media and mobile use of school children.

### **Module 3: Emotional and behavioural issues and implementing prevention and intervention strategies. (12 hours)**

Understanding the mental health needs of children and adolescents, School counsellors as mental health professionals, mental health vs Mental illness, anxiety disorders, mood disorders, ADHD, autism, disruptive disorders, eating disorders, assessment and analysis. Social-emotional and behavioural interventions; managing pupils' behaviour inside and outside the classroom. Self-Management Interventions, Strategies for Working with Severe Challenging and Violent Behaviours, Parent Training: Working with Families to Develop and Implement Interventions, Problem-Solving Skills Training: theory and practice in the school setting Cognitive-Behavioural Interventions for Depression and Anxiety

### **Module 4: Introduction to school-wide positive behaviour support (SWPBS) (9 hours)**

School-wide positive behaviour support (SWPBS), roles, functions and key features. Founding principles of PBS, Positive Behaviour Support and Developmental Disabilities: PBIS vs traditional discipline, Communication, Response to Intervention, other alternatives to PBS, School-based interventions to enhance the Resilience, Adapting and Implementing a School-Based Resilience-Building. School-Based Functional Behaviour Assessment (SBFBA), The school-wide evaluation tool (SET): an instrument for assessing school-wide positive behaviour support. Building Systems to Support the Problem-Solving Model, The School Psychologist's Role in Assisting School Staff in Establishing Systems to Manage, Understand, and Use Data

#### **Suggested Activities**

Quiz and term papers, Case study discussion, video reviews, and role play, Interactive lectures, Individual assignment: guided reading, case study, reflections, and essay writing, Collaborative learning: group discussion, case study and video reviews.

#### **Readings:**

1. Bethesda, MD.: NASP Publications. 2. Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). *School psychology for the 21st century: Foundations and practices*. New York: Guilford Press.

2. Fagan, T.K., & Wise, P.S. (2007). *Historical development of school psychology*. In T.K. Fagan & P.S. Wise. *School Psychology: Past, Present, and Future* (pp. 25-70).
3. Jacob, S. and Hartshorne, T., 2011. *Ethics and Law for School Psychologists*, CafeScribe. 5th ed. Hoboken: John Wiley & Sons, Inc.
4. Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and law for school psychologists* (7th Ed.). New Jersey: Wiley & Sons.
5. John Wiley & Sons. 2. Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). *School psychology for the 21st century: Foundations and practices*. New York: Guilford Press.
6. Lionetti, T. M., Snyder, E. P., & Christner, R. W. (2010). *A Practical Guide to Building Professional Competencies in School Psychology* (2011th ed.). Springer.
7. Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). *School Psychology for the 21st century: Foundations and practices*. New York: Guilford Press
8. Peacock, G. G., Ervin, R. A., Dali III, E. J., & Merrell, K. W. (2010). *Practical handbook of school psychology: Effective practices for the 21st century*. New York, NY: The Guilford Press.
9. Visser, J., & Daniels, H. (2001). *Emotional and Behavioural Difficulties in Mainstream School (International Perspectives on Inclusive Education)* (1st ed.). Emerald Publishing Limited.

#### **ELECTIVE COURSE 16**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7235	Advanced Educational Psychology	4	3-1-0	50%	50%

#### **Module I: Foundations of education and educational psychology (12Hrs)**

Education: definition, concept and meaning of education, Philosophical views on education: Indian views (Vedic thoughts, Upanishads, Dharma shastras, Buddhist ideas), western views Goals of education, Modes and levels of education, educational psychology: Definition, Need and scope of the discipline, Historical development of educational psychology, Research in education psychology: areas of study, research methods, educational psychology in India.

#### **Module 2: Approaches and theories of learning (12Hrs)**

Learning: definition, characteristics and types, Factors affecting learning, Psychological approaches to understand learning: behavioural, social cognitive, social constructivist and information processing approaches, Major psychological theories of learning: Feuerstein's Structural Cognitive Modifiability and Mediated Learning Experience (MLE) Theory, Bloom's Domains of Learning, Gagné's Conditions of Learning, Bruner's Spiral Curriculum, Kolb's Experiential Theory, Complex cognitive processes in learning: concept learning, problem-solving, learning strategies, creativity, transfer of learning, metacognition in learning, Neuroscience of learning, Indian concepts of learning

#### **Module 3: Learner, instructor and settings in education (12Hrs)**

The learner: attributes of a good learner, factors differentiating learners: Intelligence, learning and thinking styles, personality and temperament, learners with exceptionalities The instructor: characteristics of a good teacher, instructional planning, approaches of instruction: teacher-centred and learner-centred, practical teaching skills. Educational settings: types of educational settings, aspects of the settings that influence learning, characteristics of a good learning environment, accommodating diversity of learners. Motivation and learning: theoretical concepts of motivation, factors influencing learning motivation: needs, beliefs, goals, interests and emotion. Evaluating learning: purpose, types of assessments, grading and reporting, ethical issues

#### **Module 4: Psychoeducational assessment and interventions (12Hrs)**

Psychoeducational assessment: Need and importance, domains of evaluation: ability, aptitude, achievement and behaviour, assessment measures, assessment procedures, reporting, implications for the learner and instructor, current trends in educational assessment, psychoeducational assessments in the Indian context. Interventions to enhance learning: Psychological strategies to improve the learner's motivation and enhance learning skills, Programme to improve instructor's skills and instruction, dealing with achievement difficulties, interventions to aid exceptional learners, strategies for effective classroom management.

#### **Module 5: Education in contemporary India (12Hrs)**

Founding policies of education in India, National Education Policy- 2020, Emerging trends in education, Major issues and challenges in education

#### **Practicum**

Structured and semi-structured psychoeducational interviews, Basic Psychoeducational Assessments: (The participants have to submit a record of at least eight assessments that fall in the categories listed below.)

- Intelligence tests
- Tests of cognitive functions
- Ability tests
- Aptitude tests
- Learning assessments
- Scales to assess behaviour
- Scales to assess social and emotional functioning
- Scales to assess learning and teaching skills

Activity-based assignment: Application of psychoeducational assessment and intervention for at least one individual

#### **Suggested Activities**

Quiz and term papers, Case study discussion, video reviews, and role play, Interactive lectures, Individual assignment: guided reading, case study, reflections, and essay writing, Collaborative learning: group discussion, case study and video reviews.

#### **Readings:**

1. Eggen, P. (2014). *Educational Psychology: Windows on Classrooms: Pearson New International Edition*. Harlow: Pearson Education Limited.
2. K., P. S., & Singh, J. (2014). *Education in India*. New Delhi: Random Publications.
3. Khan, M. A. (2007), *Fundamentals of educational psychology*, Himalaya Publishing House.
4. Khillare R.L. (2019). *Issues in Contemporary India and Education*, Education Publications
5. Lene, S. T. (2018). *Educational psychology practice: a new theoretical framework*. Springer.
6. Mangal, S. K. (2002), *Advanced Educational Psychology*, New Delhi, Prentice-Hall of India private ltd.
7. Matthijs, C. R., Misra, G., Varma, S. (2011). *“Foundations of Indian psychology. Volume 2, Practical applications”*. Pearson
8. Moran, D. J., & Malott, R. W. (2007). *Evidence-based educational methods*. Amsterdam etc.: Elsevier.
9. National Education Policy (2020) Ministry of Human Resource Development, Government of India
10. Ravi, S. S. (2016). *Education in emerging India*. Delhi: PHI Learning Private Limited.
11. Santrock, J. W. (2021). *Educational psychology*. New York: McGraw-Hill Education.
12. Schunk, D. H. (2020). *Learning theories: An educational perspective*. Hoboken, NJ: Pearson.
13. Sharma, R. N., & Sharma, R. K. (2012). *History of education in India*. New Delhi: Atlantic & Distributors.
14. Slavin, R. E. (2018). *Educational psychology: theory and practice*. Prentice Hall.
15. Woolfolk, A. (2016). *Educational psychology*. Prentice-Hall.

### **ELECTIVE COURSE 17**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7238	Life Skills Education	4	3-1-0	50%	50%

#### **Module-1: Introduction to Life Skills Education (11Hrs)**

The meaning and concept of life skills. Need for life skills. Categories and types of Life skills- ten core skills laid by WHO. Life skills as everyday survival skills. Life skills based on Indian Knowledge systems. Scope, importance and aims of life skills education. Benefits of life skills education. Life skills education in schools. Life skills education in Colleges and Universities. Approaches to learning life skills. Designing life skills education curriculum. Methods, techniques and strategies to teach and train life skills. Role of teacher in life skills education. Role of Psychologist in life skills education.

#### **Module2: Designing effective life skills education intervention Programme (11Hrs)**

The identification of life skills education training needs. Techniques to identify the life skills education needs-survey technique, interview, focus group discussion, SWOT analysis, Brainstorming, Force-Field analysis, Root cause analysis and Fishbone technique. Developing skill and competency matrix. Developing skill gap analysis. Setting life skills intervention objectives and indicators based on skill gap analysis. Models for developing the intervention objectives and indicators- the bridge model, 3P Matrix Ranking model: Problems, Plans, Priorities. Planning grid model. Developing the intervention/curriculum plan and modules based on the objectives.

### **Module3: Delivering effective life skills education intervention Programme (10Hrs)**

Understanding and enhancing participation in the Programme. Approaches to active learning. Building rapport and usage of ice-breakers. Training/ active learning techniques- presentations, discussion, stories, pictures and blackboards, demonstration, drama, mime, puppets, role-plays, games, question box, songs, poems, drawings and creative art. Issues and challenges in using various techniques. Role of facilitator in delivering the Programme. Characteristics of a good facilitator. Practical tips for facilitators. Role of counselling and guidance in life skills education.

### **Module-4 Evaluating the effectiveness of life skills education intervention Programme (10Hrs)**

The need for evaluating the effectiveness of the intervention Programme. Evaluating the inputs, processes and outputs of the Programme. Tools for evaluation. Use of T-charts and H- assessments in evaluation. Action research in evaluation. Deciding the progress and follow-ups sessions of intervention Programme.

### **Module-5 Life skills education for students with special needs and addressing issues of vulnerable groups. (10Hrs)**

Life skills education to cope with disabilities. Life skills education for addressing gender issues. Life skills education for reducing substance abuse. Life skills education for orphans and vulnerable children. Life skills education for preventing and living with HIV/AIDS.

### **Module-6 Life skills education based on Indian Knowledge systems (8 Hrs)**

Life skills from Yoga sutra. Life skills lessons from Bhagavad Gita. Life Skills lessons from Ramayana. Mindfulness as a life skill.

### **Suggested Activities**

Case study discussion, video reviews, and role play, Interactive lectures, Individual assignment: case study, reflections, and essay writing, Collaborative learning: group discussion,

### **Readings:**

1. Bose, B., Ancin, D. Frank, J., Malik, A. (2016). *Teaching transformative life skills to students: A comprehensive dynamic mindfulness curriculum*. New York: WW Norton publishers.
2. Central Board of Secondary Education. (2013). *Teacher's Manual–Life Skills for Class-VIII*. New Delhi: Central Board of Secondary Education Publication Unit.
3. Chinmayananda (1975). *The art of man making-Part-I and Part-II*. Mumbai: Central Chinmaya Trust.
4. Family Health International India (October 2007). *Life Skills Education Toolkit for Orphans & Vulnerable Children in India*. New Delhi: Family Health International India Publication.
5. Hanbury, C. (2002). *Life Skills: An Active Learning Handbook for Working with Street Children*. London: Macmillan Education.
6. Leigh, D. (2006). *The group trainer's Handbook: Designing and delivering training for groups*. London: Kogan Page Publication.
7. Peace Corps (2001). *Life Skills manual*. Washington: Peace Corps International.
8. Rogers, H, B. (2016). *The Mindful Twenty-Something- Life Skills to Handle Stress...and Everything Else*. New York: New Harbinger Publishers.
9. Rutt, S. (2020). *An ordinary life transformed- Lessons for everyone from the Bhagavad Gita*. Eugene: Wipf and Stock publishers.
10. Saravanakumar A.R (2020). *Life skills education through lifelong learning*. New York: Lulu Publication.
11. Simmonds, D. (2003). *Designing and delivering training*. London: Charter Institute of Personnel and Development.
12. Vilas, S. (2017). *Ramayana- The Game of Life - Book 2: Conquer Change*. New Delhi: Jaico Publishing House.
13. Vilas, S. (2017). *Ramayana- The Game of Life - Book 2: Shattered Dreams*. New Delhi: Jaico Publishing House.
14. World Health Organization (2020). *Life skills education school handbook: prevention of noncommunicable diseases - Introduction*. Geneva: World Health Organization.
15. Yee, C, S., Reed, S, K. (2015). *Yoga for Life -A Journey to Inner Peace and Freedom*. New York: Atria Publishers.

### ELECTIVE COURSE 18

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7241	Vocational Guidance and Career Counselling	4	3-1-0	50%	50%

#### **Module I: Introduction (15 hrs)**

Meaning, Nature, Need of Guidance, Functions of Guidance.

#### **Module 2: Types of Guidance (15 hrs)**

Educational Guidance - meaning, need and importance. Vocational Guidance - meaning, need and importance. Personal Guidance - meaning, need and importance.

### **Module 3: Guidance and Service (10 Hrs)**

Job Analysis - concept, need, Job Satisfaction-concept, factors affecting job satisfaction C)  
Occupational Information - concept, need. Guidance of the Differently - Abled Students - Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) – Identification, Mainstreaming and providing support services to Differently - Abled Students.

### **Module 4: Counselling (10 Hrs)**

Counselling - meaning, purpose, scope; Types of Counselling - Directive, Non-directive, Eclectic. Process of Counselling (introduction, in - depth, communication, suggestion). Skills in Counselling (listening, questioning, responding). Role of the Counselor, Professional Ethics of a Counsellor.

### **Module 5: Tools and Techniques of Counselling and Counselling (10 Hrs)**

Psychological tests - meaning, need, limitations; Testing - Intelligence, Aptitude, Attitude, Achievement, Interest, Personality, Techniques of Guidance and Counselling Interview: types, procedure, Case Study, Cumulative Record, Anecdotal Record, Diary, Questionnaire.

### **Suggested Activities**

Quiz and term papers, Case study discussion, video reviews, and role play, Interactive lectures, Individual assignment: guided reading, case study, reflections, and essay writing, Collaborative learning: group discussion, case study and video reviews.

### **Readings:**

1. Aggarwal J. C., (2004) Educational and Vocational Guidance and Counselling, 7th Edition, Doaba House; Delhi.
2. Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.
3. Gibson Robert & Mitchell Marianne (2005) Introduction to Guidance and Counselling, 6th Edition, Prentice Hall of India, New Delhi.
4. Gladding Samuel (2011) Counselling - A Comprehensive Profession, 6th Edition, Dorling Kindersley India Pvt. Ltd., New Delhi
5. Kenkateish, S (2001) Special Education, Anmol Publication Pvt. Ltd., New Delhi.
6. Kochhar S.K. (1981) Guidance in Indian Education, New Delhi
7. Kochhar S.K. (1987) Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi
8. Kochhar S.K. (1987) Guidance and Counselling in Colleges and Universities, Sterling Publishers, New Delhi
9. Milne Aileen (2003) Teach Yourself Counselling, McGraw Hill companies, Chicago.
10. Panda, K.C. (1997) Education of Exceptional Children, Vikas Publishing House, Delhi.
11. Sharma R.A. Fundamentals of Guidance and Counselling
12. Sharma Ramnath and Sharma Rachana (2004) Guidance and Counselling in India, Atlantic Publishers and Distributors, New Delhi.

**ELECTIVE COURSE 19**

Course Code	Course Name	Credits	L-T-P	CIA	ESE
PSY7248	Educating Students with Special Needs	4	3-1-0	50%	50%

**Module 1. Introduction to Special needs education (15 Hrs)**

History of special needs education, Underlying principles of special needs of education, Approaches to special needs education- Inclusive education, Legalities surrounding special needs education, Team approaches in special needs education. Special needs education in India.

**Module 2. Student diversity in contemporary Schools (15Hrs)**

Students with disabilities, Students from difficult circumstances, Students with differing sexual orientation, Migrant students.

**Module 3. Special support to students with learning disabilities (10Hrs)**

Nature of learning disabilities, Screening and assessment, Psychoeducational intervention Writing of an individualised education plan, Implementation of the IEP, Formative and summative evaluations

**Practicals:**

NIMHANS Index of Specific Learning Disabilities, Malin's Intelligence Scale for Indian Children, Diagnostic test of learning disability by Swarup Mehtha & D H Mehtha.

**Module 4. Special support to students with physical and sensory disabilities (10Hrs)**

Nature of physical and sensory disabilities, Assessment of students with hearing impairments, visual impairments, and motor disorders, Psycheducational interventions, Educational Program planning for students with hearing impairments, visual impairments, motor disorders and health impairments, Formative and summative evaluations.

**Practicals:**

Snellen test/visual acuity test, Tuning fork tests (optional), Audiometer tests (optional).

**Module -5. Special support for students with developmental disabilities (10Hrs)**

Nature of developmental disabilities, Assessment of students with intellectual disabilities, autism spectrum disorders, attention deficit hyperactive disorders (ADHD), and conduct disorders, Educational and psychological support for students with intellectual disabilities, autism spectrum disorders, ADHD, conduct disorders, Formative and summative evaluations.

**Practicum**

Conduction of the following assessments:

Developmental Psychopathology Checklist, Indian Scale for Assessment of Autism

Connors Comprehensive Behaviour Rating Scales, Behaviour Assessment Scales for Indian Children with Mental Retardation.



### Suggested Activities

Case study discussion, video reviews, and role play, Interactive lectures, Individual assignment: case study, reflections, and essay writing, Collaborative learning: group discussion, Assessments,

### Readings:

1. Cecil, R. Reynolds and Elaine, F, (2007). *Encyclopedia of Special education: a reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals*. 3<sup>rd</sup> Ed, Vol.1.Publisher: John Wiley & Sons.
2. Deiner, P. L. (2005). *Resources for educating children with diverse abilities: birth through eight* (4<sup>th</sup> Ed.). New York: Thomson.
3. Johns, B, McGrath, Z, and Mathur, R. (2010). *The many Faces of Special Educators: their unique talents in working with students with special Needs and in life*. Rowman & Lifflefield Education A division of Rowman & Littlefield Publishers, INC. Lanham.New York. Toronto, Plymouth, U.K.
4. Michael, F. (2009). *Foundations of special Education: An Introduction*. Ed: q, A John Wiley & Sons, Ltd., Publication.
5. Roger P. and George, A. G. (2008), *Teaching Students with Learning Disabilities: A Step-by-Step Guide for Educators*, Corwin Press, A SAGE Company, Pvt. Ltd. 2455 Teller Road. Thousands Oaks, California 91320.
6. Roger, G.G. (2007), *Understanding, Developing, and Writing Effective IEPs*, Corwin Press A SAGE Publications Company 2455 Teller Road Thousand Oaks, California 91320 [www.corwinpress.com](http://www.corwinpress.com).
7. Sicilie, K. and Chental, (2006), *Adolescents on the autism spectrum: a parent's guide to the cognitive, social, physical, and transition needs of teenagers with autism spectrum disorders*.Perigee Trade; The Berkley Publishing Group

### **Ability Enhancement Compulsory Courses**

“AECC” courses are courses based upon content that leads to Knowledge enhancement, for example, Environmental Science and Language Communication. These are mandatory for all disciplines.

- Internship
- Masters Dissertation

**ABILITY ENHANCEMENT COMPULSORY COURSE 1**

Course Code	Course Name	L-T-P	Credits
PSY7401	Internship	NA	5

**Description on Internship**

Each student would be placed in field(s) of their chosen specialization at least for 30 days. The exact field in which each student is placed would include industrial organizations, multinational corporates, schools, rehabilitation centers, hospitals, clinics, etc. The internship that the student needs to undergo is offline.

The internships would be organized in well-structured manner wherein day-to-day activities of each student in field would be charted and closely monitored. The fieldwork would be carried out under the joint supervision of a field supervisor and a faculty supervisor. Ninety per cent of attendance is compulsory.

Completion of all the relevant forms and reports and a final report and their submission to the faculty supervisor is mandatory for a student to successfully complete an internship. Report format of the internship for the IO/Clinical/Educational Psychology will be shared by the faculty coordinator for the internship. The report will include the learning and the process that the student has undertaken during the internship. Orientation on the report will be given to the students before the start of the internship.

The students are further required to appear for comprehensive Viva-Voce. Students will prepare the PPT and present in front of the panel of faculties for 10 minutes followed by Q&A.

**ABILITY ENHANCEMENT COMPULSORY COURSE 2**

Course Code	Course Name	L-T-P	Credits
PSY7402	Master's Dissertation	NA	5

- **Phase I: Selection of The Research area and Topic**

In this phase, the student in consultation with the supervising teacher, identifies the research area and a topic.

- **Phase II: Development of a Research Proposal**

The student, with close supervision by the supervising teacher, develops a proposal and get it approved by the School of PPSH.

- **Phase III: Review of Literature**

Guided by the supervising teacher, the students undertake an exhaustive review of literature on concepts, theories, research evidences, and methods surrounding the topic of research.

- **Phase IV: Instrumentation**

All the instrument to be used for data collection would either be selected or developed during this stage.

- **Phase V: Data Collection**

The complete data required for the research work would be collected in this stage. Development of a data collection plan and all the pre-data collection formalities would also form part of this stage.

- **Phase VI: Data Analysis**

During this stage, the collected data would be examined, cleaned, and analysed based on the data analysis plan. Results are interpreted and supplementary analysis, if needed, would also be carried out.

- **Phase VII: Writing of the Dissertation**

The research output is written in the form of a dissertation following APA format and submitted to the school for final evaluation.

**Bridge courses:**

Bridge courses are designed for MSc students who have completed their undergraduate degree other than BA/BSc Psychology Programme. The courses are planned to provide knowledge about the foundational areas of psychology for the students who have not studied it in their undergraduate studies. Completions of the courses are compulsory for all students who have not studied BA/BSc Psychology. The credits earned by completing bridge courses are considered as other than the Programme (extra) credits.

The courses are:

- Introduction to Psychology -1
- Introduction to Psychology -2

**BRIDGE COURSE 1**

Course Code	Course Name	L-T-P	Credits
PSY1111	Introduction to Psychology - 1	5-1-0	6

**Module 1: What is Psychology? (15 Hrs)**

A definition of psychology: psychology as a science, Origin of psychology: influence of Philosophy and Physiology, Early debate over what psychology should study: Structuralism, Functionalism, Behaviourism, Emergence of modern psychology, Indian psychology: ancient roots and modern development, The application of psychology, Research methods in psychology: observation, correlation, experiments.

**Module 2: Sensation and Perception (18 Hrs)**

Sensory thresholds, Sensory adaptation, Vision, Hearing, Touch and other skin senses-Smell and taste, Kinesthesia and vestibular sense. Sensation to Perception and Attention. Form perception, Visual depth perception, Perceptual constancy, Movement perception. Plasticity, Time perception. Culture and perception. Indian theories of perception. Individual differences in perception.

**Module 3: Learning (19 Hrs)**

Classical Conditioning: The Behaviourist view in relation to learning, Pavlov and classical conditioning, basic principles in classical conditioning, cognitive process in classical conditioning, turning principles into actions. Operant Conditioning: Thorndike and operant conditioning, reinforcement and punishment, additional phenomena of operant conditioning, B. F. Skinner and the shaping of responses, cognitive process in operant conditioning, applications of operant conditioning. Cognitive Learning: latent learning, insight learning, observational learning.

**Module 4: Memory (19 Hrs)**

Ebbinghaus's pioneering studies of memory. Methods of testing memory, the information processing view of memory, working memory. Types of memory, Encoding, Organizing studies, Mnemonic devices, Storage, Retrieval. Forgetting: retrieval and interference, recovered memories or false memories-a controversy, Amnesia and other memory disorders Improving memory.

**Module 5: Cognition and Language (19 Hrs)**

Thinking: concepts, propositions, images, how psychologists' study cognitive processes? Reasoning and Decision making: heuristics, escalation of commitment, emotions and decision making, naturalistic decision making, Problem solving: methods for solving problems, facilitating effective problem solving, factors interfering with effective problem solving

Language: non-human precursors to language, human specialization for language learning, language development, understanding language, reading, language and thought, Bi/multilingualism, Creativity

### Suggested Activities

Individual assignment: guided reading, problem solving exercises, and essay writing.

Collaborative learning: group discussion, and group compilation. Thinking oriented activities - video reviews, case study, reflections, and cross case comparisons, Field visit and term paper.

### Readings:

1. Baron, R. A. & Misra, G. (2016). *Psychology: Indian subcontinent edition* (5<sup>th</sup> Ed.). Chennai: Pearson.
2. Ciccarelli, S. K., White, J. N., & Misra, G. (2018). *Psychology* (5<sup>th</sup> Ed.). Noida: Pearson India.
3. Kalat, J. W. (2017). *Introduction to psychology*. Boston, MA: Cengage Learning.
4. Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986). *Introduction to psychology* (7<sup>th</sup> Ed.). Chennai: McGraw Hill.
5. Nolen-Hoeksema, S., Fredrickson, B. L., Loftus. G. R., & Lutz, C. (2014). *Atkinson & Hilgards's introduction to psychology* (16<sup>th</sup> Ed.). Delhi: Cengage Learning India.
6. Passer, M. W., & Smith, R. E. (2011). *Psychology: the science of mind and behaviour* (5<sup>th</sup> Ed.). New Delhi: McGraw Hill Education India.
7. Rao, K. R., Paranjpe, A. C. & Dalal, A. K. (2008). *Handbook of Indian psychology*. Delhi: Foundation Books
8. Weiten, W. (2017). *Psychology: themes and variations* (10<sup>th</sup> Ed.). Boston, MA: Cengage Learning

**BRIDGE COURSE 2**

Course Code	Course Name	L-T-P	Credits
PSY12114	Introduction to Psychology - 2	5-1-0	6

**Module 1: Motivation (15 hrs)**

Motives as inferences, explanations, and predictions, Major theories of motivation Hunger motivation: social and cultural influences of eating, Sexual motivation: sexual development and identity, sexual orientation, Aggressive motivation, Achievement motivation, Intrinsic motivation.

**Module 2: Emotion (19 hrs)**

The nature of emotion, Expression and perception of emotions, Major theories of emotions Emotion and cognition, Culture and emotion, Rasa-bhava theory of emotion.

**Module 3: Intelligence (18 hrs)**

Defining intelligence: unitary or multifaceted, Gardner's theory of multiple intelligences Sternberg's triarchic theory, Cattell's theory of fluid and crystalized intelligence, Measuring intelligence, Individual and group tests, Intelligent Quotient (IQ), Alfred Binet's Intelligence test, The Wechsler Scales, The role of heredity and environment in intelligence, Emotional intelligence.

**Module 4: Personality (19 hrs)**

What is personality, Approaches to personality, Theories of personality: Psychoanalytic approaches and theories: Freud, Jung, and Adler. Trait theories: Allport, Cattell and McCrae and Costa, Humanistic theories: Rogers and Maslow. Learning approaches: Pavlov, Skinner, and Bandura. Assessment of personality: self-reports, questionnaires and inventories, projective tests.

**Module 5: States of Consciousness (19 hrs)**

Measuring consciousness, Purpose of consciousness, waking states of consciousness, Sleep and dreams, Other states of consciousness, Consciousness-altering drugs, psychological mechanisms underlying drug abuse.

**Suggested Activities**

Individual assignment: guided reading, problem solving exercises, and essay writing. Collaborative learning: group discussion, and group compilation. Thinking oriented activities - video reviews, case study, reflections, and cross case comparisons, Field visit and term paper.



**Readings:**

1. Baron, R. A. & Misra, G. (2016). *Psychology: Indian subcontinent edition* (5<sup>th</sup> Ed.). (2016). Chennai: Pearson.
2. Ciccarelli, S. K., White, J. N., & Misra, G. (2018). *Psychology* (5th Ed.). Noida: Pearson India.
3. Kalat, J. W. (2017). *Introduction to psychology*. Boston, MA: Cengage Learning.
4. Nolen-Hoeksema, S., Fredrickson, B. L., Loftus. G. R., & Lutz, C. (2014). *Atkinson & Hilgards's introduction to psychology* (16th Ed.). Delhi: Cengage Learning India.
5. Passer, M. W., & Smith, R. E. (2011). *Psychology: the science of mind and behaviour* (5th Ed.). New Delhi: McGraw Hill Education India.
6. Weiten, W. (2017). *Psychology: themes and variations* (10th Ed.). Boston, MA: Cengage Learning