



**ADAMAS UNIVERSITY**  
**SCHOOL OF HEALTH AND MEDICAL**  
**SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

**Programme: M.A/M.Sc in Psychology**

**Course Structure and Syllabus**

**2025- 2027**

## **VISION OF THE UNIVERSITY**

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible, well- grounded individuals contributing to nation building.

## **MISSION OF THE UNIVERSITY**

MS 01: Improve employability through futuristic curriculum and progressive pedagogy with cutting edge technology.

MS 02: Foster outcomes based education system for continuous improvement in education, research and all allied activities.

MS 03: Instil the notion of lifelong learning through culture of research and innovation.

MS 04: Collaborate with industries, research centres and professional bodies to stay relevant and up-to-date.

MS 05: Inculcate ethical principles and develop understanding of environmental and social realities.

## **VISION OF THE SCHOOL**

To be recognized globally as a provider of best quality education in the fields of Pharmacy, Food and Nutrition, Optometry, Psychological sciences and Mental Health while providing firm footings for fundamental and interdisciplinary research

## **MISSION OF THE SCHOOL**

MS 01: To develop solutions for the challenges in human life through value-based scientific education.

MS 02: To conduct research leading to innovation in sciences.

MS 03: To nurture students into scientifically competent professionals in the usage of modern tools.

MS 04: To foster in students, a spirit of inquiry and collaboration to make them ready for career in teaching, research and corporate world

## DEPARTMENT OF PSYCHOLOGY

**Name of the Program: MA/MSc in Psychology**

### **Program Educational Objectives (PEO)**

**PEO 01: Knowledge in Psychology-** Post-graduates will develop a solid understanding of core and advanced psychological principles, theories, and methods across various subfields, enabling them to analyse human behaviour scientifically and apply this knowledge in diverse contexts.

**PEO 02: Practical Skills and Applications-** Post-Graduates will acquire essential practical skills, including psychological assessment, research methodologies, and data interpretation, preparing them for professional practice, further education, or interdisciplinary collaboration.

**PEO 03: Ethical and Inclusive Practice-** Post-Graduates will cultivate ethical awareness and sensitivity toward diversity, equipping them to address psychological challenges responsibly and inclusively in multicultural and global contexts while also keeping the indigenous realities in mind.

**PEO 04: Lifelong Learning and Personal Growth-** Graduates will demonstrate a commitment to lifelong learning, critical thinking, and self reflection, empowering them to adapt to evolving societal needs and contribute to the well-being of individuals and communities.

**PEO 05: To Develop a Culture of Research, Innovation and Industry Application** such that post-graduates are empowered to develop and become the workforce of tomorrow

**PROGRAM OUTCOMES- M.A./M.Sc. PSYCHOLOGY**

PO1: Knowledge and Application of Psychological Principles: Demonstrate in-depth knowledge and understanding of Psychological theories and principles and able to integrate and apply the knowledge in more constructive ways

PO2: Problem Analysis and Critical Thinking: Demonstrate ability to conceptualize research problems and use the information to solve applied problems using modern psychological tools and methods

PO3: Community Based Implementation of psychological Principles: Apply the principles and techniques of psychosocial theories in community-based programs for the welfare of the community at large.

PO4: Ethics in psychology: Understand and follow the ethical considerations in dealing with clients and community at large.

PO5: Cultural Sensitivity and Appreciation of Indian Knowledge System: Knowledge of Indian Knowledge Systems and culturally applicable psychological principles to understand and aid the various Indian communities.

PO6: Application of Psychological principles consistent with Sustainable Development Goals

PO7: Leadership and Team work: Developing into leaders and honing their soft-skills that can be applicable in the workspace and aid in their learning

PO8: Life-long learning: Demonstrates a curiosity to continue life-long learning of the theories, modern approaches and application of psychological principles and techniques.



**School of Health and Medical Sciences**

**Post Graduate Programme Structure**

**M.A in Psychology (PSY4203)**

**M.Sc in Psychology (PSY4208)**

1<sup>st</sup> Year

**SEMESTER I**

S.No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks	Total Credits
				L	T	P	C		
1	CC	PSY452	Advanced Cognitive Psychology	3	1	0	4		
2	CC	PSY453	Psychology of Emotions and Motivation	3	1	0	4		
3	CC	PSY454	Psychopathology I	3	1	0	4		
4	CC/RM	PSY455	Research Methodology in Psychology	3	1	0	4		
5	DSE	PSY456	Introduction to Organizational Behaviour	3	0	1	4	Any one	
	DSE	PSY457	Advanced Social Psychology	3	0	1	4		
	DSE	PSY458	Introduction to Community Mental Health	3	0	1	4		

	MDE	PSY451	Political Psychology	3	1	0	4		
6	SEC	PSY459	Mental Health and Artificial Intelligence	2	0	0	2		
7	SEC	CLL406	Advanced Soft Skills and Aptitude I	1	0	0	1		
8	AEC	AEC408	French I	2	0	0	2	Any One	
	AEC	AEC409	German I	2	0	0	2		
	AEC	AEC410	Spanish I	2	0	0	2		
Semester Credits							25		

SEMESTER II									
1	CC	PSY501	Advanced Statistics and Data Analysis	3	1	0	4		
2	CC	PSY502	Qualitative Methods in Psychology	3	1	0	4		
3	CC	PSY503	Advanced Human Development	3	1	0	4		
4	DSE	PSY504	Human Resource Management	3	0	1	4	Any One	
	DSE	PSY505	Social Cognition and Affect	3	0	1	4		
	DSE	PSY506	Psychopathology II	3	0	1	4		
5	MDE	PSY507	Applied Forensic Psychology	3	1	0	4		
6	SEC	PSY460	Persuasion Skills	2	0	0	2		

7	SEC	CLL407	Advanced Soft Skills and Aptitude II	1	0	0	1		
8	AEC	AEC503	French II	2	0	0	2		
	AEC	AEC504	German II	2	0	0	2		
	AEC	AEC505	Spanish II	2	0	0	2		
Semester Credits							25		
Exit option with Post-Graduate Diploma after the first year or two semesters with the completion of courses equivalent to 50 credits									

**2<sup>nd</sup> Year of PG curricular structure for 2-year PG Programmes**  
**PG Curricular Structure with Coursework**

**PG Curricular Structure with only Coursework**

2 <sup>nd</sup> Year									
SEMESTER III									
Sr. No	Type of Course	Code	Title of the Course	Contact Hours				Remarks	
				L	T	P	C		
1	CC	PSY508	Basics of Health Psychology	3	1	0	4		
2	CC	PSY509	Advanced Guidance and Counselling	3	1	0	4		
3	CC	PSY510	Psychometry and Survey Design	3	0	1	4		
4	DSE	PSY512	Applied Social Psychology and Social Change	3	0	1	4	Any One	
	DSE	PSY511	Industrial Environmental Psychology	3	0	1	4		

	DSE	PSY513	Psychotherapeutic Approaches	3	0	1	4		
5	MDE	PSY514	Cross-cultural Psychology	3	1	0	4		
6	INT	PSY516	Internship	0	0	2	2		
7	SEC	CLL502	Advanced Soft Skills and Aptitude III	1	0	0	1		
Semester Credits							23		

SEMESTER IV									
1	CC	PSY519	Applications of Positive Psychology	3	1	0	4		
2	DSE	PSY521	Intergroup Relations and Peace Psychology	3	0	1	4	Any One	
	DSE	PSY522	Advanced Disability and Rehabilitation	3	0	1	4		
	DSE	PSY520	Consumer Psychology	3	0	1	4		
3	DSE	PSY523	Organization Change and Development	3	0	1	4		
	DSE	PSY524	Psychology of Power,	3	0	1	4		

			Oppression and Privilege						
	DSE	PSY525	Neuropsychology	3	0	1	4		
4	ENT	PSY526	Psychology and Entrepreneurship	2	0	0	2		
5	Project	PSY527	Academic Project	0	4	4	8		
							22		
Total Credits								44	

**2<sup>nd</sup> Year of PG curricular structure for 2-year PG Programmes**  
**One-year PG Programme after completion of Four-Year UG Programme (4+1)**  
**PG Curricular Structure with Coursework and Research**

2 <sup>nd</sup> Year									
SEMESTER III									
Sr. No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks	Total Credits
				L	T	P	C		
1	CC	PSY508	Basics of Health Psychology	3	1	0	4		
2	CC	PSY510	Psychometry and Survey Design	3	0	1	4		
3	DSE	PSY511	Industrial Environmental Psychology	3	0	1	4	Any One	
	DSE	PSY512	Applied Social Psychology and Social Change	3	0	1	4		

	DSE	PSY513	Psychotherapeutic Approaches	3	0	1	4		
	MDE	PSY514	Cross-cultural Psychology	3	1	0	4		
4	CC	PSY515	Tools and Techniques for Research Writing in Psychology	2	0	0	2		
5	INT	PSY516	Internship	0	0	2	2		
6	SEC	CLL502	Advanced Soft Skills and Aptitude III	1	0	0	1		
7	PROJECT/ RESEARC H	PSY517	Dissertation Part I	0	3	3	6		
Semester Credits							23		
SEMESTER IV									
1	CC	PSY519	Applications of Positive Psychology	3	1	0	4		
2	DSE	PSY520	Consumer Psychology	3	0	1	4	Any One	
	DSE	PSY521	Intergroup Relations and Peace Psychology	3	0	1	4		
	DSE	PSY522	Advanced Disability and Rehabilitation	3	0	1	4		
3	ENT	PSY526	Psychology and Entrepreneurship	2	0	0	2		

4	Project	PSY528	Dissertation Part II	0	6	6	12		
Semester Credits							22		

### PG Curricular Structure with only Research

2 <sup>nd</sup> Year									
SEMESTER III									
S.No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks	
				L	T	P	C		
1	CC	PSY510	Psychometry and Survey Design	3	0	1	4		
2	DSE	PSY512	Applied Social Psychology and Social Change	3	0	1	4	Any One	
	DSE	PSY511	Industrial Environmental Psychology	3	0	1	4		
	DSE	PSY513	Psychotherapeutic Approaches	3	0	1	4		
	MDE	PSY514	Cross-cultural Psychology	3	1	0	4		
3	CC	PSY515	Tools and techniques for research writing in Psychology	2	0	0	2		
4	SEC	CLL502	Advanced Soft Skills and Aptitude III	1	0	0	1		
5	Project	PSY518	Dissertation Part-I	0	6	6	12		
Semester Credits							23		
SEMESTER IV									

1	ENT	PSY526	Psychology and Entrepreneurship	2	0	0	2	Any One
2	Project	PSY529	Dissertation Part-II	0	10	10	20	
Semester Credits								22
Total Year Credits								45

### SEMESTER 1

<b>PSY452</b>	<b>Advanced Cognitive Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

#### Course Description:

This course explores the core aspects of cognitive psychology, examining how humans perceive, think, remember, and learn. It covers key cognitive processes like attention, perception, memory, and language, emphasizing modern theories and models. Students will analyse problem-solving, decision-making, creativity, and the cognitive aspects of emotion and motivation. The course also highlights the interdisciplinary nature of cognitive psychology and its practical applications in fields such as education, healthcare, and technology. By the end, students will gain a thorough understanding of cognitive processes and their relevance to real-world scenarios.

#### Course Objectives:

- 1) Provide students with a comprehensive understanding of the foundational principles of cognitive psychology.
- 2) Enable students to apply cognitive theories to real-world scenarios and practical problems.
- 3) Develop students' ability to analyze and critique research methodologies in cognitive psychology and neuroscience.

- 4) Ensure students are familiar with major concepts, theoretical perspectives, and empirical findings in cognitive psychology.
- 5) Enhance understanding of the relationship between brain, mind, and Behaviour in the context of cognitive processes.

**Course Outcome:**

By the end of this course, students will:

- 1) Demonstrate an understanding of the foundational principles of cognitive psychology.
- 2) Apply cognitive theories to real-world scenarios.
- 3) Develop the understanding on memory, attention and language.
- 4) Demonstrate familiarity with major concepts, theoretical perspectives, and empirical findings in cognitive psychology.
- 5) Understand the relationship between brain, mind, and Behaviour in the context of cognitive processes

**Unit 1: Introduction to Cognitive Psychology (12 Hours)**

Definition of cognitive psychology, historical developments, relation to structuralism, functionalism and Behaviourism. Interdisciplinary Nature of cognitive psychology: Intersections with neuroscience, linguistics and philosophy, application in field such as education, healthcare and technology. Indian perspectives to cognition, consciousness.

**Unit 2: Attention and Perception (12 Hours)**

Attention: Attention Processes; Selective Attention, Divided Attention and Sustained Attention, Signal Detection Theory, Theoretical Perspectives: Broadbent, Treisman. Concepts of serial & parallel distributed processing, top-down, and bottom-up processing. Perception: Gestalt Laws of Perceptual Organization, Figure & Ground Phenomenon, Depth Perception, Theoretical Perspectives: Gibson & Gregory.

**Unit 3: Memory and Forgetting (12 Hours)**

Memory: Introduction; Sensory memory; Short Term Memory, Working Memory. Models of memory- (Modal Model) Atkinson and Shiffrin's model, Craik and Lockhart; Tulving. Long Term Memory- Encoding in LTM; Retrieval in LTM; Declarative and Non-declarative, Autobiographical Memory; Flashbulb Memories, Eye Witness Testimony; Memory Strategies. Forgetting: Theories of Forgetting, Ebbinghaus, Serial Position Curve, Inference Theory

**Unit 4: Learning (12 Hours)**

Definition, Concepts- latent learning, insight learning, observation learning, classical and instrumental learning. Theoretical Perspectives- Skinner, Pavlov, Tolman.

**Unit 5: Thinking & Problem Solving (12 Hours)**

Thinking: Types of Thinking, Schema, Concept formation, Jerome Bruner. Problem Solving: Obstacles to Problem Solving, Heuristics, Metacognition

**Unit 6: Language and Language Acquisition (12 Hours)**

Introduction to Language: Properties (generativity, arbitrariness), components of language, language production: phoneme, morphemes, syntax, semantics, pragmatics. Language comprehension, Language Acquisition (Nativist theories, Behaviourist theories, Interactionist theories), Bilingualism and cognitive advantage, language disorders.

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Reading:**

1. Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Psychology Press.
2. Matlin, M. W. (2013). *Cognition* (8th ed.). Wiley.
3. Neisser, U. (2014). *Cognitive psychology: Classic edition*. Psychology Press. (Original work published 1967)
4. Reisberg, D. (Ed.). (2013). *The Oxford handbook of cognitive psychology*. Oxford University Press.
5. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive neuroscience: The biology of the mind* (5th ed.). W. W. Norton & Company.
6. Galotti, K.M. (2008). *Cognitive Psychology: In and out of the laboratory* (2nd Ed.). Bangalore: Wadsworth, Cengage Learning India Private Limited.
7. Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning and Remembering*. Delhi: Cengage Learning India Private Limited.

<b>PSY453</b>	<b>Psychology of Emotions and Motivation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				

Co-requisites	
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### Course Description

This course offers a comprehensive exploration into the multifaceted world of emotions and motivation, integrating diverse theoretical perspectives with practical applications. Beginning with foundational approaches to understanding emotions, including evolutionary, social constructivist, psychodynamic, and appraisal models, the course delves into the process, function, and relationship between well-being and emotions, incorporating traditional Bhava and Rasa theories. It then transitions to critically examining affect as a methodology, exploring complex emotional states like shame, guilt, and grief, and addressing emotional development and dysregulation. The latter part of the course focuses on the applied understanding of emotions in contexts such as memory, health, and emotional intelligence, emphasizing empathy, compassion, and collective emotions. Finally, the course provides an in-depth look at motivation from evolutionary, biological, and needs-based standpoints, covering theories like Self-determination Theory and the Flow State, and addressing critical applied issues related to gender, race, culture, achievement, resilience, grit, and perseverance.

### Course Objectives

Upon successful completion of this course, students will be able to:

1. Analyze emotional theories
2. Evaluate affect as methodology
3. Apply emotional understanding
4. Explain motivational theories
5. Examine socio-cultural influences

### Course Outcomes

Upon successful completion of this course, students will have:

1. Synthesized emotional knowledge
2. Developed critical analytical skills
3. Enhanced emotional literacy

4. Articulated motivational principles
5. Understood socio-cultural impacts

## **Course Outline**

### **Unit 1: Approaches of Understanding emotions**

Theoretical Perspectives: Evolutionary perspective, social construction of emotion, Culture and emotions, Psychodynamic, Evolutionary and Cultural Perspectives, appraisal models of emotion. Process and function of emotions, relationship between well-being and emotions. Bhava and Rasa theories of emotions.

### **Unit 2: Affect as Methodology and Complex Affect**

Rethinking positivist methodologies, Affect as methodology, critical debates and current trends in studying affect and emotion. Exploring Emotional development and emotional dysregulation, Engendering Emotion. Understanding of shame, guilt, envy, jealousy, pain, anger and Grief.

### **Unit 3: Applied understanding of emotions**

Emotion and Memory, emotions and health, trauma and remembering, emotional intelligence, Love and intimacy. Emotional Well-Being and Emotional Intelligence. The use of Empathy, Compassion, positive emotions, disgust, and collective emotions

### **Unit 4: Motivation**

Evolutionary perspective of motivation, biological and needs-based theory of emotions, the self-protecting service of motivation, emotions as biological signals for motivation, Homeostasis and Allostasis, affective neuroscience of motivation (Panssepp's systems).

### **Unit 5: Models of Motivation**

Needs-Based Model of Emotion, Self-determination Theory, Intrinsic and Extrinsic Emotions, Need to Belong, Goal-Orientation, Self-Enhancement and Self-Preservation, Issues of Defensive Pessimism and Narcissism, Flow State, Threat Perception and Risk Reduction.

### **Unit 6: Applied issues in motivation and emotion**

Issues of gender, race, and culture, understanding achievement and motivation, resilience and cultural assets, grit and perseverance.

### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation

- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings:**

Barnwell, A. (2020). *Critical affect: The politics of method*. Edinburgh University Press.

Hemmings, C. (2015). Affect and feminist methodology, or what does it mean to be moved?. *Structures of feeling: Affectivity and the study of culture*, 5, 147-158.

Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). *Handbook of emotions*. Guilford Press.

Morling, B. & Kitayama, S. (2008). Culture and motivation. In J. Y. Shah & W. L. Gardner (Eds.), *Handbook of Motivation Science* (pp. 417-433). New York

Scheff, T. J. (1983). Toward integration in the social psychology of emotions. *Annual review of sociology*, 9(1), 333-354.

Sheldon, K. M. & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being. The self-concordance model. *Journal of Personality and Social Psychology*, 76, 482-497

Sedikides, C. & Alicke, M. D. (2012). Self-enhancement and self-protection motives. In R. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 303-322). New York, NY: Oxford University Press.

<b>PSY454</b>	<b>Psychopathology I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

### **Course Description**

This course provides an in-depth exploration of the nature, classification, and theoretical understanding of psychological disorders. Students will examine major diagnostic systems (DSM-5-TR and ICD-11), key concepts of normality and abnormality, and various models of psychopathology including biological, psychodynamic, cognitive, and multicultural

perspectives. The course covers symptomatology and etiological factors of a range of mental health conditions including anxiety, mood, obsessive-compulsive, eating, trauma-related, dissociative, neurodevelopmental, and disruptive disorders. Emphasis is placed on critical analysis, diagnostic understanding, and application of theoretical frameworks to clinical conditions.

- **Course Objectives**

1. To understand the purpose, structure, and application of major classification systems in psychopathology (DSM-5-TR and ICD-11), and to critically examine the challenges and needs associated with clinical diagnosis.
2. To explore the definitions of normality and abnormality, and to analyze major theoretical models explaining psychopathology, including dimensional vs. categorical approaches to diagnosis.
3. To identify and explain the symptoms and etiological factors of anxiety disorders, OCD and related disorders, mood disorders including suicide, and eating disorders.
4. To provide an overview of trauma and stress-related disorders and examine the nature, symptoms, and possible causes of dissociative disorders.
5. To explore the concept of various neurodevelopmental disorders and understand the features and underlying mechanisms of disruptive, impulse-control, and conduct disorders.

- **Course Outcomes**

Students will be able to

1. explain and critically evaluate the DSM-5-TR and ICD-11 classification systems and demonstrate an understanding of the rationale, benefits, and limitations of psychiatric diagnosis.

2. differentiate between various theoretical models of psychopathology, apply these frameworks to understand mental disorders, and distinguish between dimensional and categorical approaches to classification.
3. identify and describe the clinical features and etiological factors of anxiety disorders, OCD-related disorders, mood disorders (including suicide), and eating disorders.
4. recognize the symptoms and underlying causes of trauma and stress-related disorders, and explain the clinical presentation and theoretical understanding of dissociative disorders.
5. describe the characteristics of key neurodevelopmental disorders and gain insight into the clinical features and potential causes of disruptive, impulse-control, and conduct disorders.

### **Course Descriptions**

#### **Unit 1: Classification system in psychopathology (10 hours)**

- Classificatory systems - DSM 5 TR & ICD 11
- Needs and challenges of diagnosis.

#### **Unit 2: Models of Psychopathology (14 hours)**

- Concept of normality and abnormality in the context of psychopathology, Clinical criteria of “abnormality”; continuity (dimensional) versus discontinuity (categorical).
- Theoretical models of psychopathology - Biological, Psychodynamic, Behavioural, Cognitive, Existential, Humanistic, Biopsychosocial and Multicultural.

#### **Unit 3: Anxiety, Mood, OCD and related disorders, Eating disorders (14 hours)**

- Anxiety disorders: symptoms and etiology of GAD, Panic, Phobia, Agoraphobia, & Social anxiety.
- OCD: symptoms and etiology of OCD and related disorders.
- Mood disorders: symptoms and etiology of Unipolar depression and Bipolar disorders. Suicide.
- Symptoms and etiology of Eating disorders: Anorexia Nervosa, Bulimia Nervosa and Binge eating disorders.

#### **Unit 4 : Trauma and Stress Related Disorders and Dissociative Disorders (14 hours)**

- Overview of Trauma and stress related disorders - PTSD, Acute stress disorder, Adjustment disorder
- Concept of Dissociative disorders - Dissociative Amnesia, Dissociative fugue, Depersonalization and Derealization disorders, Dissociative Identity disorder.

#### **Unit 5: Neurodevelopmental disorders, Disruptive, Impulse control and conduct disorders(14 hours)**

- Concept of intellectual disability, Autism Spectrum disorder, ADHD, and Specific Learning disorder, communication disorders.
- Overview of Oppositional Defiant Disorder, Intermittent Explosive disorder, Conduct disorder.

#### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping

- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings**

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)*. Washington, D.C. APA

Kaplan, I. H & Sadock, J. B., (2007) *Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry* London: Lippincott Williams & Wilkins

Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). Worth / Macmillan Learning

Krueger, R. F., and Blaney, P. H. (eds), (2023). *Oxford Textbook of Psychopathology*, 4 edn (New York; online edn, Oxford Academic, 1 Mar. 2023).

Thapar, A., Pine, D. S., Cortese, S., Creswell, C., Ford, T. J., Leckman, J. F., Stringaris, A., Scott, S., Snowling, M. J., & Taylor, E. A. (Eds.). (2025). *Rutter's child and adolescent psychiatry and psychology* (7th ed.). John Wiley & Sons.

World Health Organization. (2019). *International Statistical Classification of Diseases and Related Health Problems* (11th ed.)

Butcher, J. N., & Kendall, P. C. (Eds.). (2018). *APA handbook of psychopathology: Child and adolescent psychopathology*. American Psychological Association

<b>PSY455</b>	<b>Research Methodology in Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	1	0	4
Pre-requisites	Basic Graduation knowledge in psychology or Allied Disciplines				
Co-requisites					

**Course Description:** This course provides an advanced and in-depth understanding of principles, methods, and applications of research in psychology, covering both quantitative and qualitative research. The course aims to equip students with the knowledge and skills necessary to design, conduct, analyse, and interpret psychological research. Students will gain practical experience in writing research reports in APA format. Through seminars, group discussions, and lectures, the course aims to engage students in contemporary debates in social science and psychology.

### **Course Objectives**

1. Analyze core **research principles** and **ethical issues** in psychology.
2. Distinguish and apply **quantitative, qualitative, and mixed-methods** research approaches.
3. Formulate effective **research problems, hypotheses**, and master **sampling techniques**.
4. Design and evaluate various **experimental and non-experimental research designs**.
5. Systematically conduct and professionally **report psychological research**.

### **Course Outcomes**

1. Articulate fundamental **research concepts** and **ethical considerations**.
2. Select and justify appropriate **research methodologies** for psychological inquiry.
3. Develop well-defined **research questions** and implement suitable **sampling strategies**.
4. Apply diverse **research designs** to address psychological phenomena.
5. Produce professional **research proposals** and **reports** following academic standards.

### **Course Content**

#### **Unit 1: Meaning, Purpose, and Paradigms of Research (10 hours)**

- Definition and objectives of Research in Psychology. Importance of ethical issues in psychological research. Types of research: Basic, applied, action, non-participatory, longitudinal, cross-sectional, cohort, and pilot studies.

#### **Unit 2: Variables, Research Problem and Hypothesis (10 hours)**

- Fundamental concepts of research problems, selection, and formulation of problems. Nature and criteria of hypotheses, hypotheses in relation to fact, theory, and law, and the falsification paradigm. Concepts, constructs, and operational definitions of variables. Types of variables and controlling techniques.

#### **Unit 3: Sampling and Sampling Techniques**

- Sampling techniques: Purposes, types, and methods., probability and non-probability

#### **Unit 3: Research Designs (10 hours)**

Characteristics of a good research design. Basic principles of experimental and quasi-experimental research, correlational. Types of Experimental design, Matched group,

Randomized, single-subject design, factorial design, Nested design, single-subject and ex-post facto design,

#### **Unit 4: Research Process and Report Writing (10 hours)**

- Components and outline of different phases in the research process. Developing a research question and choosing a problem. Literature review and data collection using primary and secondary data. Major components of framing a research proposal. Writing a research report, steps involved in reporting research for journal articles, and dissertation using APA format.

#### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

#### **Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

### **Suggested Readings:**

Clarke, V., & Braun, V. (2019). Feminist qualitative methods and methodologies in psychology: A review and reflection. *Psychology of Women and Equalities Section Review*, 2(1), 13-28.

Denzin, N. K. (2008). The new paradigm dialogs and qualitative inquiry. *International journal of qualitative studies in education*, 21(4), 315-325.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Oxford and IBH Publishing.

May, T., & Perry, B. (2022). *Social research: Issues, methods and process*. McGraw-Hill Education (UK).

Neuman, W. L. (2007). *Basics of social research*.

<b>PSY456</b>	<b>Introduction to Organizational Behaviour</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	Basic Knowledge of Psychology				
Co-requisites					

### **Course Description**

This course provides an in-depth exploration of organizational Behaviour through the lens of industrial psychology. It focuses on understanding, predicting, and influencing human behaviour in workplace settings by integrating psychological theories and research with practical organizational applications. Students will examine core topics such as motivation, leadership, job satisfaction, organizational culture, communication, decision-making, group dynamics, conflict resolution, and organizational change. Emphasis is placed on the

psychological processes underlying individual and group behaviour and how these processes affect organizational effectiveness.

The course encourages critical thinking and analytical skills by applying theoretical knowledge to real-world organizational challenges. Through case studies, discussions, and applied research, students will develop competencies to assess and enhance workplace functioning, employee well-being, and organizational performance. The course also highlights the role of ethics, diversity, and cultural context in shaping organizational behaviour, preparing students to become effective psychologists and HR professionals in diverse organizational settings.

### **Course Objectives**

1. Analyze core **OB theories** and their relevance to **Indian workplace challenges**.
2. Examine **individual Behaviour** (attitudes, motivation, stress) in organizational settings.
3. Cultivate skills in **group dynamics, teamwork**, and conflict resolution.
4. Develop effective **leadership** and **communication** competencies, including ethical considerations.
5. Understand **organizational systems, culture**, and apply positive psychological interventions.

### **Course Outcomes**

1. Demonstrate a comprehensive understanding of **key OB concepts** in contemporary work environments.
2. Apply **psychological frameworks** to analyze individual Behaviour and well-being at work.
3. Effectively contribute to and manage **team performance** and group decision-making.
4. Exhibit informed and ethical **leadership** and organizational communication.
5. Propose solutions for **organizational development** and employee well-being through ethical practices and interventions.

### **Course Content:**

#### **Unit 1: Overview of Industrial Psychology and Organizational Behaviour (10 Hours)**

Definition, nature, and scope of OB, Historical evolution and multidisciplinary foundations, OB in the context of Industrial Psychology, Contemporary challenges and future trends, Organizational Behaviour: Challenges in the Indian Setting

### **Unit 2: Individual Behaviour in Organizations (14 Hours)**

Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour, Work Engagement, Work-Life Balance, Organizational and Occupational Stress-Concept and definition, Theories of Occupational Stress, Types of stress and Sources of Job stress.

Work Motivation: Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign and their organizational applications, Emotional intelligence and psychological capital

### **Unit 3: Group and Team Dynamics (10 Hours)**

Types and stages of group development, Team building and high-performing teams, Group decision-making and problem-solving, Conflict management and negotiation skills

### **Unit 4: Leadership and Communication (10 Hours)**

Leadership theories (Trait, Behavioural, Contingency, Transformational, Servant Leadership), Leadership effectiveness and development, Organizational, communication – types, barriers, and strategies, Positive leadership, Feedback and performance conversation, ethical dimensions and leadership.

### **Unit 5: Organizational System and Culture (8 Hours)**

Organizational structure and design, Organizational culture: formation, sustenance, and change, Work climate and job satisfaction, Ethics and corporate social responsibility.

### **Unit 6: Positive Organizational Behaviour (8 Hours)**

Positive Organizational Behaviour: Optimism, Emotional Intelligence and training of Emotional intelligence, motivational training. Positive psychological intervention, Employee counselling, workplace counselling

**Practical :**

1. Intrinsic Extrinsic Motivation: Agrawal, K.G. (1988). Manual for Work Motivation Questionnaire. Agra: National Psychological Corporation
2. The Organizational Role Stress Scale (ORS), developed by Udai Pareek, is a psychometric instrument used to measure the level of role stress experienced by individuals in organizations

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

### **Suggested Readings:**

Chadha, N.K. (2007). Organizational Behaviour. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). Organizational Behaviour: Managing People & Organizations. New Delhi :Biztantra publishers.

Landy, F.J. & Conte, J.M. (2007). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.

Luthans, F. (2009). Organizational Behaviour. New Delhi: McGraw Hill. Muchinsky, P. (2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.

Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational Behaviour in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007). Organizational Behaviour (12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008). Organizational Behaviour (10th Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). Organizational Behaviour: Texts & Cases. India: Dorling Kindersley Sinha, J.B.P. (2008). Culture and Organizational Behaviour. New Delhi: Sage.

### **Further Readings**

Blum, N.L. & Naylor, J.C.: Industrial Psychology- Its Theoretical and Social Foundation

Schultz, D.P. & Schultz S.E.: Psychology and Work Today: an Introduction to Industrial and Organizational Psychology, Prentice Hall

<b>PSY457</b>	<b>Advanced Social Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

**Course Objectives:**

1. **Foundational & Methodological Expertise:** To develop a critical understanding of core social psychological theories and advanced research methodologies, promoting **inquiry-based learning** and **research aptitude**.
2. **Holistic Understanding of Social Processes:** To analyze complex social cognitive, affective, and self-processes, and their manifestation in interpersonal and group dynamics, fostering a **multidisciplinary perspective** on human Behaviour.
3. **Proficiency in Social Influence & Attitudes:** To comprehend the mechanisms of social influence and attitude formation, enabling **analytical thinking** about their impact on individual and collective Behaviour.
4. **Cultural & Global Competence:** To examine social psychological phenomena within diverse cultural contexts, fostering **global citizenship** and an appreciation for local knowledge systems.
5. **Applied Problem-Solving & Innovation:** To apply advanced social psychological principles to analyze and propose evidence-based solutions for real-world challenges, emphasizing **experiential learning**, **innovation**, and **ethical practice**.

## **Course Outcomes:**

1. **Critically evaluate** diverse social psychological theories and **design/appraise** advanced, ethically sound research methods.
2. **Analyze** the interplay of social cognition, affect, self, and their roles in shaping interpersonal/group dynamics.
3. **Assess** social influence strategies and attitude change processes, and **propose** Behavioural insights.
4. **Contextualize** social phenomena within diverse cultural frameworks, including indigenous perspectives.
5. **Develop and justify** evidence-based social psychological interventions or analyses for real-world problems, demonstrating **innovative thinking** and **ethical reasoning**.

## **Course Content**

### **Unit 1: Foundations of Social Psychology (10 Hours)**

Theoretical perspective: Symbolic interaction theory, Social Construction, Social representation, Social exchange theory, Social Identity theory and self-categorization theory, evolutionary perspective. Use of research methods in studying social phenomena: Experiments, survey design, regression and qualitative methods.

### **Unit 2: Social Cognition, Affect and The Self (10 Hours)**

Social cognition: Dual-Process Models, Schemas, Heuristics and Biases, embodied cognition, implicit social cognition. Attribution theories: Heider and Kelly's model, intuitive sociology and attribution, attributional biases, culture and attribution. Role of affect in social judgment and decision-making. Self in Social context: Self-concept and social identity, self-esteem, self-regulation, self-presentation and impression management

### **Unit 3: Attitudes, persuasion and Social Influence (6 Hours)**

Attitudes: Formation, structure, function, link between attitude-Behaviour, attitude change, cognitive dissonance. Persuasion: Elaboration-likelihood model, source credibility, resistance to attitude change; Conformity and minority influence, compliance techniques, obedience

### **Unit 4: Interpersonal and Group Processes (14 Hours)**

Interpersonal Relations: Attraction, evolutionary perspective, theories of love and intimacy. Aggression: types and theoretical explanations (biological, social-learning, GAS), violence prevention. Prosocial Behaviour: Theories on prosocial Behaviour, bystander and upstander Behaviour

Group Processes: group cohesion, roles, norms, effect of leadership and group performance, social facilitation, social loafing, group decision-making. Intergroup relations: Prejudice, discrimination and stereotypes, intergroup contact. Intergroup conflict: theories of conflict, social dominance and system justification theory

### **Unit 5: Applied Social Psychology Domains (12 Hours)**

**Health:** Health Behaviours, stress & coping, health communication, social determinants of health. **Law & Justice:** Eyewitness testimony, jury decision-making, false confessions, restorative justice. **Environment:** Pro-environmental Behaviour, climate change communication. **Organizations & Work:** Leadership, team dynamics. **Politics:** Political attitudes, voting Behaviour, polarization, social movements (digital activism). **Education:** Student motivation, peer influence, stereotype threat, culturally responsive teaching.

### **Unit 6: Contemporary Issues, Methodological Frontiers & Future Directions (8 Hours)**

The Replication Crisis & Open Science movement (causes, solutions, ethical implications). Social robots & Human-AI interaction (psychological effects, ethics). Misinformation & Disinformation (psychological vulnerabilities, spread, mitigation). Digital Social Psychology (online identity, cyber-psychology, virtual reality). Global Social Psychology (decolonizing social psychology, relevance in non-Western contexts).

#### **Practical:**

Two Practical to be designed based on above units.

#### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching

- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

**Suggested Readings:**

Baron, R. A., & Branscombe, N. R. (2009). *Social Psychology (Mumbai University), 12/E (With Cd)*. Pearson Education India.

Bushman, B.J. (2017) *Aggression and Violence : A social psychological perspective*. Routledge.

DeRidder, R., & Tripathi, R. C. (Eds.). (1992). *Norm violation and intergroup relations*. Clarendon Press/Oxford University Press.

Drury, John. (2020). Recent developments in the psychology of crowds and collective behaviour. *Current Opinion in Psychology*. 35. 10.1016/j.copsy.2020.02.005.

Kelman, H.C., Fisher, R.J. (2016). *Social-Psychological Dimensions of International Conflict (2007)*. In: Kelman, H., Fisher, R. (eds) *Herbert C. Kelman: A Pioneer in the Social Psychology of Conflict Analysis and Resolution*. *Pioneers in Arts, Humanities, Science, Engineering, Practice*, vol 13. Springer, Cham.

Neuberg, S. L., Kenrick, D. T., & Schaller, M. (2010). Evolutionary social psychology. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., pp. 761–796). John Wiley & Sons, Inc.

Noor, M., Vollhardt, J. R., Mari, S., & Nadler, A. (2017). The social psychology of collective victimhood. *European Journal of Social Psychology*, 47(2), 121-134.

Pandey, J., & Singh, P. (2005). Social psychology in India: Social roots and development. *International Journal of Psychology*, 40(4), 239–253.

Schellhaas, F. M., & Dovidio, J. F. (2016). Improving intergroup relations. *Current Opinion in Psychology*, 11, 10-14.

<b>PSY458</b>	<b>Introduction to Community Mental Health</b>	L	T	P	C
	<b>Contact Hours – 60</b>	3	0	1	4
<b>Pre-requisites/Exposure</b>	10+2 Knowledge				
<b>Co-requisites</b>	-				

**Course description:**

This course provides an in-depth understanding of the psychological, socio-cultural, and systemic aspects of mental health within community settings. Drawing from the core principles of community psychology, it critically examines the socio-demographic determinants of mental health, challenges faced by marginalized populations, and the design and evaluation of community-based mental health interventions. The course places strong emphasis on rights-based, ethical, and legal frameworks—including the Mental Health Care Act (2017)—that guide mental health practice in India. A key component of the course is introducing students to community-engaged research, equipping them with the conceptual and methodological tools to conduct contextually grounded, participatory research that addresses real-world mental health challenges. Through theoretical inquiry, case analysis, and applied practice, students will develop the knowledge and skills necessary to advocate for inclusive, evidence-based mental health services and policies

**Course Objectives:**

By the end of this course, students will be able to:

1. Understand the foundational principles and values of community psychology as applied to mental health.
2. Critically examine how socio-demographic factors and contextual realities impact mental health and illness.
3. Explore the psychological and structural challenges faced by marginalized communities and individuals affected by mental health conditions.
4. Evaluate community-based interventions, policies, and the role of various stakeholders in promoting mental well-being.
5. Gain insight into community-engaged research methods in mental health, with emphasis on ethical and contextual sensitivity.
6. Understand the legal and ethical considerations in community mental health practice, including the Mental Health Care Act (2017) in India.

**Course Outcomes:**

After completing this course, students will be able to:

1. Explain the core values of community psychology and their application to mental health promotion and illness prevention.
2. Analyze the influence of socio-demographic and structural determinants on mental health outcomes in diverse Indian contexts.
3. Identify and critique community-based mental health initiatives, including government and NGO interventions, with attention to strengths, limitations, and ethical concerns.
4. Apply community psychology frameworks to design and evaluate interventions addressing mental health challenges among marginalised groups. Demonstrate an understanding of rights-based approaches and ethical considerations in mental health advocacy and service provision.
5. Formulate research questions and methodologies rooted in community-engaged principles, incorporating critical reflection on positionality, power, and knowledge production.
6. Interpret the implications of legal frameworks, such as the Mental Health Care Act (2017), in shaping access to and delivery of community mental health services.

**Course Content**

**UNIT 1: Community Psychology and Mental Health (Lecture Hours : 10 Hours)**

- Core values of community Psychology

- Concept of community mental health; Concept of mental health & mental health conditions; Attitude of community towards mental health conditions;
- Role of community Psychology in understanding and elevation of mental illness, promotion of mental health.

**UNIT 2: Socio-Demographic Determinants of Mental Health Conditions. (10 Hours)**

- Socio-Demographic Correlates Of Mental Illness In India.
- Epidemiological Study
- Understanding Unique Stressors Experienced By Various Marginalized Community, Gender Based Violence
- Contextualizing Mental Health: Globalization, Poverty, Social Justice, Intersectionality

**UNIT 3: Community Based Intervention (10 Hours)**

- Social Intervention, Mental Health Advocacy, Working with stakeholders
- The Role of Community Psychologists Working in Government and Non-Government Organizations: Strengths and Limitations, Dilemmas
- Strengths and Limitations of Social Movement Organizations and Non-government Organizations
- Community based mental health services in India : Mental Health awareness Programme, Suicide Prevention

**UNIT 4: Guidance on Community Mental Health Services (10 Hours)**

- Good practice services that promote rights and recovery
- Mental health crisis services, Community mental health centres
- Peer support mental health services, Community outreach mental health service

**UNIT 5: Community-Engaged Research in Mental Health (10 Hours)**

- Framing Community-engaged Research, Definition of Community-engaged Research
- The Importance of Context and Challenging Assumptions, Reflections on Research Paradigms,
- Purpose of Knowledge in Society
- Overview of the Research Cycle :Initial Engagement and Focusing, Design, Research Team, Participant Recruitment and Data Collection, Analysis and Interpretation, Knowledge Mobilisation, Policy Analysis

**UNIT 6: Ethical and Legal Considerations (Lecture Hours : 10 hrs)**

- Ethical Consideration in Practice.
- rights-based approaches in mental health
- Mental Health Act of India (2017)
- Supported living services for mental health

**Practical:**

Any two Based on the Above Units

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term

<b>Weightage (%)</b>	<b>50</b>	<b>50</b>
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### **Suggested Readings:**

- Funk M, Drew N, Ansong J, Chisholm D, Murko M, Nato J. Strategies to achieve a rights based approach through WHO QualityRights. In: Stein MA, Mahomed F, Sunkel C, Patel V, editors. Mental health, human rights and legal capacity. Cambridge: Cambridge University Press; (in press).
- International Covenant on Civil and Political Rights, adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966. Geneva: United Nations, General Assembly; 1976  
(<http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>, accessed 18 May 2025).
- International Covenant on Economic, Social and Cultural Rights, adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966. Geneva: United Nations, General Assembly; 1976  
(<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>, accessed 8 May 2025).
- Investing in mental health: evidence for action. Geneva: World Health Organization; 2013
- Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (Eds.). (2019). *Introduction to community psychology: Becoming an agent of change*. Rebus Community.
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Wadsworth/Cengage Learning.
- Mental health action plan 2013-2020. Geneva: World Health Organization; 2013  
(<https://www.who>.
- Mental health and development: targeting people with mental health conditions as a vulnerable group. Geneva: World Health Organization; 2010 (<https://www.who.int/publications/item/9789241563949>, accessed 4 September 2020).
- Mental health atlas 2017. Geneva: World Health Organization; 2018 (Licence: CC BY-NC-SA 3.0; <https://apps.who.int/iris/bitstream/handle/10665/272735/9789241514019-eng.pdf?ua=1>, accessed 21 December 2024).
- Mental health, human rights and standards of care. Assessment of the quality of institutional care for adults with psychosocial and intellectual disabilities in the WHO European Region. Copenhagen: WHO Regional Office for Europe; 2018  
([https://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0017/373202/mental-health-programme-eng.pdf](https://www.euro.who.int/__data/assets/pdf_file/0017/373202/mental-health-programme-eng.pdf), accessed 1 September 2020).

Nelson, G., & Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation and well-being* (2nd ed.). Palgrave Macmillan.

Orford, J. (2008). *Community psychology: Challenges, controversies, and emerging consensus*. John Wiley & Sons.pdf, accessed 21 December 2020).

Political Declaration of the High-Level Meeting on Universal Health Coverage “Universal health

Rappaport, J. (1977). *Community psychology: Values, research, and action*. Holt, Rinehart, and Winston.

The Universal Declaration of Human Rights (Resolution 217A (III)), 10 December 1948. New York: United Nations, General Assembly; 1948 (<http://www.un.org/en/universal-declaration-human-rights/>, accessed 18 January 2025).

Trickett, E. J., & Kelly, J. G. (1985). The ecology of prevention: Illustrating mental health consultation in a community setting. In A. R. Dokecki & R. F. Slife (Eds.), *Rethinking human development* (pp. 153-172). University of Rochester Press.

WHO QualityRights tool kit to assess and improve quality and human rights in mental health [www.un.org/pga/73/wp-content/uploads/sites/53/2019/07/FINAL-draft-UHC-Political-Declaration.pdf](http://www.un.org/pga/73/wp-content/uploads/sites/53/2019/07/FINAL-draft-UHC-Political-Declaration.pdf), accessed 21 December 2020).

<b>PSY451 (MDE)</b>	<b>Political Psychology</b>	L	T	P	C
	<b>Contact Hours – 60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>	10+2 Knowledge				
<b>Co-requisites</b>	-				

### **Course Description:**

This course offers a comprehensive exploration of Political Psychology, integrating insights from psychology, political science, sociology, and other relevant disciplines to understand the complex interplay between human Behaviour and political processes. It fosters critical thinking, interdisciplinary understanding, and an ethical approach to analyzing political phenomena, with a special focus on contemporary challenges and the Indian context.

### **Course Objectives**

1. Develop an interdisciplinary understanding of Political Psychology's core theories.
2. Critically analyze individual psychological processes influencing political Behaviour.
3. Examine group and collective dynamics in shaping political action and movements.
4. Apply political psychological frameworks to understand real-world political issues.
5. Foster ethical and contextual engagement with diverse political challenges, including the Indian context.

### **Course Outcomes**

1. Demonstrate integrated knowledge of Political Psychology concepts and interdisciplinary connections.
2. Analyze individual political decision-making and attitude formation using psychological theories.
3. Evaluate the impact of group processes on political outcomes and social change.
4. Critically analyze contemporary political phenomena using political psychological frameworks.
5. Communicate insights on political issues ethically and contextually, considering cultural specifics.

### **Course Content**

#### **Unit 1: Foundations of Political Psychology (10 Hours)**

Definition, scope, and historical development of Political Psychology. Key theoretical paradigms: Psychological (cognitive, social, personality) and Political Science (political theory, systems). Interdisciplinary nature. Indian concepts to understand political Behaviour (e.g., Dharma, Artha, Kama, Moksha, Sanatana Dharma, Danda Niti). Ethical considerations in political psychological research and application.

#### **Unit 2: Individual Political Cognition and Behaviour (12 Hours)**

Political socialization and attitude formation. Perception, attribution, and cognitive biases in political judgment. Emotion and political decision-making. Personality traits and political engagement. Political ideologies and their psychological underpinnings and political identities.

#### **Unit 3: Group Dynamics, Identity, and Political Action (12 Hours)**

Social identity theory and intergroup relations in politics. Group polarization, conformity, and obedience in political contexts. Psychology of collective action, protest, and social

movements. National identity, patriotism and nationalism, Voting Behaviour, political participation, and voter turnout. Psychology of populism and mass movements and politicized collective identity.

#### **Unit 4: Leadership, Power, and Public Opinion (10 Hours)**

Psychological theories of leadership (e.g., charismatic, transactional, transformational). The effect of Authoritarianism, Dynamics of power, authority, and influence in political systems. Formation and measurement of public opinion. Role of media, propaganda, and disinformation in shaping political perceptions. Conspiracy theories, Psychological aspects of political communication and persuasion.

#### **Unit 5: Political Violence, Conflict, and Peacebuilding (8 Hours)**

Psychological roots of aggression, political violence, and terrorism. Dehumanization, moral disengagement, and intergroup hatred. Psychology of conflict resolution, negotiation, and reconciliation. Building peace: Trust, empathy, and forgiveness in post-conflict societies. Role of trauma and memory in political landscapes.

#### **Unit 6: Political Psychology in the Indian Context & Contemporary Global Issues (8 Hours)**

Application of political psychological theories to Indian political phenomena (e.g., electoral Behaviour, identity politics, social movements, public policy perception). Psychology of protest and protest movements, prefigurative politics. Addressing contemporary global challenges through a political psychological lens: Climate change politics, misinformation, vaccine hesitancy, digital democracy.

#### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring

- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings**

Cottam, M. L., Mastors, E., & Preston, T. (2022). *Introduction to political psychology*. Routledge.

Haslam, S. A., Reicher, S., & Platow, M. J. (2020). *The new psychology of leadership: Identity, influence and power*. Routledge.

Hill, J., & Wilson, T. (2003). Identity politics and the politics of identities. *Identities: global studies in culture and power*, 10(1), 1-8.

Jost, J. T., & Sidanius, J. (Eds.). (2004). *Political psychology: Key readings*. Psychology Press.

Brown, R., & Pehrson, S. (2019). *Group processes: Dynamics within and between groups*. John Wiley & Sons.

Obradović, S., Power, S. A., & Sheehy-Skeffington, J. (2020). Understanding the psychological appeal of populism. *Current opinion in psychology*, 35, 125-131.

Douglas, K. M., Uscinski, J. E., Sutton, R. M., Cichocka, A., Nefes, T., Ang, C. S., & Deravi, F. (2019). Understanding conspiracy theories. *Political psychology*, 40, 3-35.

Moreira Fians, G. (2022). Prefigurative politics. *The Cambridge Encyclopedia of Anthropology*.

Brewer, M. B., & Brown, R. J. (2010). Intergroup relations. *Advanced social psychology: The state of the science, 1*, 531-567.

<b>PSY459</b>	<b>Mental Health and Artificial Intelligence</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	30 Hours	2	0	0	2
Pre-requisites /Exposure	Basic Knowledge of Psychology				
Co-requisites					

### **Course Description**

This skill enhancement course explores the rapidly evolving intersection of Artificial Intelligence (AI) and mental health. It aims to provide learners with a foundational understanding of AI's potential applications in promoting mental well-being, while critically examining the ethical considerations and challenges involved. Designed to be accessible, the course emphasizes practical understanding and skill development, aligning with the interdisciplinary and holistic learning approach advocated by the National Education Policy (NEP) 2020.

### **Course Objectives**

Upon completion of this course, students will be able to:

1. **Comprehend** the foundational principles of Artificial Intelligence (AI) and the diverse spectrum of mental health and well-being concepts.
2. **Analyze** the multifaceted applications of AI in various domains of mental health, including assessment, intervention, and support systems.
3. **Evaluate** the profound ethical, privacy, and societal implications associated with the design, development, and deployment of AI-powered mental health solutions.
4. **Formulate** evidence-based strategies for mitigating algorithmic bias and ensuring equitable access and responsible use of AI in sensitive mental healthcare contexts.
5. **Critically assess** the dynamic landscape of AI in mental well-being, discerning its potential benefits while acknowledging and addressing its inherent limitations.

## Course Outcomes

Upon successful completion of this course, learners will be able to:

1. **Define** key AI terminology (e.g., Machine Learning, Natural Language Processing) and fundamental mental health concepts, articulating their interrelationship with clarity.
2. **Categorize** and **illustrate** specific AI applications (e.g., conversational chatbots, virtual reality therapy, predictive analytics) with pertinent examples drawn from mental health contexts.
3. **Debate** and **justify** positions on complex ethical dilemmas concerning AI's role in mental health, rigorously referencing established principles of data privacy, security, and accountability.
4. **Design** a conceptual framework for a novel AI-driven mental health intervention that demonstrably integrates ethical considerations and effectively addresses potential biases.
5. **Propose** actionable and practical recommendations for the responsible development, implementation, and ongoing oversight of AI tools, prioritizing user well-being and adherence to emerging regulatory needs.

## Course Content

### Unit 1: Fundamentals of AI

What is AI: Introduction to basics of Machine Learning, Natural Language Processing, and Basic AI functionalities. Basics of Mental health: Mental Health, Well-being continuum, common mental health issues.

### **Unit 2: Artificial Intelligence**

Natural Language Processing (NLP) in mental health: Sentiment analysis, linguistic inquiry, topic modelling for detecting mood shifts and other mental health issues. Use of Big Data for rising health challenges (wearable technology).

### **Unit 3: AI and Therapy**

Conversational AI- Delivery of Cognitive Behavioural Therapy, DBT, mindfulness exercises, development of scripts and psychoeducation using AI. Virtual Reality and Augmented Reality: Exposure therapy for phobias, relaxation environment, stress simulation, social skills training, immersive environment. Using AI as complementary to therapy, challenges of self-diagnosis, spread of misinformation

### **Unit 4: Ethical Challenges**

Data Privacy: Access to sensitive data, informed consent, data governance (Data minimization, data anonymization) and secure storage. Sources of bias: algorithmic bias and representational bias. Impact of bias. Need for transparency in AI models, training AI models to be more creative.

### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model

- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings**

Noyes, A., & Noyes, D. (2020). *The AI Ethics Handbook: Practical Steps to Build a Responsible AI System*. O'Reilly Media.

Dignum, V. (2019). *Responsible Artificial Intelligence: How to Develop and Use AI in a Responsible Way*. Springer. (Chapter 6 on Fairness, Accountability, Transparency)

European Commission. (2019). *Ethics Guidelines for Trustworthy AI*. (Sections on privacy, bias, and accountability).

Ghassemi, M., et al. (2021). The Ethics of AI in Health: A Call for Action. *Harvard Data Science Review*, 3(2).

Insel, T. R. (2017). Digital Phenotyping: A New Frontier in Mental Health Research. *NPJ Digital Medicine*, 2(1), 1-3.

Leslie, D. (2019). *Understanding Artificial Intelligence Ethics and Safety: A Guide for the Perplexed*. The Alan Turing Institute.

Miner, A. S., Milstein, A., & Schueller, S. M. (2017). Smartphone-based Conversational Agents and Empathy in Mental Health: A Mixed-Methods Pilot Study. *Translational Behavioural Medicine*, 7(4), 856-869.

Vallejo, J., et al. (2020). Virtual Reality for the Treatment of Mental Health Disorders: A Systematic Review. *Journal of Clinical Medicine*, 9(3), 875.

## SEMESTER 2

<b>PSY501</b>	<b>Advanced Statistics and Data Analysis</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

### Course Description

This advanced statistics course equips students with essential skills for data-driven decision-making. You'll master fundamental statistical concepts, moving from descriptive to inferential analysis, and gain hands-on proficiency in data preparation, cleaning, and transformation. The curriculum covers a wide array of statistical tests, including T-tests, ANOVA, regression, correlation, and cluster analysis, with practical application using SPSS. We will delve into non-parametric methods for diverse data types and introduce foundational machine learning concepts. Crucially, the course emphasizes ethical considerations in data handling and the principles of reproducible research, preparing you for rigorous and responsible data analysis in any field.

### Course Objectives

Upon completing this course, students will be able to:

- 1. Master Statistical Foundations**
- 2. Learn Data Sorting and Organization**
- 3. Perform Advanced Analyses using Statistical Software**
- 4. Utilize Parametric and Non-Parametric Methods.**
- 5. Practice Ethical Data Analysis**

### Course Outcomes

Upon completing this course, students will have:

1. The ability to critically assess research and design appropriate statistical investigations.

2. Mastery in preparing and managing complex datasets for rigorous analysis.
3. The capability to apply advanced statistics to derive and communicate meaningful insights from data.
4. The flexibility to choose and implement both parametric and non-parametric approaches based on data characteristics.
5. A strong grasp of ethical data stewardship and foundational knowledge in machine learning for responsible practice.

## **Course Outline**

### **Unit 1: Foundations of Advanced Statistics (8 Hours)**

Review of Statistical Fundamentals: Descriptive vs. Inferential Statistics. Central tendency and variance, Normal probability Hypothesis testing revisited: Type I and Type II errors, p-values, levels of significance, confidence intervals. Statistical power, concept of effect size, and concept of sample size determination.

### **Unit 2: Data Preparation and Exploration for Advanced Analysis (6 Hours)**

Data screening, cleaning, and Handling missing data: various imputation methods, Outlier detection and management strategies.

### **Unit 3: Analysis of difference (12 Hours)**

Concepts, assumptions and computation: t-test (independent, dependent t-test), ANOVA (one-way, two-way and repeated designs)  
Concept: ANCOVA and MANOVA

### **Unit 4: Analysis of Relationships and Causation (12 Hours)**

Concepts, assumptions and computation : Correlation (Spearman Rank order correlation and Product moment correlation), Linear regression: assumptions, interpretation of coefficients.  
Concept: Regression types (simple, and multiple), concept of Factor Analysis

### **Unit 5: Non-Parametric Methods (10 Hours)**

Non-Parametric Statistical Tests: **Concept of normality in statistics and its violations.**  
Mann-Whitney U test, Wilcoxon signed-rank test. Kruskal-Wallis H test, Chi-square test for independence and goodness-of-fit.

## **Unit 6: Advanced Data Management, Visualization & Emerging Topics (12 Hours)**

Complex and publication-ready statistical graphics, creation and advanced customization of charts and graphs with computer application. **Introduction to Machine Learning Concepts:**

Supervised Learning: Brief overview of Classification (e.g., Decision Trees)

**Ethical Considerations and Reproducible Research:** Data privacy, anonymization, and confidentiality. Statistical bias in data, models, and algorithms.

### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

### **Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

### Suggested Readings:

Chadha, N.K. (1991). *Statistics for Behavioural and Social Sciences*. Reliance Pub. House: New Delhi

Das, D. & Das, A. (2008). *Statistics in Biology and Psychology*. Academic Publishers, Calcutta, (Latest edition)

Field, A. (2024). *Discovering statistics using IBM SPSS statistics*. Sage publications limited.

Field, A. (2022). *An adventure in statistics: The reality enigma*.

Gravetter, F.J. & Wallnau, L.B. (2009). *Statistics for the Behavioural Sciences (9th Ed.)*. USA: Cengage Learning.

King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioural Sciences (5th Ed.)*. USA: John Wiley & Sons.

Wasserman, L. (2006). *All of nonparametric statistics*. Springer Science & Business Media.

Zhou, Z. H. (2021). *Machine learning*. Springer nature.

<b>PSY502</b>	<b>Qualitative Methods in Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

### Course Description

This course provides an in-depth exploration of **qualitative research methodologies**, focusing on their philosophical foundations, data collection techniques, analytical frameworks, and emerging approaches. Students will learn how to **design, conduct, and critically evaluate qualitative research** in interdisciplinary contexts, with an emphasis on ethical considerations and real-world applications. Through a combination of **theoretical learning, fieldwork, and digital tools**, this course will equip students with the necessary skills to conduct **rigorous, context-sensitive research** across multiple disciplines.

## **Course Objective:**

By the end of this course, students will be able to:

1. To understand the philosophical bases of qualitative research, integrating Western and Indian epistemologies.
2. To apply major qualitative research paradigms to diverse inquiry questions.
3. To develop practical skills in varied qualitative data collection methods, with ethical and cultural awareness.
4. To master qualitative data analysis, ensuring methodological rigor and trustworthy interpretations.
5. To effectively communicate qualitative research through written and oral presentations, incorporating innovative and digital tools.

## **Course Outcome:**

Upon successful completion of this course, students will be able to:

1. Students will be able compare and contrast Western and Indian epistemologies in qualitative research.
2. Students will be able to design qualitative studies selecting appropriate research paradigms.
3. Students will be able to proficiently execute various qualitative data collection techniques ethically.
4. Students will be able to conduct rigorous qualitative data analysis, ensuring trustworthiness and robust interpretation.
5. Students will be able to produce and present high-quality qualitative research reports, utilizing diverse methods and platforms.

## **Course Outline:**

### **Unit 1: Issues in qualitative research**

Issues of epistemology (Positivism, interpretivism, constructivism, critical realism) and Indian epistemologies such as Pratyaksha, Anumana, Shabda, Upamana, Arthapatti, and Anulabdhi. Ontology (Objective vs subjective realities, social construction) and methodology, subjectivity and objectivity in qualitative research, reflexivity, issue of representation in qualitative psychology, issues of power, axiology, positionality, triangulation

**Unit 2: Paradigms of Qualitative Research:**

Grounded theory, Narrative inquiry, Discourse analysis, Phenomenological research, Participative Action Research

**Unit 3: Techniques of Qualitative data collection**

Interview method (structured, unstructured, semi-structured, motivational and relational interview), Focus-group, observation method, Ethnography (field notes, emic and etic perspectives), and auto-ethnography, Digital Ethnography, Arts-Based & Media Research, Visual Analytic Technique and Case Study Method.

**Unit 4: Qualitative Data Analysis:**

Principles of data analysis (interactivesprocess, inductive reasoning), Coding (open, axial, selective coding, developing a codebook), theme development, data visualization, saturation, negative case analysis. **Validity & Reliability in Qualitative Research:** Trustworthiness, Credibility, Triangulation.

**Unit 5: Innovative Methods, Digital tools and research dissemination**

Creative approaches (Found poetry, Photovoice), Using AI and software for data analysis: introduction to CAQDAS like Nvivo, Atlas.ti, voice transcription tools, Ethnical considerations and limitations of AI and software in qualitative research.

**Unit 6: Writing, Presenting and Disseminating qualitative research**

Writing a qualitative research report, criteria of a good qualitative research, presentation of qualitative research.

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning

- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings:**

- Bhawuk, D. P. (2010). A perspective on epistemology and ontology of Indian psychology: A synthesis of theory, method and practice. *Psychology and Developing Societies*, 22(1), 157-190.
- Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.
- Elwood, S. A., & Martin, D. G. (2000). “Placing” interviews: Location and scales of power in qualitative research. *The professional geographer*, 52(4), 649-657.
- Flick, U. (2019). The concepts of qualitative data: Challenges in neoliberal times for qualitative inquiry. *Qualitative Inquiry*, 25(8), 713-720.
- Flick, U. (Ed.). (2013). *The SAGE handbook of qualitative data analysis*. sage.
- Gee, J. P. (2014). *An Introduction to Discourse Analysis: Theory and Method* (4th ed.)Routledge.
- Kara, H. (2020). *Creative Research Methods: A Practical Guide*. Eds. Second. Bristol University Press.
- Lieblich, A., & Josselson, R. (1997). *The narrative study of lives* (Vol. 5). Sage.

Morgan, D. L., & Nica, A. (2020). Iterative Thematic Inquiry: A New Method for Analyzing Qualitative Data. *International Journal of Qualitative Methods*, 19.

Parker, I. (2004). Criteria for qualitative research in psychology. *Qualitative research in psychology*, 1(2), 95-106.

Tracy, S. J., & Hinrichs, M. M. (2017). Big tent criteria for qualitative quality. *The international encyclopedia of communication research methods*, 1-10.

Wa-Mbaleka, S., & Rosario, A. (Eds.). (2022). *The SAGE handbook of qualitative research in the Asian context*. Sage.

Watt, D. (2007). On becoming a qualitative researcher: the value of reflexivity. *Qualitative Report*, 12(1), 82-101.

<b>PSY503</b>	<b>Advanced Human Development</b>	L	T	P	C
	<b>Contact Hours – 60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>	10+2 Knowledge				
<b>Co-requisites</b>	-				

### Course Description

This course explores the fascinating journey of human growth and change from conception through old age. We will delve into the biological, psychological, and sociocultural factors that shape development at each stage, from prenatal influences and infancy to the complexities of childhood, adolescence, and the challenges of adulthood and aging. The course also addresses ethical considerations and diverse research methods used in studying human development, including unique approaches for children. This comprehensive overview will equip students with a deep understanding of the continuous process of human development.

### Course Objectives:

1. To understand major theories, principles, and factors influencing human development across the lifespan.
2. To identify key developmental milestones and processes from prenatal stages through old age.
3. To explore the ethical considerations and various research methodologies used in developmental psychology.
4. To analyze the interplay of biological, psychological, and socio-cultural factors in shaping development.
5. To comprehend the unique developmental tasks, challenges, and transitions associated with each life stage.

**Course Outcomes:**

1. Students will be able to articulate a comprehensive understanding of human developmental processes throughout the lifespan.
2. Students will be able to critically evaluate research findings and ethical practices in developmental psychology, particularly concerning children.
3. Students will be able to describe and differentiate the physical, cognitive, social, and emotional changes characteristic of different age groups.
4. Students will be able to explain the impact of genetic, environmental, and cultural influences on individual development.
5. Students will be able to apply developmental concepts to understand real-world scenarios and human Behaviour at various life stages.

**Course Outline**

**Unit 1: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY**

Life-Span Approach; Development Processes- Nature, Principles, Maturity; Biogenic, Psychogenic and Sociogenic factors in Development; Developmental Hazards. Fertilization, determination of sex, multiple birth, cultural variations to childhood, Samaskaras (rites and rituals of Indian development)

**Unit 2: RESEARCH ON CHILDREN**

Ethical Issues while researching on children, research methods in developmental psychology, alternate methods such as play and art based methods, discourse analysis, child's voice in research.

### **Unit 3: PRENATAL AND INFANCY**

Prenatal Stage: Influence of Genetic and Environmental, factors. Infancy: Biological and Physiological Changes; Brain Development; Sensorimotor development; Prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal development

### **Unit 4: CHILDHOOD**

Early Childhood: Motor development; Social Development; Influence of Family and school; Sex- Role Identification; Play; Childhood Emotions; Cognitive development; Language development. Middle Childhood: Physical development; Social Development; Emotional development, attachment styles development.

### **Unit 5: ADOLESCENCE AND YOUTH**

Physical and Psychological development; Social Development; Emotional development; Moral development; Personality Development and Identity Formation.

### **Unit 6: ADULTHOOD, MIDDLE AGE AND OLD AGE**

Achievement of Independence and Responsibility in Emotional , Social and Occupational sphere; Self Concept; Stabilization of Identity; Marital Adjustment; Parenthood. Middle Age: Life Stressors and Social Supports. Physiological and Behavioural changes; Self- Concept and Personality Changes; Bereavement; Gerontological Problems.

### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model

- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings:**

- Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
- Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.
- Bornstein, M. H., & Lamb, M. E. (Eds.). (2010). *Developmental science: An advanced textbook*. Psychology Press.
- Burman, E. (2016). *Deconstructing developmental psychology*. Taylor & Francis  
Delhi: Tata McGraw Hill
- Kakar, S. (1968). The human life cycle: The traditional Hindu view and the psychology of Erik Erikson. *Philosophy east and west*, 18(3), 127-136.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
- Papalia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New

PSY504	Human Resource Management	L	T	P	C
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	Undergraduate in Psychology				
Co-requisites					

**Course Description**

This course offers an in-depth exploration of the principles, practices, and strategic importance of Human Resource Management and Development (HRMD) in contemporary organizations. Designed for postgraduate students, the course integrates theoretical foundations with practical applications, enabling learners to critically analyze and implement HR strategies that align with organizational goals and foster sustainable growth.

Key areas covered include talent acquisition and retention, performance management, employee training and development, strategic HR planning, labor laws, compensation management, and the evolving role of HR in a globalized and digital economy. Special emphasis is placed on ethical practices, diversity and inclusion, employee well-being, and the use of technology and data analytics in HR decision-making.

Through case studies, group projects, and simulations, students will develop strategic thinking, leadership, and analytical skills required for effective HR management and organizational development. The course also encourages reflective learning and continuous professional development in line with current industry trends and challenges.

### **Course Objectives**

1. **Master Core HRM & HRD:** Understand the strategic role, key concepts, and essential practices of Human Resource Management and Development, including recruitment, training, compensation, and employee relations.
2. **Develop HR Analytical Skills:** Cultivate analytical and decision-making skills to address complex HR issues like workforce planning and talent management, leveraging technology, data analytics, and digital platforms.
3. **Grasp International HR Foundations:** Gain an in-depth understanding of HRM and HRD practices within international and multicultural contexts.
4. **Analyze Global HR Influences:** Examine how global trends, international labor standards, and cross-cultural dynamics shape HR strategies across borders.
5. **Manage Global HR Operations:** Explore practical aspects of international staffing, expatriate management, and talent mobility in multinational organizations.

## **Course Outcomes**

1. **Apply Foundational HR Principles:** Critically understand and apply core HRM and HRD theories and tools in real-world scenarios, from recruitment to performance management.
2. **Navigate Complex HR Challenges:** Evaluate legal, ethical, and cultural factors in HR, and demonstrate collaboration, leadership, and conflict resolution skills in diverse environments.
3. **Comprehend Global HR Practices:** Demonstrate a comprehensive understanding of international HRM and HRD theories and models across varied cultural settings.
4. **Assess International HR Strategies:** Compare and contrast global HR and labor practices, evaluating their impact on talent management and organizational effectiveness worldwide.
5. **Design Global HR Programs:** Create and manage international HR programs, including expatriate assignments, cross-cultural training, and global leadership development.

## **Course Content:**

### **Unit-1 Fundamentals of Human Resource Management and Planning (18 Hours)**

Human Resource Management – Definition, Objective, Functions, Scope, Importance - HRM in India. Job Analysis, Job Description and Job Satisfaction; Quality of a good Human Resource Managers- Human Resource Planning.

### **Unit-2: Employee Acquisition, Design and Orientation and Training and Development(14 Hours)**

Recruitment and selection: Sources of recruitment, selection process- test types, interview types. Placement and Induction. Job Design, Job Enlargement and Empowerment. Training: Needs assessment, different methods of training, mentoring and coaching, Career Planning, Man Power Planning and succession Planning, executive development.

### **Unit 3: Performance Management and Compensation (8 Hours)**

Performance Appraisal: Methods of performance appraisal, Transfers, promotions. Wage and Salary Administration: Wage boards and pay commission, wage incentive and fringe

benefits. Employees Welfare: Safety and Health Measure, Grievance Procedures, and Redressal of Grievances.

#### **Unit 4: Training and Development (8 Hours)**

Training - Methods of Training , Mentoring, Executive Development – Performance Appraisal - Methods of Performance Appraisal, Transfers, Promotion – Wage & Salary Administration - Wage Boards and Pay Commission - Wage Incentive, Fringe Benefits.

#### **Unit 5: Employee Relations, Welfare, Safety & Health (10 Hours)**

Employees Welfare: Safety and Health Measures, Grievance Procedures, Redressal of Grievances. Human Engineering: Concept of Human Engineering, Cognitive Ergonomics, Work-Space Design, Accident and Safety measures.

#### **Unit 6: International Human Resource Management (IHRM) (10 Hours)**

International Human Resource management, context of globalization, cultural competence, cultural difference (Barry’s model of accultural, Hofstede’s cultural mode.)

#### **Practical :**

3. Intrinsic Extrinsic Motivation: Agrawal, K.G. (1988). Manual for Work Motivation Questionnaire. Agra: National Psychological Corporation
4. The Organizational Role Stress Scale (ORS), developed by Udai Pareek, is a psychometric instrument used to measure the level of role stress experienced by individuals in organizations

#### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning

- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings:**

Brewster, C., Houldsworth, E., Sparrow, P., & Vernon, G. (2016). *International human resource management*. Kogan Page Publishers.

Chadha, N.K. (2007). *Organizational Behaviour*. Galgotia Publishers: New Delhi.

Farndale, E., Raghuram, S., Gully, S., Liu, X., Phillips, J. M., & Vidović, M. (2017). A vision of international HRM research. *The International Journal of Human Resource Management*, 28(12), 1625-1639.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behaviour: Managing People & Organizations*. New Delhi :Biztantra publishers.

Landy, F.J. & Conte, J.M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.

Luthans, F. (2009). *Organizational Behaviour*. New Delhi: McGraw Hill. Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

Prakash, A. (2011). *Organizational Behaviour in India: An indigenous perspective*. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behaviour (12th Ed)*. New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008). *Organizational Behaviour (10th Ed.)* New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). *Organizational Behaviour: Texts & Cases*. India: Dorling Kindersley Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage.

**Further Readings**

Blum, N.L. & Naylor, J.C.: *Industrial Psychology- Its Theoretical and Social Foundation*

Schultz, D.P. & Schultz S.E.: *Psychology and Work Today: an Introduction to Industrial and Organizational Psychology*, Prentice Hall

<b>PSY505</b>	<b>Social Cognition and Affect</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

**Course Description**

This advanced postgraduate course provides an in-depth examination of how individuals process, store, and apply information about other people and social situations, and how emotions influence these cognitive processes. It explores the intricate mechanisms underlying social perception, judgment, attitudes, and Behaviour, integrating classic theories with contemporary research findings from cognitive psychology, social neuroscience, and affective science. Designed for postgraduate students in psychology, the course fosters critical analytical skills, research literacy, and an ethical understanding of social psychological phenomena, aligning with the interdisciplinary, holistic, and research-oriented principles of the National Education Policy (NEP) 2020.

### **Course Objectives**

1. **Appraise** the major theoretical paradigms in social cognition and affect, critically comparing and contrasting dual-process models, connectionist approaches, and embodied cognition perspectives.
2. **Construct** sophisticated critical analyses of empirical studies in social cognition, evaluating their methodological rigor, statistical validity, and theoretical implications.
3. **Deconstruct** the interplay between cognitive processes (e.g., schemas, heuristics, biases) and affective states (e.g., mood, emotions) in shaping social judgments and Behaviour across diverse contexts.
4. **Develop** robust experimental designs to investigate specific hypotheses related to social cognition and affect, ensuring ethical considerations and appropriate measurement techniques.
5. **Formulate** innovative and ethically sound applications of social cognitive and affective principles to address contemporary societal challenges (e.g., health Behaviour, intergroup conflict, political polarization).

### **Course Outcomes**

1. **Differentiate** between automatic and controlled social cognitive processes, providing detailed explanations and empirical examples for each.

2. **Evaluate** the strengths and limitations of various social cognitive measures (e.g., implicit association tests, reaction time paradigms, self-report scales) in capturing underlying psychological constructs.
3. **Design** a novel experiment (conceptual or actual) to test a specific social cognitive or affective phenomenon, complete with hypotheses, variables, procedures, and a plan for data analysis.
4. **Analyze** complex social situations using established social cognitive and affective theories, identifying key psychological drivers of Behaviour and proposing theoretically grounded explanations.
5. **Generate** evidence-informed recommendations for interventions or strategies that leverage social cognitive and affective principles to promote positive social change or well-being in applied settings

### **Unit 1: Fundamentals of Social Cognition and Affect (12 Hours)**

Historical Antecedents, Dual-Process models, schemas and knowledge structures: Person, role, event schemas, self-schemas, assimilation and accommodation. Heuristics and Biases. Affect as information and mood congruency effects.

### **Unit 2: Social Perception, Impression Formation and Attribution (12 Hours)**

Perception: Impression formation, impression managements. Non-verbal communication, Social Attribution: Heider's model, Jones and Davis model, Kelly's covariation model, Weiner's Attributional theory. Basics of attributional biases and cultural differences in attribution, blaming the victim

### **Unit 3: Self-Cognition and Well-being (12 Hours)**

Self-concept and self-schemas, self-esteem and self-esteem and sociometry, self-discrepancy theory, Social Comparison theory, Self- Efficacy. Emotional regulation: Process model of Emotional regulation, affective forecasting, social cognition and psychological well-being

### **Unit 4: The Social Self- Identity, regulation and Motivation (12 Hours)**

Self as a social construct: Symbolic interactionism, personal identity, social identity, role identity, possible selves. Self-Presentation and Impression Management: Strategic vs Expressive presentation, impression formation- management. Self-regulation through goal setting, ego-depletion. Self-Control and Social Dilemmas: the error of the commons

### **Unit 5: Applied Social Cognition and Affect (12 Hours)**

Social Cognition in Health Psychology: Health Belief Model, theory of Planned Behaviour, learned helplessness and attribution. Social Cognition in Legal and forensic psychology:

Eyewitness testimony, juror decision making, attributional biases of responsibility and blame. Social cognition in political information processing like use of heuristics and cognitive shortcuts.

**Practical:**

Quasi or experimental design to study Social cognition

Designing debiasing strategies.

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
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<b>Weightage (%)</b>	<b>50</b>	<b>50</b>
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### **Suggested Readings:**

Aronson, E., Wilson, T. D., & Akert, R. M. (2018). *Social Psychology* (10th ed.). Pearson. (Relevant applied chapters).

Baumeister, R. F. (1998). The self. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. 1, pp. 680-740). McGraw-Hill.

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56(1), 5–18.

Fiske, S. T., & Taylor, S. E. (2017). *Social Cognition: From Brains to Culture* (3rd ed.). Sage Publications. (Chapters 1-3).

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Anchor Books.

Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299.

Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94(3), 319–340.

Higgins, E. T. (1996). The self-regulatory organization of experience. In D. R. Huston & G. S. Sanders (Eds.), *Social cognition: Its origins and applications* (pp. 37-67). Guilford Press

Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux. (Selected chapters).

Leary, M. R., & Baumeister, R. F. (2000). The sociometer theory of self-esteem: The answers to some fundamental questions. *Psychological Inquiry*, 11(1), 1-15.

Markus, H. (1977). Self-schemata and processing information about the self. *Journal of Personality and Social Psychology*, 35(2), 63–78.

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954–969.

Nisbett, R. E., & Masuda, T. (2003). Culture and point of view. *Proceedings of the National Academy of Sciences*, 100(19), 11164–11167.

Pronin, E. (2007). Perception and misperception of bias in human judgment. *Trends in Cognitive Sciences*, 11(1), 37–43.

Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. *Advances in Experimental Social Psychology*, 10, 173–220.

Schwarz, N., & Clore, G. L. (1983). Mood, misattribution, and judgments of well-being: Informative and directive functions of affective states. *Journal of Personality and Social Psychology*, 45(3), 513–523.

Weber, E. U., & Johnson, E. J. (2009). Decisions from experience and the effects of an express/affective decision-making mode. *Trends in Cognitive Sciences*, 13(2), 65–70.

Wilson, T. D., & Gilbert, D. T. (2003). Affective forecasting. *Advances in Experimental Social Psychology*, 35, 345–411.

<b>PSY506</b>	<b>Psychopathology II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	B.Sc (H) in Psychology or Allied disciplines				
Co-requisites					

### **Course Description:**

This course offers a comprehensive exploration of clinical methods, diagnostic systems, and major mental health disorders across the lifespan. It begins with foundational training in clinical interviewing, case formulation, and diagnostic reasoning using contemporary classificatory systems. Students will critically engage with psychotic disorders, somatic symptom disorders, sleep and sexual dysfunctions, substance use disorders, and personality disorders through examination of their symptoms, etiologies, and clinical manifestations. The

course also addresses developmental and aging-related disorders, fostering an understanding of mental health across different life stages. In the final unit, students will explore indigenous Indian perspectives on mental health, cultural syndromes, and the importance of decolonizing psychiatric knowledge in pursuit of social justice and culturally sensitive care.

### Course Objectives

1. Upon successful completion of this course, students will be able to:
2. To enable students to critically analyze and evaluate various clinical methods, diagnostic systems, interviewing techniques, and case formulation approaches in psychopathology, alongside understanding the role of assessment in clinical psychology.
3. To facilitate students' comprehensive understanding of the clinical features, subtypes, and etiological factors of schizophrenia and related psychotic disorders, enabling them to differentiate thought and perceptual disturbances.
4. To equip students with the ability to examine and critically assess the clinical characteristics and underlying causes of somatic symptom disorders, sexual dysfunctions, sleep-wake disorders, and substance use disorders, including emerging Behavioural addictions.
5. To guide students in applying diagnostic criteria and theoretical models to explore the clinical presentation and etiological theories of personality disorders across Clusters A, B, and C, thereby enhancing their diagnostic insight.
6. To provide students with a foundational understanding of the nature, symptoms, and etiology of developmental, emotional, and Behavioural disorders in children and adolescents, and to enable them to recognize cognitive disorders like dementia and delirium in older adults.

### Course Outcomes

1. Effectively apply clinical methods for assessment and diagnosis, conduct mental status examinations and case histories, and critically evaluate diagnostic systems and their practical implications.
2. Differentiate among psychotic disorders, explain their clinical features and etiological theories, and recognize specific disorders of thought and perception.

3. Describe the symptoms and analyze the causes of somatic symptom disorders, sleep-wake disorders, sexual dysfunctions, and substance use disorders, including Behavioural addictions like gambling.
4. Classify and explain the features, causes, and theoretical models of personality disorders across all three DSM-5 clusters (A, B, and C).
5. Identify and describe developmental, emotional, and Behavioural disorders in children and adolescents, and comprehend cognitive and functional impairments in older adults, including dementia and delirium.

**UNIT 1: METHODS IN CLINICAL PSYCHOLOGY AND DIAGNOSTIC FORMULATION (14 hours)**

- Clinical methods in studying psychopathology ; “Mad” Studies.
- Classification and taxonomies – reliability and utility
- Classificatory systems currently in use and their advantages and limitations.
- Advantages and disadvantages of assessment in clinical psychology.
- Clinical interviewing, Case history, Mental status examination, Differential and Provisional diagnosis, organization and presentation of psychiatric information, Diagnostic formulation.

**UNIT 2: PRINCIPAL CLINICAL DISORDERS AND CONDITIONS 2: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS (14 hours)**

Clinical characteristics and etiology of

- Schizophrenia and its spectrum: Paranoid, Hebephrenic, catatonic, undifferentiated and Residual Schizophrenia.
- Delusional, Brief psychotic disorders, Schizophreniform disorder, Schizoaffective disorders, Shared psychotic disorders.
- Disorders of thought and perception.

**UNIT 3: PRINCIPAL CLINICAL DISORDERS AND CONDITIONS 1: DISORDERS OF SOMATIC ORIGIN, SLEEP DISORDERS, SEXUAL DYSFUNCTION, AND SUBSTANCE ABUSE DISORDERS (14 Hours)**

- Clinical characteristics and etiology of Somatic symptom and related disorders : Somatic Symptoms disorder, Illness Anxiety disorder, Conversion disorder, Factitious Disorder, Munchausen syndrome by Proxy ; Psychophysiological Disorders.
- Clinical characteristics and etiology of sexual dysfunctions: Disorders of desire, excitement, orgasm and sexual pain ; Paraphilic disorders.
- Normal sleep ; Sleep- Wake disorders: Insomnia, Narcolepsy, REM and Non REM sleep disorders, Breathing related sleep disorders.
- Clinical characteristics and etiology of Substance abuse disorders : Alcohol, Cannabis, Hallucinogen, Opioid, tobacco, and caffeine related disorders. Gambling disorders.

**UNIT 4: PRINCIPLE CLINICAL DISORDERS AND CONDITIONS 3:  
PERSONALITY DISORDERS (14 Hours )**

Clinical characteristics, etiology and theories of Personality disorders :

- Cluster A Personality disorders : Paranoid Personality disorder, Schizoid personality disorder, Schizotypal personality disorder.
- Cluster B Personality disorders: Antisocial Personality disorder, Borderline personality disorder, Histrionic personality disorder, Narcissistic Personality disorder.
- Cluster C Personality disorders: Avoidant Personality disorders, Dependent personality disorders, Obsessive Compulsive personality disorder.

**UNIT 5: PRINCIPAL CLINICAL DISORDERS AND CONDITION: DISORDERS OF  
INFANCY, CHILDHOOD, ADOLESCENCE AND OLD AGE (10 Hours)**

Clinical characteristics and etiology of

- specific developmental disorder of scholastic skills, Pervasive developmental disorders.
- Behavioural and emotional disorders.
- Disorders of social functioning.
- Neurocognitive disorders: Dementia, delirium

**;UNIT 6: INDIAN THOUGHT AND CONTEXT (10 Hours)**

- Concept of mental health and illness;
- Nosology and taxonomy of mental illness,
- culture-specific disorders

- **Decolonisation of the “mental illness” discourse and social justice**

**Practical**

2 Practical based on above units

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

**Suggested Readings:**

Achenback, T.M. (1974). *Developmental Psychopathology*. New York: Ronald Press.

- Brislin, R. W. (1990). *Applied Cross cultural psychology*. New Delhi: Sage publications.
- Buss, A.H. (1966). *Psychopathology*. NY: John Wiley & Sons.
- Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.
- Millon, T., Millon, C. M., Meagher, S. E., Grossman, S. D., & Ramnath, R. (2012). *Personality disorders in modern life* (2nd ed.). John Wiley & Sons.
- Cole, J.O. & Barrett, J.E. (1980). *Psychopathology in the aged*. New York: Raven Press.
- Fish, F, & Hamilton, M (1979). *Fish's Clinical Psychopathology*. Bristol:John Wright & Sons.
- Irallagher, B. J. (1995). *The sociology of mental illness* (3rd ed.). New York: Prentice hall.
- Kakar, S. (1981). *The Inner world: a psychoanalytic study of childhood and society in India*. New Delhi: Oxford University Press.
- Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage publications.
- Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.
- Krahe, B. (1992). *Personality and Social Psychology: Towards a synthesis*. New Delhi: Sage Publications.
- Kuppuswamy, B. (1965). *An Introduction to Social Psychology* (2nd ed.). New Delhi: 18Konark Publishers.
- Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology* (1st ed.). New Delhi: Konark Publishers.
- Lindzey, G., & Aronson, E. (1975). *Handbook of Social Psychology* (Vols. 1 & 5). New Delhi: Amerind Publishing.
- Madan, G.R (2003). *Indian Social Problems* (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd
- Mash, E.J & Wolfe, D.A. (1999). *Abnormal Child Psychology*. New York: Wadsworth Publishing
- Millon, T., Blaney, P.H. & Davis, R.D. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University.
- Pfeiffer, S.I. (1985). *Clinical Child Psychology*. New York: Grune & Stratton.
- Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.
- Rao, H.S.R & Sinha D. (1997). *Asian perspectives in Psychology* (Vol. 19). New Delhi: Sage publications:

Saraswathi, T.S (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.

Walker, C.E & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology* (3rd ed.). Canada: John Wiley & Sons.

<b>PSY507</b>	<b>Applied Forensic Psychology</b>	L	T	P	C
	<b>Contact Hours – 60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>	10+2 Knowledge				
<b>Co-requisites</b>	-				

**Course Description:**

This course introduces students to the foundational principles, theories, and applications of forensic psychology within the criminal justice system. It emphasizes the psychological understanding of criminal Behaviour, assessment, legal processes, and the role of psychologists in courtrooms, correctional facilities, and investigative settings. The paper also explores ethical and cultural considerations, research methods, and psychological interventions for offenders and victims.

**Course Objectives:**

1. To introduce core concepts and scope of forensic psychology.
2. To examine psychological theories related to criminal Behaviour.
3. To explore psychological assessment techniques used in forensic settings.
4. To familiarize students with the roles of forensic psychologists in the legal and correctional system.
5. To build critical understanding of psychological profiling, interviewing, and expert testimony.
6. To sensitize students to ethical and cultural issues in forensic practice.

### **Course Outcomes (COs):**

By the end of this course, students will be able to:

- **CO1:** Explain the fundamental principles and domains of forensic psychology.
- **CO2:** Analyze various psychological theories explaining criminal Behaviour.
- **CO3:** Demonstrate knowledge of psychological assessments in legal contexts.
- **CO4:** Evaluate the psychological roles in courtroom procedures and correctional environments.
- **CO5:** Apply psychological concepts in profiling, interviewing, and reporting.
- **CO6:** Critically assess ethical, legal, and cultural issues in forensic settings.

### **Course Structure (Unit-wise):**

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

- Definition, nature, and scope of forensic psychology
- Historical development of forensic psychology
- Subfields and professional roles
- Forensic psychology vs. criminology and criminal psychology
- Interface with law enforcement, legal systems, and correctional settings

#### **Unit 2: Psychological Theories of Crime (10 Hours)**

- Biological, psychological, and sociological theories of criminal Behaviour
- Personality traits and antisocial Behaviour
- Mental illness and crime
- Developmental and environmental influences
- Aggression, impulsivity, and psychopathy

#### **Unit 3: Psychological Assessment in Forensic Settings (10 Hours)**

- Forensic interviewing and report writing
- Risk assessment and prediction of violence
- Competency evaluations (insanity defense, fitness to stand trial)

- Use of psychometric tests in forensic settings
- Evaluation of malingering and deception

**Unit 4: Criminal Investigation and Profiling (10 Hours)**

- Role of forensic psychologists in investigations
- Criminal profiling: techniques and effectiveness
- Interviewing suspects, victims, and witnesses
- Detecting deception (verbal and non-verbal cues, polygraph)
- Case studies and real-world applications

**Unit 5: Forensic Psychology in Legal and Correctional Systems (10 Hours)**

- Role of psychologists in courts (expert witness, jury selection, sentencing)
- Psychological services in prisons and correctional facilities
- Rehabilitation and treatment programs for offenders
- Juvenile delinquency and the juvenile justice system
- Gender and forensic psychology

**Unit 6: Ethics and Contemporary Issues in Forensic Psychology (10 Hours)**

- Ethical standards and dilemmas in forensic practice
- Confidentiality, informed consent, and dual roles
- Cultural sensitivity and bias in forensic contexts
- Emerging trends: cybercrime, terrorism, digital forensics
- Global perspectives in forensic psychology

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy

- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings:**

- Bartol, C. R., & Bartol, A. M. (2019). *Introduction to Forensic Psychology: Research and Application*. Sage.
- Pozzulo, J., Bennell, C., & Forth, A. (2020). *Forensic Psychology*. Pearson.
- Wrightsman, L. S. (2010). *Forensic Psychology*. Wadsworth.
- Gudjonsson, G. H. (2003). *The Psychology of Interrogations and Confessions*. Wiley.
- Kapardis, A. (2014). *Psychology and Law: A Critical Introduction*. Cambridge University Press.

<b>PSY460</b>	<b>Persuasion Skills</b>	L	T	P	C
	<b>Contact Hours – 30</b>	2	0	0	2
<b>Pre-requisites/Exposure</b>	10+2 Knowledge				
<b>Co-requisites</b>	-				

### Course Description

This hands-on, 2-credit course delves into the art and science of persuasion, focusing on techniques and tools grounded in psychological principles. Aligned with the National Education Policy (NEP), it fosters social-emotional competence, ethical reasoning, and critical communication skills essential for navigating complex social environments. Through immersive exercises and practical application, students will learn to analyze persuasive appeals, craft compelling messages, understand the dynamics of influence in various contexts, and apply these skills responsibly for academic, professional, and societal impact. The course emphasizes experiential learning, equipping students with the ability to both construct and deconstruct persuasive communication ethically.

### Course Objectives

Upon successful completion of this course, students will be able to:

1. **Analyze** foundational theories and principles of persuasion, differentiating between ethical and unethical influence strategies.
2. **Construct** persuasive messages by strategically applying various appeals (e.g., logical, emotional, credible) and argumentation techniques.
3. **Utilize** effective verbal and non-verbal communication skills to enhance their persuasive impact in diverse interpersonal and group contexts.
4. **Evaluate** the effectiveness of persuasive campaigns and communication strategies, including those leveraging digital platforms and social norms.
5. **Apply** comprehensive knowledge of persuasion to develop and implement ethical influence strategies for positive social or behavioral change.

## Course Outcomes

By the end of this course, students will be able to:

1. **Distinguish** key models of persuasion, **identify** ethical dilemmas in persuasive communication, and **critique** manipulative tactics.
2. **Draft** compelling persuasive arguments tailored to specific audiences and contexts, incorporating appropriate framing and storytelling.
3. **Employ** active listening, empathy, and adaptive communication styles to build rapport and effectively influence others.
4. **Assess** the impact of social media, digital nudges, and cultural factors on persuasive outcomes in real-world scenarios.
5. **Design** and **propose** an ethical persuasion campaign addressing a contemporary social issue, justifying their strategic choices.

### Unit 1: Social Influence and Persuasion

What is Social Influence, What is persuasion, Key theories of persuasion.

### Unit 2: Crafting Persuasive Messages

Message appeals: Logos, Pathos and Ethos, use of argumentation, list of common argumentation fallacies to avoid. Importance of language, non-verbal cues in persuasion.

### Unit 3: Contexts of Persuasion

Interpersonal Persuasion (Active listening, empathy, conflict resolution), Leadership communication, persuading a public: effective public speaking, cross-cultural persuasion.

### Unit 4: Advanced Strategies, Measurement and Ethical Application

Nudging and choice, self-persuasion and cognitive dissonance, ethical application for social good.

### Tentative Assignment:

Designing a persuasive campaign

Present a persuasive idea in public

### Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia

- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assesment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

**Suggested Readings:**

Crano, W. D., & Prislin, R. (2006). Attitudes and persuasion. *Annu. Rev. Psychol.*, 57(1), 345-374.

O’keefe, D. J. (2006). Persuasion. In *The handbook of communication skills* (pp. 333-352). Routledge.

Putnam L. L. and Roloff M. E. (1992), *Communication and Negotiation*. Sage Publication.

Roloff M. E. and Miller G. R. (1980), *Persuasion: New Directions in Theory and Research*. Sage Publication.

### SEMESTER 3

<b>PSY508</b>	<b>Basics of Health Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>Contact Hours – 60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>	10+2 Knowledge				
<b>Co-requisites</b>	-				

#### **Course description:**

This course provides an introduction to Health Psychology, focusing on the interaction between psychological, biological, and social factors in health and illness. Students will explore the functioning of physiological systems, the immune response, and the field of psychoneuroimmunology to understand how mental states impact physical health.

Key topics include health-related Behaviours, such as preventive and risk Behaviours, and major models of health Behaviour change, including the Biopsychosocial Model, Health Belief Model, Theory of Planned Behaviour, and Transtheoretical Model. The course also covers psychological perspectives on chronic health problems like diabetes, cancer, cardiovascular diseases, stroke, arthritis, and HIV/AIDS, emphasizing the importance of Behavioural and emotional factors in prevention and treatment. Students will examine concepts of well-being, drawing on theories by Martin Seligman and Carol Ryff, as well as positive psychological constructs like resilience and post-traumatic growth. Finally, the course addresses stress, its physiological pathways (HPA, SAM, GAS), and effective stress management strategies, including coping skills, biofeedback, and mindfulness meditation. This course is ideal for students interested in psychology, healthcare, and holistic approaches to well-being.

#### **Course Objectives:**

By the end of this course, students will be able to:

1. Understand the foundations of Health Psychology, gain knowledge of physiological systems, immunity, and the role of psychoneuroimmunology in health and illness.

2. Identify and differentiate health Behaviour, recognize factors influencing preventive and risk Behaviours and understand how health Behaviour models explain Behaviour change.
3. Explore psychological aspects of chronic diseases, examine how psychological, Behavioural, and social variables contribute to the development and management of major health problems.
4. Introduce concepts of well-being and positive health, learn key theories and frameworks related to well-being, resilience, and post-traumatic growth from a psychological perspective.
5. Understand stress mechanisms and management techniques, analyze the physiological responses to stress and explore effective psychological methods for managing stress and promoting coping.

**Course Outcomes:**

Upon successful completion of this Health Psychology course, students will be able to:

1. Explain mind–body connections  
Describe how physiological systems, immunity, and psychoneuroimmunology link psychological processes to physical health.
2. Analyze health-related Behaviours using major theoretical models, Apply the Biopsychosocial Model, Health Belief Model, Theory of Planned Behaviour, transtheoretical Model, and Biomedical Model to predict and influence preventive and risk Behaviours.
3. Evaluate psychological dimensions of chronic illnesses Critically assess how Behavioural, emotional, and social factors affect the onset, progression, and management of diabetes, cancer, cardiovascular disease, stroke, arthritis, and HIV/AIDS.
4. Assess and foster well-being Use Seligman’s PERMA framework, Ryff’s psychological well-being dimensions, and concepts of resilience and post-traumatic growth to measure and promote optimal functioning.
5. Design evidence-based stress-management plans Integrate knowledge of the HPA and SAM systems, General Adaptation Syndrome, coping strategies, biofeedback, and mindfulness meditation to create practical interventions that reduce stress and enhance health.

## **COURSE CONTENT**

### **UNIT I: Introduction and General Health (10 Hours)**

Introduction to Health Psychology (Western and Indian origins), concept of illness and health, Wellbeing and holistic health, Health risk Behaviour and health promoting Behaviour. Factors Influencing health: Biological, social and psychological.

### **UNIT II: Health Behaviour and Models (10 Hours)**

Health Preventive Behaviour, Models: Biopsychosocial model, Health Belief Model, Trans-theoretical Model, Biomedical Model, Theories: Theory of Planned Behaviour, Protection-motivation theory, application and evaluation of models and theories. Changing Health habits and beliefs, Behavioural change, health psychological interventions. Theories of Well-Being, Martin Seligman, Carol Ryff Resilience, Post Traumatic Growth.

### **UNIT III: Biological Basis of Health and Life-style related (10 Hours)**

Nervous System, Cardiovascular system, Respiratory system, Endocrinal system. Certain health related issues: general and chronic health problems; Diabetes, Cancer, Heart Disease, and Hypertension, Stroke, Arthritis, HIV/AIDS, Eating disorders, Alcoholism, addiction

### **UNIT IV: Stress and Stress Management (10 Hours)**

Experiencing Stress in Our Lives, Stress, Physiological responses to stress, HPA, SAM, GAS Syndrome, stress Management, Coping Strategies, Biofeedback, Mindfulness Meditation.

### **Unit V: Emergent Issues in Health Psychology (10 Hours)**

Health psychology at workplace: Work-life balance, burnout; immigration and psychological health, issues of the pandemic, community mental health.

#### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy

- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings :**

- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology: An introduction to Behaviour and health* (8th Ed). Delhi: Cengage Learning
- Gary, P., Deborah, H.M., & David N.C. (2016). *The Psychology of Health and Health Care* (5th Ed.)
- Misra, G. (1999). *Stress and Health*. New Delhi: Concept.
- Hariharan, M. (2024). *The Text Book of Health Psychology*. Routledge
- Hariharan, M. (2020). *Health Psychology* (1st Ed.). Sage: New Delhi.

<b>PSY509</b>	<b>Advanced Guidance and Counselling (Coursework only)</b>	L	T	P	C
	<b>Contact Hours –60 Hours</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>	Graduate in Psychology or Allied Discipline				
<b>Co-requisites</b>	-				

### **Course Description**

The counselling is a planned, structured interaction between a counselor and a client. It is a cooperative process in which a trained professional helps a person called the client to identify sources of difficulties or concerns that he or she is experiencing. The approach of counseling is both developmental and welfare in nature. Developmental counseling focuses on holistic development for desired quality of life with adequate understanding and responsibility for development of proper competency and skill of the individual for advancement and higher order achievement of life of human being in community and different organizational system. At the same time, welfare approach focuses on both curative and preventive measures for wellbeing of individual human being and community people. In this context, assessment is the process by which counselors gather the information they need to form a holistic view of their clients and the problems with which they present. As a counselor, one should regularly assess the clients throughout the counseling process, especially in the early stages. By using different types of tests like projective, non projective, interviews, etc. With the help of all types of information counseling aims at helping the clients understand and accept themselves —as they are, And counseling is to help the client to help himself. The main objective of counseling is to bring voluntary change in the client. The goal of

counseling is to help individuals overcome their immediate problems and also to equip them to meet future problems.

**OBJECTIVES:**

1. To examine the basic concept, needs and importance of counseling psychology
2. To familiarize with the historical foundation of Indian approaches of counseling and different theoretical approaches to counseling
3. To understand the professional and ethical issues of counseling
4. To appraise students with different psychological assessment techniques and non testing appraisal techniques of counseling
5. To develop the knowledge and skills of the students regarding appraisal techniques for cognitive, intelligence, interest, aptitude, etc.
6. To develop the knowledge and application of different areas of development issues and in special cases.

**COURSE OUTCOME:**

At the end of this course students will be able to:

1. Discuss the fundamentals of counselling.
2. Explain the theoretical approaches of counselling.
3. Develop the understanding of psychological assessment and non testing appraisal techniques in counselling .
4. Utilize the knowledge regarding psychological assessment .
5. Outline the skills regarding interest, aptitude test and health status.
6. Utilize the knowledge of counselling in special settings.

**UNIT 1: Introduction to Counselling (6 Hours)**

- Basic concepts, purpose, need, and importance of counselling
- Counselling in the Indian context
- Professional and ethical issues in counselling
- Emerging trends in counselling practice in a digital world

## **Unit 2: Theoretical Approaches of Counselling (10 Hours)**

- The Psychodynamic Approach
- Humanistic Approach
- Cognitive Behavioural Approach
- Existential Approach
- Gestalt Approach
- Spiritual Approach

## **Unit 3: Psychological Assessment and Non-Testing Appraisal Techniques in Counselling (10 Hours)**

- Case History Taking
- Mental State Examination
- Prerequisite factors for testing
- Behavioural observation and report preparation
- Non-testing information: Interview and observation in counselling
- Introduction to digital record keeping and online assessment platforms

## **Unit 4: Counselling in Developmental Issues and Special Cases (10 Hours)**

- Educational and career counselling for children and young people
- Employee counselling
- Family and marital counselling
- Counselling for the elderly
- Counselling for trauma victims
- Counselling in terminal illness and chronic disease (e.g., cancer and HIV)

## **Unit 5: Use of Tests for Assessment of Interest, Aptitude, and Health Status (10 hours)**

- Aptitude and Interest: Differential Aptitude Tests (DAT), Strong Vocational Interest Blank
- Health Status Examination: GHQ, STAI, MMPI, STAXI, Beck Depression Inventory
- Use of mobile apps for mood and stress tracking
- Introduction to web-based career guidance and interest profiling tools

## **Unit 6: Artificial Intelligence and Modern Technologies in Counselling ( 6 hours)**

- **Introduction to AI in counselling: AI-based chatbots, virtual assistants, emotion recognition systems**
- **Digital mental health platforms (e.g., Talkspace, Woebot, Wysa)**
- **Teletherapy and tele-counselling practices and ethics**
- **Mobile Health (mHealth) applications and self-help tools**
- **Use of Virtual Reality (VR) and Augmented Reality (AR) in exposure and trauma therapy**
- **Ethical considerations in using AI and digital tools in counselling**

### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

**Suggested Readings:**

- Berdie, R.F. & others. (1963). Testing in Guidance and Counseling. McGraw Hill.
- Dryden, W. (1994). Developing the Practice of Counseling.
- Gelso, C.L. & Fretz, B.R. (1997). Counselling Psychology. Prism Book.
- Rosenthal, H. (1993). Encyclopedia of Counseling. Accelerated Development.

<b>PSY510</b>	<b>Psychometry and Survey Design</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>Contact Hours –60 Hours</b>	3	0	1	4
<b>Pre-requisites/Exposure</b>	Graduate in Psychology or Allied Discipline				
<b>Co-requisites</b>	-				

**Course Description**

This course provides a comprehensive introduction to psychometry and psychological measurement, covering the fundamental principles, historical context, and ethical considerations in psychological testing. Students will delve into various scales of

measurement, understand sources of measurement error, and explore concepts of reliability and validity. The curriculum also details the stages of test construction, including item analysis and principles of item writing. Furthermore, it equips students with the skills for effective survey design, covering question wording, response scales, and sampling techniques, while emphasizing ethical administration and data management practices.

### **Course Objectives**

Upon successful completion of this course, students will be able to:

1. **To comprehend and categorize** the fundamental principles of psychometry and psychological measurement, including the history, role in psychology, and different scales of measurement, while recognizing ethical implications in testing.
2. **To analyze and distinguish** various types of reliability (internal consistency, temporal consistency) and validity, evaluating the factors that influence them, and understanding their interrelationship in psychological assessment.
3. **To apply and evaluate** the systematic stages of test development, including operationalizing constructs, item writing, pilot testing, item analysis, and standardization, utilizing principles of item response theory.
4. **To design and construct** effective surveys and questionnaires by applying principles of question wording, selecting appropriate response scales, and understanding the importance of pre-testing and pilot testing.
5. **To assess and implement** various modes of survey administration and sampling techniques (probability vs. non-probability), and to identify strategies for minimizing error and bias in survey research.

### **Course Outcomes**

Students will be able to:

1. **Explain** the core concepts of psychometry, **differentiate** between scales of measurement, and **discuss** the ethical considerations pertinent to psychological testing.
2. **Evaluate** the reliability and validity of psychological tests, and **justify** the appropriate application of different reliability and validity measures.

3. **Construct** test items according to established principles, **perform** basic item analysis (discrimination, difficulty, distractor analysis), and **interpret** item characteristic curves.
4. **Develop** well-structured questionnaires, **formulate** effective question wording, and **select** suitable response scales for different survey objectives.
5. **Identify** and **compare** various sampling techniques and administration modes, and **propose** methods to mitigate non-response bias, social desirability, and interviewer effects in research.

## **Course Outline**

### **Unit I: Introduction to Psychometry and Measurement**

Definition of Psychometry, history and its role in psychology, scales of measurement: nominal, ordinal, Interval, ratio, implications of data analysis; Measurement error: true score and observed score, sources of error in psychological measurement. Ethics of testing: Informed consent, confidentiality, beneficence, non-maleficence.

### **Unit II: Reliability and Validity**

Definitions of reliability, types of reliability (internal consistency and temporal consistency), factors affecting reliability: Test length, item homogeneity, administration procedures. Validity: definition of validity, types of validity, relationship between validity and reliability.

### **Unit III: Test Construction and Item Analysis**

Stages of test development: Operationalizing, item writing, pilot testing, item analysis, revision and standardization. Principles of item writing. Item Analysis: Item discrimination, item difficulty and distractor analysis. Item response theory: Latent trait, Item characteristic curves. Translation and Adaptation of scales.

### **Unit IV: Survey Designing Fundamentals**

Introduction to surveys: Purpose, advantages and types of surveys. Questionnaire designing: Question wording (Open-ended vs closed-ended, avoiding leading questions, double barreled questions, double negatives, jargon; response scales: Rating scales, Likert scales, semantic differential scales, multiple choice. Importance of pre-testing and pilot testing.

### **Unit V: Administration, sampling and data management**

Modes of administration: face-to-face; telephonic, mail, online surveys. Sampling techniques: probability vs non-probability sampling, minimizing error and bias in surveys: Non-response bias: Non-response bias, social desirability, interviewer effects.

## **Unit VI: Practicum**

Designing a scale

Designing a survey

### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

### **Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

### **Suggested Readings:**

Creswell, J. W., & Creswell, J. (2003). *Research design* (pp. 155-179). Thousand Oaks, CA: Sage publications.

Embretson, S. E. (Ed.). (2013). *Test design: Developments in psychology and psychometrics*. Academic Press.

Kline, P. (2015). *A handbook of test construction (psychology revivals): introduction to psychometric design*. Routledge.

Krosnick, J. A. (2017). Questionnaire design. In *The Palgrave handbook of survey research* (pp. 439-455). Cham: Springer International Publishing.

Kumar Chadha, N. (2009). *Applied psychometry*. SAGE Publications India Pvt Ltd.

Kyriazos, T. A., & Stalikas, A. (2018). Applied psychometrics: The steps of scale development and standardization process. *Psychology*, 9(11), 2531-2560.

Miller, L. A., McIntire, S. A., & Lovler, R. L. (Eds.). (2011). *Foundations of psychological testing: A practical approach*. Sage.

Urbina, S. (2014). *Essentials of psychological testing*. John Wiley & Sons.

<b>PSY511</b>	<b>Industrial Environmental Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	B.Sc/ B.A Psychology				
Co-requisites					

### **Course Description**

Industrial Environmental Psychology is an interdisciplinary course that explores the dynamic relationship between individuals, organizations, and their physical work environments. This course examines how environmental factors—such as noise, lighting, temperature, architecture, spatial arrangement, and ergonomic design—impact human Behaviour, motivation, productivity, well-being, and in industrial and organizational settings. Drawing from both environmental psychology and industrial-organizational psychology, the course investigates how workplaces can be designed or modified to promote psychological health, enhance employee performance, reduce stress, and encourage sustainable practices.

Students will critically engage with theories, empirical research, and practical applications concerning the psychological implications of workplace environments. Special emphasis is placed on environmental stressors, sustainable design, human factors, occupational health,

and the psychological dimensions of safety and environmental responsibility in industrial settings.

### **Course Objectives**

1. **To introduce the foundational concepts and scope of industrial environmental psychology**, highlighting its relevance in modern organizational and industrial settings.
2. **To examine the psychological impact of physical and built environments** (e.g., lighting, noise, temperature, air quality, and spatial design) on employee Behaviour, productivity, satisfaction, and well-being.
3. **To analyze environmental stressors in the workplace**—such as crowding, shift work, noise pollution, and poor ergonomics—and their effects on mental health and performance.
4. **To explore the principles of human factors and ergonomics** in designing user-centered industrial environments that optimize safety, comfort, and efficiency.
5. **To evaluate the role of sustainable and eco-friendly workplace design** in promoting environmental responsibility and psychological engagement among workers.
6. **To investigate the influence of organizational climate and psychosocial environment** on employee motivation, morale, and group dynamics.
7. **To develop skills in assessing and intervening in environmental issues** that affect workplace functioning, using both qualitative and quantitative methods.
8. **To encourage the application of psychological research** to create healthier, more adaptive, and productive industrial environments.

### **Course Outcome**

1. **Demonstrate a clear understanding of key concepts, theories, and research** in industrial environmental psychology and their relevance to workplace design and functioning.
2. **Identify and evaluate the effects of various environmental factors** (e.g., noise, lighting, temperature, crowding) on employee Behaviour, health, and productivity.

3. **Analyze the psychological implications of workplace design** and apply ergonomic principles to enhance safety, comfort, and performance in industrial settings.
4. **Assess environmental stressors in work environments** and propose evidence-based strategies to mitigate their negative impact on employee well-being.
5. **Critically examine the role of organizational climate and physical space** in shaping group dynamics, motivation, and employee engagement.
6. **Design and recommend psychologically informed workplace interventions** that promote mental health, job satisfaction, and sustainable practices
7. **Conduct basic environmental assessments using psychological tools and methods**, including observational studies, surveys, and environmental audits.
8. **Collaborate on interdisciplinary solutions** involving psychology, design, and management to create healthier and more productive industrial environments.

**Course Content:**

**Unit 1: Foundations of Industrial Environmental Psychology (10 Hours)**

Definition, nature, and scope, Historical development and interdisciplinary relevance, : The role of the psychologist in industry, the field of occupational Psychology: Study of behaviour in work situation and applications of Psychological principles to problems of selection, Placement, Counselling and training, Applications in industrial and organizational settings

**Unit 2: Physical Environmental Factors (10 Hours)**

Impact of noise, lighting, temperature, air quality, color, and ventilation, Workplace architecture and spatial layout, Open vs. closed offices; crowding and privacy issues, Efficiency at work, the concept of efficiency, the work curve, its characteristics, the work methods; hours of work, nature of work, fatigue and boredom, rest pauses. The personal factors; age abilities, interest, job satisfaction, the working environment, noise, illumination, atmospheric conditions, increasing efficiency at work; improving the work methods, Time and motion study, its contribution and failure resistance to time and motion studies, need for allowances in time and motion study.

**Unit 3: Psychosocial and Organizational Environment and Stressors (10 Hours)**

Organizational climate and its psychological effects, Role of leadership, culture, and team dynamics, Social support, communication, and job satisfaction. Sources of environmental stress in industry, Stress, fatigue, burnout, and mental health, Coping strategies and resilience mechanisms in employees

#### **Unit 4: Ergonomics and Human Factors Psychology (10 Hours)**

Principles of ergonomic design, Human-machine interaction and interface design, Designing for safety, comfort, and productivity

#### **Unit 5: Sustainable and Healthy Workplace Design (10 Hours)**

Green and eco-friendly buildings, Biophilic design and nature-integrated workspaces, promoting sustainability and pro-environmental Behaviour in organizations, Accident and Safety: The human and economic costs of accidents, accident record and statistics, the causes of accidents situational and individual factors related to accident reduction.

#### **Unit 6: Research and Assessment Methods (10 Hours)**

Environmental audits and workplace observation, Survey methods and psychological measurement tools, Designing and evaluating workplace interventions

#### **Practical:**

Any one survey and field work according to the above topics.

Case study about accident and safety.

#### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach

- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

**Suggested Readings:**

Evans, G. W. (2003). *Environmental Stress*. Cambridge University Press.

Ghiselli & Brown, Personnel and Industrial Psychology. 6. Myer, Industrial Psychology.

Dunnette, M.D., Handbook of Industrial and Organizational Psychology. 8. Blum & Taylor, Industrial Psychology

Gifford, R. (2014). *Environmental Psychology: Principles and Practice*. Optimal Books.

Helander, M. (2006). *A Guide to Human Factors and Ergonomics*. CRC Press.

Mair, N.R.F., Principles of Human relations 4. Gilmer, Industrial Psychology

McCormic E.J., Human Factors Engineering and Design, McGraw Hill, 4th Edn., 1976.

Sundstrom, E., Bell, P. A., & Cassady, S. (1996). *Environmental Psychology for Design*. Oxford University Press.

Tiffin, J and McCormic E.J., Industrial Psychology, Prentice Hall, 6th Edn., 1975.

Vischer, J. C. (2007). *The Effects of the Physical Environment on Job Performance*. Journal of Environmental Psychology.

<b>PSY512</b>	<b>Applied Social Psychology and Social Change</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

### **Course Description**

This course introduces students to applied social psychology, exploring foundational theories of change and reform, including ethical considerations in research and AI's role in persuasion. It covers methodologies for diagnosing social issues using Behavioural economics, action research, COM-B framework, Fogg Behaviour Model, and content analysis, alongside AI for predictive modeling. Students will learn to design and implement effective interventions through cognitive reappraisal, goal setting, and community-based approaches like "sewa." The course also examines applied social psychology's impact on health, social justice, public policy, and smart cities, emphasizing ethical leadership. Finally, it explores technology's role in social change, from AI in disaster response and education to VR/AR for empathy, and addresses Behavioural data and the digital divide.

### **Course Objectives:**

- To critically analyze core theories and models of social Behaviour change from an applied social psychological perspective.
- To develop advanced skills in diagnosing complex social problems, conducting needs assessments, and identifying Behavioural levers for intervention.
- To design, implement, and rigorously evaluate social psychological interventions across diverse domains (health, environment, policy, justice).
- To critically assess the opportunities, challenges, and ethical implications of leveraging Artificial Intelligence and other technological advancements for social change.

- To explore, analyze, and apply insights from Indian Knowledge Systems to inform ethical principles, community-centric approaches, and sustainable models of social transformation.
- To cultivate interdisciplinary thinking, leadership skills, and an ethical commitment to fostering positive social change in a culturally sensitive and technologically informed manner.

## **Course Outline**

### **Unit 1: Foundation and the science of change and reform**

Introduction to applied social psychology, theoretical underpinnings: Theory of Planned Behaviour, Social Cognitive theory, Transtheoretical model, Lewin's change model and their application. Ethical Considerations in applied research (power dynamics, dealing with vulnerability and risks and persuasive techniques used by AI.)

### **Unit 2: Diagnosing Social Issues**

Use of Behavioural techniques: integrating behavioural economics (Nudges, heuristics, framing effects) and decision making. Action Research: Needs Assessment through surveys, archival data. Behavioural Mapping and Analysis: (COM-B framework) and Fogg Behaviour Model for intervention. Content analysis of Public discourse and attitude surveys. Use of Ai for predictive modelling such as dealing with risk and misinformation.

### **Unit 3: Designing and Implementing Interventions**

Effective intervention design: Measurable interventions through cognitive reappraisal, goal setting, feedback, norm activation. Participatory action research and Community Based approaches, Use of Indian systems like "sewa"

### **Unit 4: Applied Social Psychology**

Promoting health and well-being, social justice and legal systems, public policy and governance, imagining smart cities. Ethical Leadership in Social change.

### **Unit 5: Use of Technology for Social Change**

AI for social good: Case studies of use of computers in disaster response, training for psychological first aid, providing education, creating access for disabilities. Behavioural data and Nudging. Use of AI, Virtual reality and Augmented reality to train for empathy and addressing digital divide

### **Practicals:**

Developing an action research plan on a particular case study

Using Behavioural economics policy to advocate for sustainable consumer Behaviour

Suggested Readings:

Schmitt, M., & Zick, A. (Eds.). (2018). *The social psychology of social problems*. Routledge.

Shapiro, D. L., & Kulik, J. A. (Eds.). (2019). *The Oxford handbook of applied psychology*.  
Oxford University Press.

Fogg, B. J. (2019). *Tiny habits: The small changes that change everything*. Houghton Mifflin  
Harcourt.

Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions*

Crawford, K. (2021). *Atlas of AI: Power, politics, and the planetary costs of artificial  
intelligence*. Yale University Press.

Zuboff, S. (2019). *The age of surveillance capitalism: The fight for a human future at the new  
frontier of power*. PublicAffairs.

<b>PSY513</b>	<b>Psychotherapeutic Approaches</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

**Course Description**

This course will provide a comprehensive overview of major psychotherapeutic approaches used in the treatment of psychological disorders. It explores the theoretical foundations, core techniques, and practical applications of various schools of therapy, including psychoanalytic, humanistic, cognitive-behavioural, and contemporary integrative approaches. Emphasis is placed on understanding the therapeutic process, the client-therapist relationship, and cultural considerations in psychotherapy. The unit encourages critical reflection on the effectiveness and ethical implications of different therapeutic modalities across diverse populations. Students will also be introduced to key research methodologies evaluating the efficacy and evidence base of different psychotherapeutic approaches

## Course Objectives

1. **Demonstrate familiarity** with major schools of thought in psychology and their contemporary relevance.
2. **Apply psychological principles** to real-life scenarios involving attention, learning, and emotion regulation.
3. **Evaluate personality theories** and interpret psychological assessment tools ethically.
4. **Identify key developmental milestones** and factors influencing growth at various life stages.
5. **Recognize symptoms and classifications** of common psychological disorders and outline basic therapeutic interventions.
6. **Design and critique research studies** using appropriate psychological methods and ethical guidelines.

## Course Outcome

1. **Understand foundational concepts** in psychology and the historical development of the discipline.
2. **Explore key psychological processes** such as perception, learning, memory, and motivation.
3. **Examine theories of personality** and psychological assessment methods.
4. **Analyze developmental stages** across the lifespan with a focus on cognitive and socio-emotional growth.
5. **Understand abnormal Behaviour patterns** and basic principles of diagnosis and treatment.
6. **Introduce research methodology** in psychology, including both qualitative and quantitative approaches.

## Course Content:

### UNIT 1: MODELS OF PSYCHOTHERAPY I

Psycho Dynamic Therapies,

Behavioural Therapies,

Cognitive Behavioural Therapies, ACT, DBT

### UNIT 2: MODELS OF PSYCHOTHERAPY II

Existential-Humanistic,

Experiential Psycho Therapy,  
Systemic Therapy,  
Integrative Psychotherapies

**UNIT 3: PSYCHOTHERAPY BY MODALITIES AND POPULATION**

Group Therapy, Family Therapy, Psychotherapy With GSM, Ethnic Minority and Immigrants, Psychotherapy in Clinical Emergency

**UNIT 4: DISCOURSE OF INDIGENOUS PSYCHOTHERAPEUTIC APPROACHES**

Paradigmatic and Methodological Perspectives,  
Decolonizing psychotherapy  
Indigenisation in Clinical And Counselling Psychology,  
Various therapeutic Modalities

**UNIT 5: ETHICS AND LEGAL MATTERS IN PSYCHOTHERAPY**

The Training And Development Of Psychotherapists  
Ethical Decision-Making Models  
Treatment Relationship, Therapist's Obligations, Reporting Mandates  
Multiple – Patient therapies

**UNIT6:RESEARCH METHODS AND NEW DIRECTIONS IN PSYCHOTHERAPY**

Assessments in psychotherapy  
Outcome Research  
Research Methods  
Randomised Clinical Trials In Psychotherapy

**Practicals:**

Two Practical based on above units

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning

- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings:**

American Psychological Association, Presidential Task

American Psychological Association. (2003). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. American Psychologist, 58(5), 377– 402

APA Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients: <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

Association for Behavioural and Cognitive Therapies website: [www.abct.org](http://www.abct.org).

Beck, J. S. (2020). *Cognitive Behaviour therapy* (3rd ed.). Guilford Press

- Benjamin, L. S. (1974). Structural analysis of social behaviour. *Psychological Review*, 81(5), 392–425. <https://doi.org/10.1037/h0037024>
- Consoli, A., Beutler, L. E., & Bongar, B. M. (2017). *Comprehensive textbook of psychotherapy: Theory and practice*. Oxford University Press.
- Cooper, H. (Ed.). (2012). *APA handbook of research methods in psychology*. Washington, DC: American Psychological Association.
- Force on Immigration. (2012). Crossroads: *The psychology of immigration in the new century*. Retrieved February 2016, from <http://www.apa.org/topics/immigration/report.aspx>
- International Society for Mental Health Online: <http://www.ismho.org>
- Journal of Systemic Therapies: <http://www.guilford-journals.com/loi/jsyt>
- Linehan, M. M. (1993). *Cognitive-Behavioural treatment of borderline personality disorder*. . Guilford Press.
- Lutz, W., & Knox, S. (Eds.). (2014). *Quantitative and qualitative methods in psychotherapy research*. Abingdon, UK: Routledge.
- McWilliams, N. (2008). *Psychoanalytic therapy*. Washington, DC: American Psychological Association
- Mehl-Madrona, L. (2016). Indigenous knowledge approach to successful psychotherapies with Aboriginal Suicide Attempters. *The Canadian Journal of Psychiatry*, 61(11), 696–699. <https://doi.org/10.1177/0706743716659247>
- Mitchell, S., & Black, M. (1995). *Freud and beyond*. New York, NY: Basic Books
- Norcross, J. C., & Goldfried, M. R. (Eds.). (2005). *Handbook of psychotherapy integration* (2nd ed.). New York, NY: Oxford University Press.

Watson, J. C., Greenberg, L. S., & Goldman, R. N. (2007). *Case studies in emotion-focused therapy for depression: A comparison of good and poor out-come*. Washington, DC: American Psychological Association.

Worell, J., & Goodheart, C. D. (Eds.). (2006). *Handbook of girls' and women's psychological health: Gender and well-being across the lifespan*. New York, ny: Oxford University Press.

Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

<b>PSY514</b>	<b>Cross-Cultural Psychology (MDE)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

### **Course Description**

This postgraduate course delves into the intricate relationship between culture and psychological processes. Students will critically examine theoretical frameworks, research methodologies, and applied issues in cross-cultural psychology, with a particular emphasis on indigenous perspectives, global challenges, and the development of cross-cultural competencies for diverse professional settings.

Here are the course objectives and outcomes in a crisp and succinct format:

### **Course Objectives**

Upon completing this course, students will be able to:

1. **Understand Core Theories:** Comprehend and critically analyze foundational theories and advanced concepts in cultural and cross-cultural psychology.
2. **Master Research Methods:** Acquire expertise in diverse methodologies and ethical considerations for cross-cultural psychological research.

3. **Analyze Cultural Impact:** Deeply analyze culture's influence on psychological phenomena (self, identity, gender, health).
4. **Address Applied Issues:** Understand and critically evaluate models for addressing global challenges like migration, diversity, and multiculturalism.
5. **Develop Practical Competencies:** Cultivate practical, culturally-informed competencies for professional application (education, therapy, workplace, DEI).

## **Course Outcomes**

Upon successful completion of this course, students will be able to:

1. **Evaluate Frameworks: Critically evaluate** major theoretical frameworks and core concepts in cross-cultural psychology.
2. **Design & Appraise Research: Design, analyze, and appraise** ethically rigorous, advanced cross-cultural research.
3. **Explain Cultural Variations: Explain and synthesize** culturally-shaped variations in psychological constructs, incorporating indigenous perspectives.
4. **Propose Applied Solutions: Assess and propose evidence-based solutions** for complex applied issues in migration and multiculturalism.
5. **Apply Competencies: Demonstrate the application** of cross-cultural competencies in pedagogical strategies, therapeutic interventions, and DEI initiatives.

## **Unit 1: Foundations of Cultural Psychology**

Core concepts of culture: Definitions and perspectives on culture, Emic and Etic perspectives, Hofstede's criteria of cultural differences, cultural transmissions and epi-genetics.

## **Unit 2: Methodology in cross-cultural research**

Epistemological issues and ethical issues, issues of equivalence in tests, use of ethnography and archival research, use of modern methods such as digital ethnography and online survey.

## **Unit 3: Cultural Self, Identity, and Development**

Independent vs interdependent self-construal, relational selves, collective identity and social identity theory of understanding culture, the intersectionality of identities. Gender and sexuality: Sex, gender, identity, sexuality as cultural constructs, queer identities, cultural influences on gender roles and expectations, sex scripts and norms, media representation of gender across cultures.

## **Unit 4: Culture, Health and Well-being**

Indigenous concepts of health and illness: Ayurveda, biopsychosocial-spiritual model of health, explanatory models of illness. Practices of Yoga, Shamanism, use of rituals in healing, and community-based healing. Buddhist traditions such as mindfulness and vipasana.

**Unit 5: Globalization and Understanding psyche in a connected world**

Issues of globalization and diversity: cultural hybridity, models of multiculturalism, challenges of multiculturalism

**Unit 6: Developing cross-cultural competencies**

In education: Culturally responsive pedagogy, Global Citizenship Education; In therapeutic settings: Culturally Competent Therapy, cultural humility; In the workplace: Global leadership, Cultural Intelligence, Managing global Virtual teams; DEI initiatives and training

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

### **Suggested Readings:**

- Berry, J. W. (2002). *Cross-cultural psychology: Research and applications*. Cambridge University Press.
- Castillo, R. J. (2001). Lessons from folk healing practices. *Culture and psychotherapy: A guide to clinical practice*, 81-101.
- Keith, K. D. (Ed.). (2019). *Cross-cultural psychology: Contemporary themes and perspectives*. John Wiley & Sons.
- Kirmayer, L. J. (2012). Rethinking cultural competence. *Transcultural psychiatry*, 49(2), 149-164.
- Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on psychological science*, 5(4), 420-430.
- Ott, M. J. (2004). Mindfulness meditation: a path of transformation & healing. *Journal of psychosocial nursing and mental health services*, 42(7), 22-29.
- Phillips, A. (2010). *Gender and culture*. Polity.
- Scheff, T. J. (2003). Shame in self and society. *Symbolic interaction*, 26(2), 239-262.
- Simon, W., & Gagnon, J. H. (2003). Sexual scripts: Origins, influences and changes. *Qualitative sociology*, 26(4), 491-497.
- Wu, M. (2006). Hofstede's cultural dimensions 30 years later: A study of Taiwan and the United States. *Intercultural communication studies*, 15(1), 33.

<b>PSY515</b>	<b>Tools and Techniques of Research Writing in Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	30 Hours	2	0	0	2
Pre-requisites /Exposure	B.Sc/ B.A Psychology				
Co-requisites					

## **Course Description**

This hands-on, 2-credit course introduces students to the fundamental techniques and essential tools for effective scientific writing in psychology. Aligned with the National Education Policy (NEP), it fosters critical thinking, digital literacy, and ethical research practices crucial for multidisciplinary learning. Through practical exercises and guided workshops, students will master APA style, structure psychological papers, enhance clarity and conciseness, and learn to communicate complex ideas to diverse audiences. The course emphasizes experiential learning, equipping students with the indispensable writing skills required for academic success and broader societal impact in psychology.

## **Course Objectives**

1. **Analyze** the foundational principles and ethical guidelines of scientific writing in psychology, ensuring integrity in research communication.
2. **Construct** well-structured and coherent sections of psychological research papers (Introduction, Method, Results, Discussion) adhering to APA style.
3. **Utilize** various digital tools and effective writing techniques to enhance the clarity, precision, and overall quality of academic writing.
4. **Evaluate** and revise their own and peers' written work, incorporating constructive feedback and refining arguments for greater impact.
5. **Communicate** psychological concepts and research findings effectively across a range of academic and public-facing formats.

## **Course Outcomes**

1. **Distinguish** between ethical and unethical practices in psychological writing, applying principles of academic integrity in all written work.
2. **Draft** concise and accurate introductions, methods, results (textual representation), and discussion sections for empirical psychological studies.
3. **Employ** citation management software, grammar checkers, and other digital resources to produce polished and properly formatted psychological documents.

4. **Provide and incorporate** critical peer feedback, leading to measurable improvements in the structure, clarity, and argumentation of written assignments.
5. **Develop** clear and impactful abstracts, research proposals, and brief summaries of psychological research tailored for varied audiences.

## **Course Content**

### **Unit 1: Basics of Writing**

Argumentation theory, Nature of writing, introduction to APA style, understanding strong argument vs weak argument.

### **Unit 2: Structuring Empirical Papers and Argumentation**

Outline of a psychological paper: Overview of introduction, methods, results and discussion section. Crafting Effective Introductions: Background, literature review synthesis, theoretical framework, stating research questions. Describing Methodologies: writing about epistemology, ontology, axiology, participants, materials/ tools and procedure

### **Unit 3: Writing Discussion and Results**

Demonstrating Results and interpreting findings, linking to literature, discussing strengths, limitations and suggestions for future research.

### **Unit 4: Revision and Editing**

Utilizing citation managers, utilizing grammar and style checkers. Key points: Avoiding passive voice, wordiness. Basic copy-editing and drafting a research proposal.

## **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping

- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings**

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (p. 3). London: Pearson/Longman.

Toulmin, S. E. (2003). *The uses of argument*. Cambridge university press.

Zimmerman, B. J., & Kitsantas, A. (2007). A writer's discipline: The development of self-regulatory skill. *Studies in writing*, 19, 51.

Butcher, J., Drake, C., & Leach, M. (2006). *Butcher's copy-editing: the Cambridge handbook for editors, copy-editors and proofreaders*. Cambridge University Press.

Hayot, E. (2014). *The elements of academic style: Writing for the humanities*. Columbia University Press.

Van Eemeren, F. H., van Eemeren, F. H., Jackson, S., & Jacobs, S. (2015). *Argumentation. Reasonableness and effectiveness in argumentative discourse: Fifty contributions to the development of Pragma-dialectics*, 3-25.

Graff, G., Birkenstein, C., & Maxwell, C. (2014). *They say, I say: The moves that matter in academic writing* (p. 245). New York: WW Norton.

Becker, H. S. (2008). *Writing for social scientists: How to start and finish your thesis, book, or article*. University of Chicago Press.

<b>PSY516</b>	<b>Internship</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	2-4 Weeks	0	0	2	2
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

<b>PSY517</b>	<b>Dissertation Part I (PG with coursework and Research)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours		0	4	4	8
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

The following **four** outcomes must be achieved by the end of III Semester:

- i.** Research Problem identification
- ii.** Review of literature
- iii.** Research design formulation
- iv.** Commencement of experimentation, fieldwork, or similar tasks

<b>PSY518</b>	<b>Dissertation Part-I (PG with only Research)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours			6	6	12
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

**Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”**

The following **four** outcomes must be achieved by the end of III Semester

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

**SEMESTER IV**

<b>PSY519</b>	<b>Applications of Positive Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

**Course description:**

This course offers an in-depth exploration of Positive Psychology, a scientific study of human strengths, well-being, and optimal functioning. It traces the emergence and evolution of the field, comparing perspectives from Western theorists like Martin Seligman and Paul T. Wong with insights from Eastern traditions. Students will examine the nature and science of happiness, including its cultural and spiritual dimensions as reflected in Indian scriptures such as the Gita, Ramcharitmanas, and Vedas. The course delves into key cognitive and emotional processes like resilience, wisdom, self-efficacy, mindfulness, gratitude, and empathy. Concepts such as flow, peace psychology, and theories of well-being—including Seligman's PERMA model and Carol Ryff's psychological well-being—are discussed in detail. Emphasis is placed on cultivating

positive emotions and applying positive psychology in everyday life, including education, workplace, and health settings. Through both theoretical and practical lenses, students will gain tools to enhance personal growth, emotional balance, and social harmony.

**Course Objectives:**

1. To introduce the origin, development, and theoretical foundations of Positive Psychology from both Eastern and Western perspectives.
2. To explore the scientific study of happiness and its connection with prosocial Behaviour and cultural-religious frameworks, especially Indian scriptures.
3. To examine key positive cognitive states and processes such as flow, wisdom, resilience, optimism, and self-efficacy.
4. To understand the concepts and practices of mindfulness, forgiveness, gratitude, empathy, and peace from psychological and spiritual perspectives.
5. To familiarize students with theories of well-being, including the PERMA model and Carol Ryff's framework, and their role in positive emotional experiences.
6. To equip students with practical applications of Positive Psychology in various life domains like education, workplace, and health to enhance overall life satisfaction and well-being.

**Course Outcomes:**

1. By the end of this course, students will be able to:
2. Explain the emergence and development of Positive Psychology, including key contributions from Martin Seligman and Paul T. Wong, and distinguish between Positive Psychology 1 and 2.
3. Analyze scientific and cultural perspectives on happiness, including Indian philosophical insights from texts like the Geeta, Ramcharitmanas, and Vedas.
4. Evaluate positive cognitive processes, such as flow, wisdom, self-efficacy, resilience, and optimism, and their role in personal development.
5. Demonstrate understanding and practice of mindfulness and emotional states like gratitude, forgiveness, empathy, and compassion in promoting peace and well-being.
6. Compare and apply different models of well-being, including the PERMA model and Carol Ryff's theory, in assessing psychological and subjective well-being.

7. Apply principles of Positive Psychology in practical domains such as education, workplace, and healthcare to foster positive environments and improve life satisfaction.

### **UNIT 1: Introduction**

Emergence of Positive Psychology, Perspective on positive psychology: Eastern and Western, Aim and scope of Martin Seligman's (Positive Psychology 1) and Paul T Wong's (Positive Psychology 2) outlook on Positive Psychology, comparison between positive psychology 1(focusing on flow and happiness, optimism and hope) and positive psychology 2 (post-traumatic growth, meaningful life, role of negative emotions).

### **UNIT 2: Happiness**

Introduction to the science of happiness, Approaches of happiness, relation between positive psychology and happiness, Authentic Happiness, types of happiness, happiness and prosocial behaviour, Indian concepts of happiness as given in Gita, Ramcharitmanas, and Vedas.

### **UNIT 3: Positive Cognitive State & Processes**

Flow state, Wisdom (Theories of Wisdom, difference between intelligence & wisdom), Resilience (concept of physiological & psychological resilience), Self-efficacy, Optimism; Human Strengths and Weakness (VIA classification and virtues).

### **UNIT 4: Mindfulness & Peace Psychology**

Concept of mindfulness (Buddhism, Practice of mindfulness); Science of Forgiveness, Gratitude, Empathy & Compassion; Peace & non-violence (Gautam Buddha, Sri Aurobindo)

### **Unit 5: Positive Emotional States & Processes**

Definition, Cultivation Positive Emotion, Broaden & Build theory of Positive Emotions; Concepts of well-being in positive psychology, theories of well-being (PERMA model, Carol-Riff), Psychological and Subjective well-being (Savouring, & Flourishing)

### **Unit 6: Applications of Positive Psychology**

Satisfaction with Life Scale; Positive Psychology at Workplace: Positive coaching, Positive schooling, Health, Education.

#### **Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

#### **Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

### **Suggested Readings**

Dutta, G., Misra, G., & Gupta, S. (Eds.). (2025). *Handbook of Positive Psychology and Indian Thought Systems: Transforming Education for Well-being and Happiness*.

Springer Nature.

Herman, P. (2018). Integral psychology. *International Journal of Transpersonal Studies*, 37(1), 14.

Linley, P. A., Harrington, S., & Garcea, N. (Eds.). (2010). *Oxford handbook of positive psychology and work*. Oxford University Press.

Mehrotra, S., & Tripathi, R. (2011). Positive psychology research in India: A review and critique. *Journal of the Indian Academy of Applied Psychology*, 37(1), 9-26.

Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press.

<b>PSY520</b>	<b>Consumer Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	B.Sc/ B.A Psychology				

### **Course Description:**

This advanced post-graduate course provides a rigorous exploration of consumer behavior through the lens of modern psychological theory, integrated with the powerful tools of Artificial Intelligence (AI) and Machine Learning (ML). Students will delve into complex psychological phenomena influencing consumer choices, while simultaneously learning how computational methods are revolutionizing consumer insights, market research, and personalized marketing. The curriculum emphasizes a critical understanding of how AI/ML models can detect patterns in consumer data, predict behavior, and influence decision-making, coupled with an essential focus on ethical implications, data privacy, and societal

impact. This interdisciplinary approach aims to equip psychology students with cutting-edge analytical skills and a nuanced understanding of the future of consumer engagement in a data-driven world, fostering research and innovation as per NEP 2020.

### **Course Objectives**

Upon successful completion of this course, students will be able to:

1. **Analyze** consumer psychology foundations, including cognitive and emotional influences on decision-making.
2. **Evaluate** attitude formation, persuasion, and the role of consumer identity in behavior.
3. **Apply** behavioral economic principles to interpret consumer biases and digital influence.
4. **Utilize** market research methods and data analysis techniques for consumer insights.
5. **Assess** ethical implications of consumer psychology techniques, promoting responsible branding.

### **Course Outcomes**

Students will be able to:

1. **Explain** consumer psychology's interdisciplinary nature and its cognitive/emotional drivers.
2. **Analyze** attitude change and **relate** consumer identity to consumption patterns.
3. **Illustrate** decision-making anomalies and **apply** nudges in consumer choice.
4. **Formulate** research questions, **select** data types, and **interpret** analytical results for consumer segmentation.
5. **Evaluate** ethical practices in consumer psychology and **advocate** for socially responsible branding.

### **Course Content:**

#### **Unit 1: Foundation of Consumer Psychology (10 Hours)**

Nature of consumer psychology: Evolution of the field, interdisciplinary nature (Psychology, economics, Marketing etc.). Cognition in Consumer decisions, information processing models, attention, perception, memory, schema theory, categorization in branding.

Motivation and emotion while buying: Hedonic vs utilitarian consumption, role of affect in decision making and emotional branding.

### **Unit 2: Attitude and Persuasion and Consumer Identity (10 Hours)**

Formation and change of attitudes, narrative storytelling in consumer behavior, implicit vs explicit attitudes, cognitive dissonance, reactance, social judgment theory. Self-brand connection, personality traits in consumption, symbolic consumption, consumer identity connection and formation.

### **Unit 3: Behavioral Economics and Digital Influence (10 Hours)**

Bounded rationality: Heuristics, prospect theory. Decision making anomalies: Endowment effect, Sunk cost fallacy, choice overload, paradox of choice, present bias, status-quo bias. Influence such as nudges and choice architecture, social norms, priming. Use of scarcity, fear and urgency. Gamification of consumption (See Reddit, Duolingo).

### **Unit 4: Introduction to Research methods, AI and Machine Learning for Consumer Data (16 Hours)**

Data fundamentals for psychology: types of consumer data (demographic, behavioral, psychographic), structured vs unstructured data. Use of Market research tools: Focus group discussion, Market research survey design, sentiment analysis. Designing regression model: predictive spending, customer lifetime value, purchase intent. Use of clustering for customer segmentation, market basket analysis. Use of NLP basics: Sentiment analysis, topic modelling, word embeddings.

### **Unit 5: Ethics in Consumer Psychology (4 Hours)**

Use of implicit measures and priming research, use of consumer neuroscience and neuromarketing to develop products, use of 'sadvertising', Algorithmic bias and fairness, data privacy and governance. Creating socially responsible brands

#### **Practical:**

- 1) Designing Market Survey research
- 2) Using Social media to understand product engagement

#### **Suggested Reading**

Cialdini, R. B. (2004). The science of persuasion. *Scientific American Mind*, 14(1), 70-77.  
Hague, P. N., Hague, N., & Morgan, C. A. (2004). *Market research in practice: a guide to the basics*. Kogan Page Publishers.

Júnior, J. R. D. O., Limongi, R., Lim, W. M., Eastman, J. K., & Kumar, S. (2023). A story to sell: The influence of storytelling on consumers' purchasing behavior. *Psychology & Marketing*, 40(2), 239-261.

Kemp, E., Chapa, S., & Kopp, S. W. (2013). Regulating emotions in advertising: Examining the effects of sadness and anxiety on hedonic product advertisements. *Journal of Current Issues & Research in Advertising*, 34(1), 135-150.

Martin, B. A. (2003). The influence of gender on mood effects in advertising. *Psychology & Marketing*, 20(3), 249-273.

Marzilli Ericson, K. M., & Fuster, A. (2014). The endowment effect. *Annu. Rev. Econ.*, 6(1), 555-579.

McCracken, G. (1990). Culture and consumer behaviour: An anthropological perspective. *Journal of the Market research Society*.

Mooi, E., Sarstedt, M., & Mooi-Reci, I. (2018). *Market research*. Springer Nature Singapore Pte Ltd.

Van Basshuysen, P. (2023). Markets, market algorithms, and algorithmic bias. *Journal of Economic Methodology*, 30(4), 310-321.

Voramontri, D., & Klieb, L. (2019). Impact of social media on consumer behaviour. *International Journal of Information and Decision Sciences*, 11(3), 209-233.

<b>PSY521</b>	<b>Intergroup Relations and Peace Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

### **Course Description**

This course offers a comprehensive exploration of intergroup relations, beginning with foundational theories of group dynamics, intergroup differences, and historical experiments like the Robbers Cave study. It delves into the role of collective emotions, cognitive biases, stereotypes, prejudice, and discrimination in shaping intergroup conflicts. The curriculum extensively covers strategies for conflict resolution and transformation, including negotiation, restorative justice, and the role of law and policy. Emphasis is placed on effective

communication, reconciliation processes like truth and healing, and building trust. Uniquely, the course integrates Indian perspectives on intergroup harmony, drawing from concepts like Dharma, Vasudhaiva Kutumbakam, Gandhian principles, and Buddhist philosophies for peace and diversity.

### **Course Objectives**

Upon successful completion of this course, students will be able to:

1. **To comprehend and critically analyze** the fundamental theories and historical experiments that explain the nature of groups and intergroup relations, including concepts like social identity, self-categorization, and relative deprivation.
2. **To examine and assess** the complex interplay of collective emotions, ideological differences, and perceived threats that contribute to intergroup conflict and its escalation.
3. **To evaluate and distinguish** various cognitive biases, stereotypes, prejudice, and discrimination, understanding their manifestation and consequences in intergroup conflicts.
4. **To apply and evaluate** different strategies for conflict resolution and transformation, including negotiation, restorative justice, and community-based peacebuilding initiatives, as well as the role of law and policy.
5. **To integrate and appreciate** diverse perspectives on intergroup harmony, particularly from Indian traditions such as Dharma, Vasudhaiva Kutumbakam, Gandhian principles, and Buddhist philosophies, alongside modern communication and reconciliation techniques.

### **Course Outcomes**

Students will be able to:

1. **Explain** core theories of group dynamics and intergroup relations, **differentiate** between intra-group and inter-group phenomena, and **summarize** key experiments like the Robbers Cave study.
2. **Analyze** the emotional and ideological drivers of intergroup conflict, **identify** causes of conflict escalation, and **articulate** the role of leadership in these dynamics.

3. **Differentiate** between stereotypes, prejudice, and discrimination, **assess** their impact on intergroup relations, and **propose** methods to address social dilemmas.
4. **Categorize** and **evaluate** various conflict resolution methods, **develop** negotiation approaches, and **advocate** for restorative justice practices in peacebuilding.
5. **Discuss** the significance of effective communication and reconciliation processes (e.g., truth and reconciliation), and **synthesize** insights from Indian philosophical and spiritual traditions for fostering intergroup harmony.

## **Course Outline**

### **Unit 1: Introduction to groups (12 Hours)**

Nature of groups, intragroup-intergroup differences, inter-group relations Intergroup Interaction Approach: Realistic conflict theory, Robbers cave experiment (cooperation vs. competition), Social Identity theory, Self-categorization theory, minimal group studies (ingroup favoritism, Outgroup derogation); Relative deprivation theory, Norm Violation theory, Social Dominance Orientation and System Justification

### **Unit 2: Emotions and Intergroup Relations (8 hours)**

collective emotions and intergroup dynamics; emotional climate, causes of intergroup conflict, ideological difference, collective victimhood, historical grievance, perceived threat.

### **Unit 3: Social and Cultural Aspects of Intergroup Relations (10 Hours)**

Cognitive biases & stereotypes, prejudice, Discrimination, social dilemma; inter-group conflicts and their types; consequences of conflicts (subtle and blatant forms); Conflict Escalation: Polarization, dehumanization, Negative stereotypes. Role of Leadership in conflict escalation.

### **Unit 4: Strategies for Conflict Resolution and Transformation (10 Hours)**

Kelman's classification of conflict resolution, negotiation and arbitration, justice and restorative justice, conflict transformation. Role of Law and Policy for peace, community-based peacebuilding initiatives, education for peace.

### **Unit 5: Communication, and Reconciliation (10 Hours)**

Effective Communication in conflict (Non-violent communication), Perspective giving and perspective taking, intergroup contact, trauma and healing, truth and reconciliation, building trust and forgiveness.

**Unit 6: Indian Perspectives to Intergroup Harmony (10 Hours)**

Concept of Dharma and Vasudhaiva Kutumbakam, Gandhian principles of peace and non-violence, Buddhist principles of Metta and Karuna. The ideal of diversity and pluralism. Inner peace through mindfulness and yoga.

**Practical:**

Any two practical from the above units

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

**Suggested Readings:**

Kelman, H.C., Fisher, R.J. (2016). Social-Psychological Dimensions of International Conflict (2007). In: Kelman, H., Fisher, R. (eds) Herbert C. Kelman: A Pioneer in the Social Psychology of Conflict Analysis and Resolution. Pioneers in Arts, Humanities, Science, Engineering, Practice, vol 13. Springer, Cham.

Brewer, M. B., & Brown, R. J. (Eds.). (1995). *Intergroup relations: An overview*. Sage.

Deutsch, M., Coleman, P. T., & Marcus, E. C. (Eds.). (2011). *The handbook of conflict resolution: Theory and practice*. John Wiley & Sons.

Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.

<b>PSY522</b>	<b>Advanced Disability and Rehabilitation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	B.Sc/ B.A Psychology				
Co-requisites					

**Course Description**

This course provides a foundational understanding of disability and rehabilitation, encompassing historical concepts, definitions of impairment, disability, and handicap, alongside ethical considerations. It explores various types of disabilities, including those linked to chromosomal aberrations and neurodevelopmental disorders like ASD, ADHD, and learning disabilities. The curriculum also covers typical and atypical motor development, emphasizing reflexes and fine motor skills. Furthermore, students will delve into community mental health principles and critically examine key Indian legislative frameworks and policies impacting persons with disabilities. Practical application of assessment concepts will enhance comprehension of rehabilitation principles.

## Course Objectives

Upon successful completion of this course, students will be able to:

1. **To analyze** the concepts of impairment, disability, and handicap, **differentiating** various types of disabilities and their incidence while recognizing ethical considerations in rehabilitation.
2. **To differentiate** between key neurodevelopmental disorders such as Autism Spectrum Disorder, ADHD, Intellectual Developmental Disorder, and Learning Disabilities, **comprehending** their core characteristics and impact.
3. **To explain** the principles of gross and fine motor development, including the function of various reflexes, developmental milestones, and the importance of trunk and head control.
4. **To evaluate** the foundational principles of community mental health and **critically examine** the major legislative acts and policies relevant to persons with disabilities in the Indian context.
5. **To apply** theoretical knowledge of disability and motor development to conceptualize practical assessment scenarios in rehabilitation psychology.

## Course Outcomes

By the end of this course, students will be able to:

1. **Explain** the distinctions between impairment, disability, and handicap, and **classify** various types of disabilities including those related to chromosomal aberrations.
2. **Identify** the core diagnostic criteria and key features of major neurodevelopmental disorders such as Autism Spectrum Disorder, ADHD, Intellectual Developmental Disorder, and specific Learning Disabilities.
3. **Demonstrate** an understanding of developmental milestones, **distinguish** between different types of reflexes (e.g., righting, equilibrium), and **describe** the various types of grasps.
4. **Critique** the role of community mental health in disability rehabilitation and **evaluate** the provisions and implications of major Indian legislative frameworks (e.g., Mental Health Act, Persons with Disabilities Act).

5. **Utilize** basic principles of motor development and assessment to **analyze** and **interpret** simple practical scenarios related to disability and rehabilitation.

## **Course Content**

### **Unit I: Foundations of Disability, Rehabilitation, and Quality of Life (12 Hours)**

Disability & Rehabilitation (Concept and definition, impairment, disability, handicap, incidence, prevalence.) Types of Disability: Visual, hearing, locomotor, neurological and psychological, Rehabilitation: Concept, definition, Ethical issues. Quality of life: Definition, domains, assessment, global and specific indicators, factors affecting QOL.

### **Unit 2: Developmental Disabilities and Motor Development (12 Hours)**

Neurodevelopmental Disorder: Autism Spectrum Disorder (ASD), ADHD, Intellectual Development Disorder (IDD), Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia). Motor Development: Gross motor development, developmental milestone, reflex and autonomic response, righting and equilibrium reflexes, development of mature reflexes, and voluntary control. Fine Motor development: Types of grasp.

### **Unit 3: Disability Social and Family Perspective (12 Hours)**

Disability and Society: Social attitudes towards disabilities, reducing stigma, social competence, participation and integration. Impact of disability on family, caregiving, family care, role of family in coping, Psychological tools for care of PwD, Social networks and support, disabling factors in social environment: Stereotypes and prejudice.

### **Unit 4: Behavioural Management and Vocational Rehabilitation (12 Hours)**

Behaviour therapy and modifications: types of therapy, Behaviour modification technology, role of reinforcement. Techniques to decrease undesirable Behaviours and increase desirable Behaviours. Vocational Rehabilitation: Vocational assessment and training, work Behaviour. Employment models: Open, competitive, supported, sheltered, self-employment

### **Unit 5: Community Mental Health and Legal Frameworks (12 Hours)**

Community Mental Health: Community awareness and participation, definitions of community mental health, primary, secondary, and tertiary prevention. Legislative Acts (Indian Context): Mental Health Act, Persons with Disabilities Act, National Trust Act, Rehabilitation Council of India Act.

### **Practicum:**

Any two from below:

DST (Developmental Screening Test)

BKT (Bender-Gestalt Test for Children)

VSMS (Vineland Social Maturity Scale)

BASIC MR (Behavioural Assessment Scale for Indian Children with Mental Retardation)

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

<b>Components</b>	<b>Continuous Internal Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

Suggested Readings:

- Aarons, M., & Glittens, T. (1992). *The handbook of Autism: A guide for parents and professionals*. Routledge.
- Albrecht, G. L. (Ed.). (2006). *Encyclopedia of Disability* (Vols. 1–5). Sage Publications.
- Brown, R. I. (Ed.). (1997). *Quality of life for people with disabilities: Models, research and practice* (2nd ed.). Stanley Thornes.
- Capute, A. J., & Accardo, P. J. (1996). *Developmental disabilities in infancy and childhood: Neurodevelopmental diagnosis and treatment* (Vol. 1). Brookes Publishing.
- Corrigan, J. D., & Schmidt, L. D. (2021). *Behavioural interventions for rehabilitation and recovery: A guide for clinicians*. Guilford Press.
- Dell Orto, A. E., & Marinelli, R. P. (Eds.). (1995). *Encyclopedia of disability and rehabilitation*. Simon & Schuster Macmillan.
- Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.). (1999). *Medical aspects of disability: A handbook for the rehabilitation professional* (2nd ed.). Springer.
- Hammell, K. W. (2006). *Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice*. Churchill Livingstone.
- Jena, S. P. K. (2013). *Learning Disabilities: Theory to Practice*. Sage Publication.
- Lewish. (2003). *Development and Disability*. Blackwell Publishers.
- Lipkin, P. H., & Macias, M. M. (Eds.). (2020). *Developmental-Behavioural pediatrics* (5th ed.). Elsevier.
- Ministry of Social Justice & Empowerment, Government of India. (2016). *The Persons of Persons with Disabilities Act*.
- Oliver, M. (1996). *Understanding disability: From theory to practice*. Macmillan Education.
- Rehabilitation Council of India. (2012). *Status of Disability in India – 2012*.

Sagar, R. (Ed.). (2014). *Specific Learning Disorder: Indian Scenario*. Department of Science and Technology, Govt. of India.

Skinner, B. F. (2019). *The Behaviour of organisms: An experimental analysis* (Reprint ed.). B.F. Skinner Foundation.

Smith, C. R. (2004). *Learning Disabilities: The interaction of students and their environments*. Allyn and Bacon.

Strauser, D. R. (2013). *Career development, employment, and disability in rehabilitation: From theory to practice* (2nd ed.). Springer Publishing Company.

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India. (1999).

Yuker, H. E. (Ed.). (1988). *Attitudes Toward Persons with Disabilities*. Springer Publishing Company.

Zarit, S. H., & Zarit, J. M. (2015). *Family caregiving: Research, practice, policy*. Springer Publishing Company.

<b>PSY523</b>	<b>Organization Change and Development</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	<b>Graduate in psychology or allied subjects</b>				
Co-requisites					

### **Course Description:**

This course explores the dynamic field of organizational change and development, equipping students with theoretical frameworks and practical tools to navigate and lead transformational initiatives. We will examine various models of change, analyze the forces driving and resisting organizational evolution, and delve into strategies for effective intervention. Topics include diagnosis, intervention techniques, managing resistance, fostering a culture of

change, and evaluating change efforts. Through case studies and discussions, students will develop critical thinking skills essential for addressing complex organizational challenges in today's rapidly evolving global landscape. The course emphasizes both the human and systemic aspects of planned change.

**Course Objectives:**

1. To understand foundational theories and models of organizational change and development.
2. To develop skills in diagnosing organizational issues and identifying appropriate change interventions.
3. To analyze the drivers and resistors of change within various organizational contexts.
4. To learn strategies for effectively planning, implementing, and managing change processes.
5. To explore ethical considerations and the role of the change agent in organizational development.

**Course Outcomes:**

1. Students will be able to critically evaluate different approaches to organizational change and their applicability.
2. Students will be able to design and propose relevant interventions for specific organizational problems.
3. Students will be able to identify and mitigate potential resistance to change initiatives.
4. Students will be able to articulate the key steps involved in a successful change management process.
5. Students will be able to reflect on their own roles and responsibilities as potential change agents within organizations.

**Unit 1: Introduction to organizational change and Development:**

Definition of change and development, factors of change, resistance to change, nature of organizational development, history of OD.

**Unit II: Models of Organizational change:**

Force-field theory, Kotter's 8 steps model, Burke-Litwin Model, Falletta's organizational intelligence and Nadler-Cushman Congruence Model

**Unit III: Methods of Organizational development:**

Grid Organizational Development, Process consultation, Gestalt and Comprehensive intervention

**Unit IV: Applications of OD:**

Designing learning organization, assessing new organizational culture, merger and acquisition

**Unit V: Interpersonal communication and team building**

Difference between groups and teams, use of Indian perspectives and concepts (Mudita, Karuna) to understand interpersonal communication, virtual teams and project team management.

**Unit VI: Organizational culture and mergers:**

Types of organizational culture and climate, models of organizational culture, subculture, assessing organizational culture, role of leadership in mergers, types of merger and acquisition.

**Practicum:**

2 Practical based on above units

**Suggested Readings:**

Beckhard, R. (1969). *Organization Development: Strategies and Models*. Addison-Wesley.

Beer, M., & Nohria, N. (2000). Cracking the code of change. *Harvard Business Review*, 78(3), 133-141.

Blake, R. R., & Mouton, J. S. (1985). *The Managerial Grid III: The Key to Leadership Excellence*. Gulf Publishing Company.

Burke, W. W., & Litwin, G. H. (1992). A causal model of organizational performance and change. *Journal of Management*, 18(3), 523-545.

Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework* (3rd ed.). Jossey-Bass.

- Cummings, T. G., & Worley, C. G. (2018). *Organization Development and Change*. Cengage Learning.
- Denison, D. R. (1990). *Corporate Culture and Organizational Effectiveness*. John Wiley & Sons.
- Falletta, S. V. (2014). The organizational intelligence model: A framework for strategic change and performance improvement. In C. E. E. Schlegelmilch (Ed.), *Organizational Development and Change Management* (pp. 57-79). Springer.
- French, W. L., & Bell, C. H. Jr. (Latest Edition). *Organization Development: Behavioral Science Interventions for Organization Improvement*. Pearson Education.
- Fritz, S. (2018). Gestalt Therapy and Organization Development. In R. F. Popp (Ed.), *Organization Development & Change Management* (pp. 209-224). Business Expert Press.
- Gelfand, M. J., Erez, M., & Aycan, Z. (2007). Cross-cultural organizational behavior. *Annual Review of Psychology*, 58, 479-514.
- Gibson, C. B., & Cohen, S. G. (2003). Virtual teams revisited: An assessment of what we know and where we need to go. *Organizational Dynamics*, 31(4), 390-400.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind* (3rd ed.). McGraw-Hill.
- Katzenbach, J. R., & Smith, D. K. (1993). *The Wisdom of Teams: Creating the High-Performance Organization*. Harvard Business School Press.
- Kotter, J. P. (1996). *Leading Change*. Harvard Business Review Press.
- Lewin, K. (1947). Frontiers in group dynamics: Concept, method, and reality in social science; social equilibria and social change. *Human Relations*, 1(1), 5-41.
- Marks, M. L., & Mirvis, P. H. (1998). *Joining Forces: Making One Plus One Equal Three in Mergers, Acquisitions, and Alliances*. Jossey-Bass.
- Martin, J. (2002). *Organizational Culture: Mapping the Terrain*. Sage Publications.

Nadler, D. A. (1998). *Champions of Change: How CEOs and Their Companies are Mastering the Skills of Radical Change*. Jossey-Bass.

Nadler, D. A., & Tushman, M. L. (1980). A congruence model for diagnosing organizational behavior. *Organizational Dynamics*, 9(2), 35-51.

Poonamallee, L., & Srinivas, S. (2013). Integrating Indian wisdom into management education: An exploration. *Journal of Management Development*, 32(4), 405-420.

Raghuram, S., & Garud, R. (2019). The Role of Compassion (Karuna) and Sympathetic Joy (Mudita) in Building Resilient Organizations. *Journal of Business Ethics*. (Forthcoming or recently published – search for recent works by these authors on related topics).

Schein, E. H. (1999). *Process Consultation Revisited: Building the Helping Relationship*. Addison-Wesley.

Schein, E. H. (2017). *Organizational Culture and Leadership* (5th ed.). Jossey-Bass.

Senge, P. M. (1990). *The Fifth Discipline: The Art & Practice of The Learning Organization*. Doubleday.

Srivastava, S. K., & Sharma, M. K. (2014). Leadership and Communication in Virtual Teams: An Indian Perspective. *Journal of Management Research*, 14(4), 211-224.

<b>PSY524</b>	<b>Psychology of Power, Oppression and Privilege</b>	L	T	P	C
	<b>Contact Hours – 60</b>	3	0	1	4
<b>Pre-requisites/Exposure</b>	10+2 Knowledge				
<b>Co-requisites</b>	-				

**Course Description:**

This Masters-level course offers a critical psychological examination of how power operates, how systemic oppression manifests, and how various forms of privilege are maintained in

society, with a particular focus on the Indian context. Integrating interdisciplinary perspectives, students will deconstruct theoretical frameworks and analyze real-world case studies to understand the psychological impacts on individuals and groups. The course fosters critical self-reflection on one's own social position and biases, aiming to equip students with the analytical tools and ethical frameworks necessary to challenge inequalities and contribute to social justice and positive societal change.

**Course Objectives:**

1. To critically deconstruct the psychological theories and concepts related to power, social dominance, prejudice, and systemic oppression.
2. To analyze the multifaceted manifestations of oppression (e.g., casteism, sexism, communalism) and privilege in diverse social contexts, particularly within India.
3. To examine the psychological impacts of oppression on marginalized groups and the dynamics of identity and worldview within privileged groups.
4. To develop critical self-awareness regarding one's own social identities, positions of power, and potential biases.
5. To explore psychological approaches to resistance, resilience, social activism, and strategies for promoting inclusivity and social justice.

**Course Outcomes:**

Upon successful completion of this course, students will be able to:

1. Articulate a comprehensive understanding of the psychological mechanisms underpinning power structures, oppression, and privilege at individual, intergroup, and societal levels.
2. Apply interdisciplinary analytical frameworks to critically assess contemporary social issues of inequality and discrimination in India and globally.
3. Demonstrate a nuanced appreciation for the lived experiences of individuals navigating various forms of oppression and privilege.
4. Engage in critical self-reflection to identify and challenge personal biases and assumptions related to social hierarchy.
5. Propose evidence-informed strategies and interventions to address systemic inequalities and contribute to fostering a more equitable and just society.

**Course Outline:****Unit 1: Foundations of Power**

Definition of Power, authority and dominance. Psychological theories: Social Power theory, Power Basis Theory, theories of obedience and conformity, leadership theories (authoritarian and transformational).

**Unit 2: Oppression and Discrimination (14 hours)**

Definition of oppression, discrimination, prejudice and stereotypes. Psychological theories: Social Identity theory, Self-Categorization theory, Realistic Group Conflict Theory, Social dominance orientation, implicit bias. Types of oppression: Sexism, racism, casteism, communalism, Ableism, LGBTQ+ phobia. Impact of Stigma.

**Unit 3: Privilege and its manifestation**

Definition of privilege, unearned advantage, systemic advantage. Psychology of privilege: Denial, complicity, guilt and responsibility. Types of privileges. Challenging privilege: Allyship, advocacy and decolonization

**Unit 4: Researching Power, privilege and Oppression**

Qualitative and quantitative Research Methods: Introduction to critical research framework, introduction to critical epistemologies, relevant research designs (Discourse analysis, narrative inquiry, survey analysis and experimental design) Ethical consideration: challenges of working with marginalized groups, use of reflexivity. Use of Participative Action Research.

**Module 5: Challenging Oppression, privilege and Power**

Psychology of resistance: Social movements, collective action, resistance, psychological resistance, pre-figurative politics. Intergroup dialogue and conflict resolution. Understanding the role of social justice in building awareness.

**Practicum:**

Two practical from the above units

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping

- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Examination:** Assignment / Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey // any other method that suits to assess the given course outcome

**Examination Scheme:**

Components	Continuous Internal Assessment	End Term
Weightage (%)	50	50

**Suggested Readings:**

Bou Zeineddine, F., & Pratto, F. (2017). The need for power and the power of need: An ecological approach for political psychology. *Political Psychology*, 38, 3-35.

Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170-180.

Foucault, M. (1978). *Discipline and Punish: The Birth of the Prison* (Excerpts on Power). Vintage Books.

Hay, C. (2013). The obligation to resist oppression. In *Kantianism, Liberalism, and Feminism: Resisting Oppression* (pp. 117-157). London: Palgrave Macmillan UK.

Hooks, B. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. Routledge.

Jogdand, Y. (2023). Ground Down and Locked in a Paperweight: Toward a Critical Psychology of Caste-Based Humiliation. *Critical Philosophy of Race*, 11(1), 40-58.

Klandermans, B. (1997). *The Social Psychology of Protest*. Blackwell.

McIntosh, P. (1988). *White Privilege: Unpacking the Invisible Knapsack*. Wellesley College.

Muldoon, O. T., Haslam, S. A., Haslam, C., Cruwys, T., Kearns, M., & Jetten, J. (2019). The social psychology of responses to trauma: Social identity pathways associated with divergent traumatic responses. *European Review of Social Psychology*, 30(1), 311-348.

Muldoon, O. T., Lowe, R. D., Jetten, J., Cruwys, T., & Haslam, S. A. (2021). Personal and political: Post-traumatic stress through the lens of social identity, power, and politics. *Political Psychology*, 42(3), 501-533.

Prilleltensky, I. (2003). Understanding, resisting, and overcoming oppression: Toward psychopolitical validity. *American journal of community psychology*, 31(1-2), 195-201.

Rege, S. (2006). *Writing Caste, Writing Gender: Reading Dalit Women's Testimonios*. Zubaan.

Sidanius, J., & Pratto, F. (1999). *Social Dominance: An Intergroup Theory of Social Hierarchy and Oppression*. Cambridge University Press.

Sorensen, M. J. (2008). Humor as a serious strategy of nonviolent resistance to oppression. *Peace & change*, 33(2), 167-190.

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. *Organizational Identity: A Reader*, 56-65.

Vollhardt, J. R., Okuyan, M., & Ünal, H. (2020). Resistance to collective victimization and oppression. *Current opinion in psychology*, 35, 92-97.

<b>PSY525</b>	<b>Intergroup Relations and Peace Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	<b>Basic knowledge of Psychology</b>				
Co-requisites					

**Course Objectives:**

To understand the neuropsychology of cognitive functions, neuropsychology of arousal, motivation and emotion along with select psychiatric conditions.

**Course Outcomes:**

- CO1: Develop** the knowledge of neuropsychology of cognitive functions.
- CO2: Determine** the neuropsychology of sleep and arousal.
- CO3: Elaborate** on the neuropsychology of motivation and primitive functions.
- CO4: Apply** the knowledge of neuropsychology to understand psychopathology.
- CO5: Discuss** the implications and applications of neuropsychology to understand cognitive impairment.
- CO6: Assess** cognitive functioning through standard tools

**Course Description:**

This Course intends to familiarize students with an introductory knowledge of the topics and methods of biological psychology to create an understanding of the underlying biological foundations of human behaviour. This course is an extension of biological foundations of behaviour taught in the first semester

**Course Content:**

**UNIT I: Neuropsychology of Cognitive Functions (15 Lecture Hours)**

- **Learning:** Synaptic transmission and long-term potentiation (LTP)
- **Memory:** Neurological basis of memory, Brain damage and dysfunction of memory

- **Language:**Neurobiology of language comprehension and articulation  
Disorders of reading writing: aphasia, alexia & dyslexia.

**UNIT II: Neuropsychology of Sleep and Arousal: (15 Lecture Hours)**

- Neurobiology of Arousal and Consciousness
- Neurobiology of Sleep: Sleep stages, Sleep cycle, Brain waves
- Sleep disorders

**UNIT III: Neuropsychology of Motivation (15 Lecture Hours)**

- Neurobiology of Thirst
- Neurobiology of Hunger
- Neurobiology of Sexual functioning

**UNIT IV: Neuropsychology of Psychiatric Disorders (15 Lecture Hours)**

- Eating Disorders
- Schizophrenia Spectrum Disorders
- Substance abuse disorders
- Panic Disorder
- Obsessive and Compulsive Disorder

**UNIT V: Cognitive Impairment (15 Lecture Hours)**

- Normal Aging&Mild Cognitive Impairment
- Brain injury, traumatic brain injury
- Epilepsy
- Neurocognitive Disorders/ Dementia:
  - Alzheimer's Disease
  - Frontotemporal Dementia
  - Vascular Dementia
  - Parkinson's Disease
  - Huntington Disease

**UNIT VI:Practicum(15 Lecture Hours)**

- Administration of necessary neuropsychological screening tools to provide an estimate of the subject's overall cognitive functioning and specific functioning in these domains:
  - Executive Functions
  - Attention

- Memory

**Essential Reading:**

- Carlson, N.R. (2004). Physiological of behaviour (8th.ed.). Boston:Allyn& Bacon.
- Kalat, J.W. (2004). Biological psychology (8th.ed.). Belmont:Wadsworth/Thomson learning.
- Blackmore, S. (2003). Consciousness: An introduction. London: Hodder &Stoughton.
- Garrett, B. (2003). Brain and Behavior. Wadsworth, Thomson Learning Inc, USA
- Freberg, L A. Discovering Biological Psychology (2nded.)(2006), Wardsworth, Belmont: USA
- Wagner, H., & Silber, K. (2004),Physiological Psychlogy, Garland Science, Abingdon: UK.
- Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience. (2nded.). USA:SinauerAssociates, Inc.Wallace, B. & Fisher, L.E. (1991). Consciousness and Behavior (3<sup>rd</sup>ed.). USA: Allyn &
- Bacon.Pinel, J.P.J. (2000). Biopsychology (4th.ed.). Boston: Allyn & Bacon.
- Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th.ed.).New york: McGraw-Hill.
- Leukel, F. (1985). Introduction to physiological psychology (3rd. ed.). New Delhi: CPS Publisher

**Pedagogy:**

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching

- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Class Assessment	End Term
Weightage (%)	50	50

PSY526	Psychology and Entrepreneurship	L	T	P	C
Contact Hours	30 Hours	2	0	0	2
Pre-requisites /Exposure	<b>Graduate in psychology or allied subjects</b>				
Co-requisites					

**Course Description:** This 2-credit course explores the dynamic intersection of psychological principles and entrepreneurial ventures. Designed for psychology students, it illuminates how insights into human Behaviour, cognition, and emotion can be leveraged to identify market needs, innovate solutions, and build sustainable businesses. Students will delve into entrepreneurial mindsets, explore diverse avenues from private practice to tech development, and acquire foundational skills in market research, business modeling, and ethical practice. The course fosters an innovative spirit, empowering students to translate psychological knowledge into impactful products, services, or social initiatives, aligning with the National Education Policy's emphasis on skill development and self-reliance.

**Course Objectives:**

1. **Analyze** the fundamental psychological theories and concepts relevant to entrepreneurial success and consumer Behaviour.

2. **Identify** and evaluate various entrepreneurial avenues and business models suitable for psychology graduates.
3. **Apply** core entrepreneurial skills, including market research, business planning, and effective communication, to develop a venture concept.
4. **Formulate** ethical considerations and professional boundaries essential for psychologists operating in entrepreneurial settings.
5. **Create** a preliminary business concept or pitch deck that integrates psychological insights with a viable market solution.

### **Course Outcomes:**

1. **Comprehend** the unique value proposition of a psychology background in the entrepreneurial landscape.
2. **Differentiate** between various entrepreneurial mindsets and cultivate traits essential for innovation and resilience.
3. **Construct** a basic framework for a psychologically informed business idea, from problem identification to value proposition.
4. **Evaluate** the legal, regulatory, and financial considerations involved in setting up a private practice or a psychological firm.
5. **Develop** a strategic approach to marketing and networking for entrepreneurial ventures rooted in psychological expertise.

### **Course Content**

#### **Unit 1: Introduction to Psychology and Entrepreneurship (6 Hours)**

Definition of entrepreneurship, types of entrepreneurs, the steps of designing a business.

Psychologists as entrepreneur: Soft skills such as empathy, active listening, understanding of decision-making skills. Developing a Market driven psychologist: Translational skills from academia to the market.

#### **Unit 2: The Entrepreneurial Mindset (10 Hours)**

Building of psychological capital and other concepts such as resilience, grit, self-efficacy, locus of control, risk taking and tolerance. The development of Growth mindset. Using techniques like Brainstorming, SCAMPER, mind mapping, design thinking for decision making. Exploring case studies of psychologists as content creators and entrepreneurs.

Crafting an elevator pitch, negotiation, effective presentation skills, improving story-telling

skills. Basic financial literacy: Understanding costs, revenue generation, introduction to funding sources. Importance of mentorship and branding.

**Unit 3: Identifying Opportunities Through a Psychological Lens (10 Hours)**

Needs assessment of the problems, conducting market research, framing problems as solvable business opportunities, root cause analysis of the issues. Developing Business models- key partners, activities, resources, value proposition, customer relation channels, cluster of customers, customer archetypes, value proposition, product features and value mapping.

**Unit 4: Ethical Consideration (4 Hours)**

Dual role of therapist and business person, confidentiality, responsible marketing, importance of evidence-based research, informed consent.

**Suggested Readings:**

Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business.

Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.

Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House.

<b>PSY527 (Course Work only)</b>	<b>Academic Project</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours			4	4	8
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

The following three outcomes must be achieved by the end of IV Semester:

- i.** Completion of the experimentation, fieldwork or similar task.
- ii.** Submission of project report
- iii.** Research output in the form of **any one** of the following –
  - Prototype or product development or patent

- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher
- Book translation (for Language departments)

<b>PSY528</b>	<b>Dissertation Part II (PG with coursework and Research)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours			6	6	12
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

The following **three** outcomes must be achieved by the end of IV Semester:

- Completion of experimentation/ fieldwork
- Submission of dissertation
- Research output in the form of **any one** of the following –
  - Prototype or product development/ patent
  - Any other scholastic work as recommended by the BRS and approved by the Research Council
  - Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
  - Book or Book Chapter in a publication by a reputed publisher

<b>PSY529</b>	<b>Dissertation Part-II (PG with only Research)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Contact Hours			10	10	20
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

The following **three** outcomes must be achieved by the end of IV Semester

- 1) **Phase II** of research - Final phase of experimentation/ fieldwork
- 2) Dissertation/ project report submission
- 3) Attain **at least one** of the following outcomes:

- a. Developed a prototype or product which meets the **Technology Readiness Level 3/4** (TRL-3 or TRL-4) as defined by CSIR
- b. Publication in Scopus indexed journals #
- c. Patent
- d. Any other scholastic work as recommended by the BRS and approved by the Research Council
- e. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.