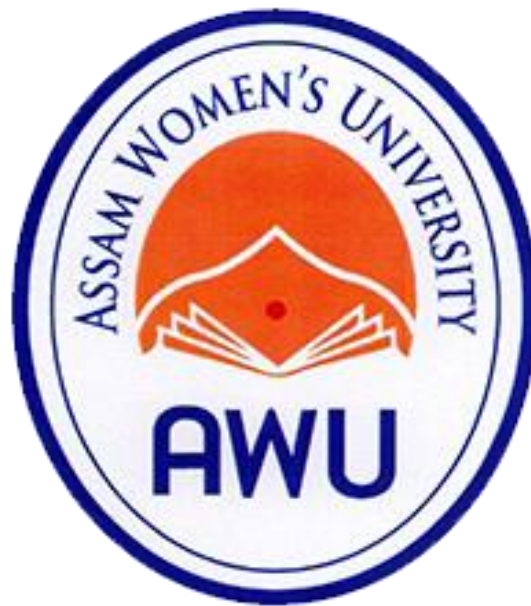


**SYLLABUS FOR
MASTERS OF ARTS PROGRAMME
IN PSYCHOLOGY
(CHOICE BASED CREDIT SYSTEM)**



**DEPARTMENT OF PSYCHOLOGY
ASSAM WOMEN'S UNIVERSITY
ROWRIAH, JORHAT
ASSAM**

PROGRAMME OBJECTIVE:

The Present syllabus is designed for the Post Graduate MA Psychology Programme of Assam Women's University in accordance with the UGC- CBCS Guidelines. The MA Psychology programme is aimed at providing an understanding of the finer nuances within the discipline of Psychology while promoting skill based education at the same time. The choice based credit system further ensures Students are offered the opportunity to explore beyond the core subjects in the form of Electives.

Keeping pace with the disciplinary advances, the program strives to address learning about psychological functioning at individual as well as social levels in an inclusive manner. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. To this end the students will be familiarized with plurality in perspectives, pedagogy and their implications. The course allows students to harness their academic interests in specialized domains of psychology, along with their quest for personal growth as well the need for shaping good Samaritans. The programme envisions-

- To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
- To harness a creative, objective and ethical approach to problem solving that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.
- To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia, industry and society at large.

PROGRAMME OUTCOME:

The aim of this Programme is to systematically train students on the evolving trends in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as egalitarian concerns for maintaining collective good of the society. By the end of the programme, the students will have developed skills and competencies needed for responding readily and effectively to the needs and challenges of the contemporary world. Some of the desired outcomes are:

- i. Students will display a comprehensive and critical knowledge of the historical, philosophical as well as contemporary developments within the discipline of Psychology.
- ii. Students will be able to display knowledge and appreciation of the specialized domains within the discipline of Psychology.
- iii. Given the dynamic nature of the programme, and the usage of a unique combination of pedagogic methods such as lectures, tutorials, practical, projects presentations, workshops, seminars, experiential exercises, and hands on training, students are expected to display a skills needed for application of domain specific knowledge in designing effective solutions with regard to real life situations.
- iv. Students will be able to show proficiency with regard to various aspects and stages involved in carrying out research such as formulating a research question, conducting review of literature, formulating hypothesis, sampling techniques, developing surveys, designing experiments, collecting and analyzing data using dedicated statistical software, and finally

discussing the results and writing conclusion. These experiences will be indispensable in fostering a solid foundation for higher studies and research.

KEY DEFINITIONS (TABLE#01):

Sl. No.	KEY CONCEPT	DEFINITION AND DESCRIPTION
1.	ACADEMIC YEAR	An Academic year is divided into two semesters vis a vis an ODD semester followed by an EVEN semester.
2.	SEMESTER	Each semester comprises of about 15 weeks of academic work. The ODD semester usually begins in August and ends in January of next calendar year. The EVEN semester begins in February and ends in July of that year.
3.	PROGRAMME	Programme refers to a composite period of academic training spanning across many semesters, culminating in a Degree upon successful completion. Programme in the context of this document refers specifically to the Postgraduate Programme in Psychology.
4.	COURSE	Course refers to a well-defined form of academic training in a given area of knowledge and their application, spanning a single semester, and culminating in a test. A semester usually is made up of 4-5 courses.
5.	COMPULSORY COURSE	<p>A compulsory Course is a course that is binding upon a student to undertake as necessary condition for successful completion of the programme. The present Programme has TWO types of Compulsory Courses:</p> <ol style="list-style-type: none"> i. Core Courses (C.C): For the proposed MA post Programme, in line with the P.G Programme structure of Assam Women’s University, it must contain 12 Core Course of 4 credits each spanning across 4 semesters. These 12 courses have been distributed equally across 4 semesters resulting in 3 core papers assigned to each semester. These courses are treated as necessary condition for successful completion of the programme. ii. Ability Enhancement Courses (A.E.C.C): The Assam Women’s University Post Graduate Programme structure requires each Master’s Programme offers two Ability Enhancement Compulsory Courses of 2 credits each to be undertaken during the 1st and the 2nd Semester of the programme, and is treated as necessary condition for successful completion of the programme:
	DISCIPLINE SPECIFIC ELECTIVE	Discipline Specific Electives (D.S.E): These courses are offered with the objective of further honing a student’s academic skills along a specialized domain of interest within the major Discipline. Accordingly, DSE courses are Intra-departmental in nature i.e., they are available only for students pursuing MA Programme in Psychology. The Assam Women’s University Post Graduate Programme Structure Guidelines prescribe FOUR DSE courses of 4 credits, one each during the four semesters.

	SKILL ENHANCEMENT COURSE	Skill Enhancement Course (S.E.C): These courses are offered with the objective of giving students the opportunity to add specific skill sets that result in over-all value addition to their knowledge profile. S.E.Cs are Intra-departmental in nature, i.e., they are available for only students pursuing the MA Programme in Psychology. The Assam Women's University Post Graduate Programme Structure Guidelines prescribe a minimum of TWO S.E.C courses of 3 and 4 credits in 1 st and 2 nd semester respectively.
6.	GENERIC ELECTIVE	Generic Elective (G.E): These courses are those for which a student has to opt for from the list of options under G.E, offered by other Departments. Accordingly, G.E courses are, by nature, interdisciplinary in nature i.e., the G.E courses on offer by a particular Department are on offer only for students from other Departments. The objective of G.E courses is to infuse an inter-disciplinary character to the learning experience of all students. G.E course are accordingly designed to be general in scope and interdisciplinary in character. Students can also look beyond the available options offered by departments within the University and opt for such courses from SWAYAM; a MOOCs platform initiated by Ministry of Education, G.O.I. The Assam Women's University Post Graduate Programme Structure Guidelines prescribe a minimum of two G.E courses of 4 credits, one each during the 3 rd and 4 th Semester of the Programme respectively.
8.	CREDIT POINTS	Credit Points are a way to objectively assess the value of a course in terms of number of hours invested in knowledge acquisition based on any or all of the following modes of learning with respect to a particular Course: a. Lecture (L), where ONE hour of Lecture per week counts as 1 Credit. b. Tutorial (T), where ONE hour of Tutorial per week counts as 1 Credit. c. Practicum (P), where TWO hours of Practical Work counts as 1 Credit. Therefore, say a Course bearing credit distribution of the type "5L +1P" would mean that the said course is a 6 credit Course with 5 Lecture of one hour each per week and 2 hours of Practical work per week respectively, but no Tutorial Component and so on and so forth.
9.	COURSE CODE	The Course code nomenclature is an alphanumeric string composed of 8 characters in accordance with the following logic: <ul style="list-style-type: none"> i. The first THREE characters in the string are alphabetic characters common to course codes of all courses. It is made up of "MPY" and is indicative of the M.A (CBCS) programme in Psychology. ii. The 4th character is also an alphabetic character that can assume any of the following value based on the course type: <ul style="list-style-type: none"> a. 'C' for Core Courses b. "E" for Ability Enhancement Compulsory Courses c. "D" for Discipline Specific Courses d. "S" for Skill Enhancement Courses e. "G" for Generic Elective Courses iii. The 5th character is a numeric character that can assume any of the following values: <ul style="list-style-type: none"> a. "1" indicative of 1st Semester b. "2" indicative of 2nd Semester c. "3" indicative of 3rd Semester

		<p>d. "4" indicative of 4th Semester</p> <p>iv. The 6th character is a numeric expression that reflects the Credit points assigned to that particular Course.</p> <p>v. The 7th and 8th characters are a numeric expressions treated as composite that indicate the order of that particular course within the said Semester.</p>
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PROGRAMME OUTLINE (TABLE#02):

COURSE	NOMEN-CLATURE	COURSE TYPE	COURSE NATURE	CREDIT HOURS	CREDIT DISTRIBUTION	HOURS PER WEEK PER COURSE	No. of COURSE	TOTAL CREDIT HOURS
CORE	MPYC	With Practical	Compulsory	4	3L+1P	5	12	48
					1L +3P	7		
		Without Practical			3L+1T	4		
ABILITY ENHANCEMENT COURSE	MPYA	Lecture + Presentation	Compulsory	2	2L	2	2	4
DISCIPLINE SPECIFIC COURSE	MPYD	With Practical	Choice based	4	3L+1P	5	4	16
					2L +2P	6		
		Without Practical			3L+1T	4		
SKILL ENHANCEMENT COURSE	MPYS	Lecture + Presentation	Choice based	3/4	2L+1P/ 3L+1P	4/5	2	6/7
GENERIC ELECTIVE	MPYG	Without Practical	Choice based	4	3L+1T 4		2	8
GE UNDER SENSITIZATION COURSE			Compulsory	2	2L	2	1	2

CREDIT DISTRIBUTION MATRIX (TABLE#03):

Semester	Core Course	Ability Enhancement Course	Discipline Specific Elective	Skill Enhancement Course	Generic Elective	Gender Sensitization Course	Total Credit Hours
I	3 Courses x 4 Credits = 12	1 Course x 2 Credits = 2	1 Course x 4 Credits = 4	1 Course x 3 Credits = 3		1 Course x 2 Credits = 2	23
II	3 Courses x 4 Credits = 12	1 Course x 2 Credits = 2	1 Course x 4 Credits = 4	1 Course x 4 Credits = 4			22
III	3 Courses x 4 Credits = 12		1 Course x 4 Credits = 4		1 Course x 4 Credits = 4		20
IV	3 Courses x 4 Credits = 12		1 Course x 4 Credits = 4		1 Course x 4 Credits = 4		20
TOTAL							85

CORE COURSES (TABLE#04)

SEMESTER	COURSE CODE	TITLE	CREDIT
I	MPYC1401	INTRODUCTION TO PSYCHOLOGY	3L +1T
	MPYC1402	PSYCHOLOGY OF LEARNING AND MEMORY	3L+1P
	MPYC1403	PERSONALITY AND INDIVIDUAL DIFFERENCES	3L+1P
II	MPYC2401	BIOLOGICAL BASIS OF BEHAVIOUR	3L +1T
	MPYC2402	BASICS OF COGNITIVE PSYCHOLOGY	3L+1P
	MPYC2403	STATISTICAL METHODS IN PSYCHOLOGY	3L+1T
III	MPYC3401	THEORETICAL ISSUES IN PSYCHOLOGY	3L +1T
	MPYC3402	APPLIED COGNITIVE PSYCHOLOGY	3L+1P
	MPYC3403	RESEARCH METHODS IN PSYCHOLOGY	3L+1T
IV	MPYC4401	ADVANCED COGNITIVE PSYCHOLOGY	3L+1P
	MPYC4402	PSYCHOLOGY OF LANGUAGE	3L+1P
	MPYC4403	DISSERTATION	1T+3P
			4X12=48

DISCIPLINE SPECIFIC ELECTIVE COURSES (TABLE#05)

SEMESTER	COURSE CODE	TITLE	CREDIT
I	MPYD1401	HISTORY OF CLINICAL PSYCHOLOGY	3L +1T
	MPYD1402	SOCIAL PSYCHOLOGY	3L +1T
	MPYD1403	SOCIAL ASPECTS OF DEVELOPMENTAL PSYCHOLOGY	3L +1T
	MPYD1404	ORGANIZATIONAL PSYCHOLOGY IN INDIAN CONTEXT	3L +1T
II	MPYD2401	UNDERSTANDING PSYCHOLOGICAL DISORDERS	3L +1P
	MPYD2402	CONFLICT RESOLUTION AND PEACE PSYCHOLOGY	3L +1P
	MPYD2403	COGNITIVE DEVELOPMENT AND DISORDERS	3L +1P
	MPYD2404	ORGANIZATIONAL CHANGE AND DEVELOPMENT	3L +1P
III	MPYD3401	CLINICAL ASSESSMENT AND DIAGNOSIS	3L +1P
	MPYD3402	INTRODUCTION TO INTER-GROUP RELATIONSHIP	3L +1P
	MPYD3403	YOUTH PSYCHOLOGY	3L +1P
	MPYD3404	HUMAN RESOURCE MANAGEMENT	3L +1P
IV	MPYD4401	PSYCHOTHERAPEUTIC INTERVENTIONS	3L +1P
	MPYD4402	GLOBALIZATION AND SOCIETY	3L +1P
	MPYD4403	GERIATRIC PSYCHOLOGY	3L +1P
	MPYD4404	PSYCHOLOGY OF WORKPLACE	3L +1P
			4X4=16

GENERIC ELECTIVE COURSES (TABLE#06)

SEMESTER	COURSE CODE	TITLE	CREDIT
III	MPYG3401	PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP	4L
IV	MPYG4402	STRESS AND HEALTH	4L
			2X4=8

ABILITY ENHANCEMENT COURSES (TABLE#07)

SEMESTER	COURSE CODE	TITLE	CREDIT
I	MPYA1201	RESEARCH WRITING IN PSYCHOLOGY	2L
II	MPYA2201	SPSS FOR BEHAVIOURAL SCIENCES	2L
			2X2=4

SKILL ENHANCEMENT COURSES (TABLE#08)

Semester	Course Code	Title	Credit
I	MPYS1301	POSITIVE PSYCHOLOGY	2L+1P
II	MPYS2401	PSYCHOLOGICAL TESTING	3L+1P
			3+4=7

GENDER SENSITIZATION COURSES (TABLE#09)

SEMESTER	COURSE CODE	TITLE	CREDIT
I		GENDER SENSITIZATION	2L
			1X2= 2

COMPULSORY INTERSHIP PROGRAMME DURING SUMMER/WINTER BREAK (TABLE#10)

NATURE	DURATION	ASSESSMENT
<p>A. Internship will be treated as a component of the D.S.E course that the student will undergo in the semester immediately following the internship. (For E.g., if the student goes for internship during winter break after the end of 3rd semester, the internship will be adjusted against the internal assignment of the D.S.E course of that student's 4th semester).</p> <p>B. All students must undergo at least one internship programme during the two-year programme.</p> <p>C. The maximum number of internship a student can undergo is 2 during the entire programme.</p>	<p>A. The internship period should NOT be for less than 15 days.</p> <p>B. Each working day at the internship should comprise of at least 6 hours of documented activity.</p> <p>C. A Student is expected to proactively and voluntarily explore available internship options and may seek guidance from the concerned Departmental Coordinator assigned to her regarding where she can and should apply for an internship opportunity.</p> <p>D. A Student should write an application for permission to the departmental coordinator assigned to her once the institute and the duration of the internship has been finalized.</p>	<p>A. A Student is expected to file daily reports of activities in the format provided by her Departmental Co-coordinator, and duly signed by the on-site Supervisor.</p> <p>B. The reports should clearly reflect the daily activities undertaken as well as learning from the day's activity.</p> <p>C. The internship activity will be adjudged against the marks assigned for the internal assignment work for that particular course work.</p>

CORE COURSES

MPYC-1401: INTRODUCTION TO PSYCHOLOGY
CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVE: to familiarize students with:

1. Subject matter of Psychology
2. Dominant theoretical orientations

COURSE OUTCOME: By the end of the course, the students are expected to develop an appreciation towards:

1. The diverse field of investigation that constitutes the subject matter of psychology today.
 2. How theoretical orientations are inseparable from the subject matter under investigation.
 3. Knowledge of various specializations within the discipline of Psychology.
 4. Knowledge of nature and types of methods used in Psychological research.
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MODULE-I: PSYCHOLOGY AND SCIENCE

10 HOURS

Ways of knowing about Behaviour, Nature of Scientific knowledge: Empiricism Vs Rationalism, Phenomenology Vs Scientific Realism. Working assumptions of Science, The Goals of Science, Nature of Scientific Progress; Paradigm shift

MODULE-II: SUBJECT MATTER OF PSYCHOLOGY

20 HOURS

Wundt and the Structure of Consciousness, William James and the importance of Function, Freud and the Unconscious, Skinner and the shift to Behaviour, Gestalt School and its emphasis on Perceptual Organisation, Galton and Individual Difference, Humanism of Maslow and Rogers, Chomsky and the Cognitive Revolution; Renewed Interest in Internal Mental States, Cognitive Neuroscience and its emphasis on Neural Patterns.

MODULE-III: SPECIALIZATIONS WITHIN PSYCHOLOGY

20 HOURS

Counselling Psychology, Clinical Psychology, Social Psychology Vs Sociology, Industrial Psychology, Developmental Psychology, School and Educational Psychology, Forensic Psychology, Positive Psychology, Sports Psychology

MODULE-IV: NATURE OF PSYCHOLOGICAL RESEARCH

10 HOURS

Behavioural Research Methods; Reaction Time, Speed-Accuracy Testing, Lexical Decision Making, Verbal Protocol

Neuroimaging Techniques; Correlational Neural Methods; CT Scan, EEG, MEG, PET, MRI, fMRI, Causal Neural Methods; TMS, Drug Interventions

Behavioural Assessment; Testing, Check-list, Self-Monitoring, Neuropsychological studies of Brain-injured patients; Split Brain Research

RECOMMENDED TEXTS:

1. Ciccarelli, S. & Meyer, G. E. (2006). Psychology. New Delhi: Pearson Education.
2. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
3. Kalat, J.W. (2013). Introduction to Psychology. (10th Ed.). Wadsworth Publishing Co Inc.

4. Zimbardo, P. G. and Weber, A. L. (1997). Psychology. N.Y.: Pearson.
5. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
6. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.
7. Buss, D.S. (2014). Evolutionary Psychology: The New Science of Mind. (5th Ed.). Pearson International.
8. Grison, S. & Gazzaniga, M.S. (2016). Psychology in your Life. (2nd Ed.). W. W. Norton & Company.
9. Myers, D.V. & DeWall, C.N. (2016). Exploring Psychology. (10th Ed.) Worth.
10. Kandel, E., Schwartz, J.H., Jessell, T.M. (1991) Principles of Neural Science. Appleton & Lange
11. Gardner, H. (1987). The Mind's New Science: A History of Cognitive Revolution. Basic Books.

MPYC-1402: PSYCHOLOGY OF LEARNING AND MEMORY
COURSE CREDIT: 04 (3L+1P)

COURSE OBJECTIVE: Familiarize students with:

1. The basic understanding of the molecular approaches used in the analysis of learning and memory.
2. Concepts, premises, processes and application of memory and learning.
3. Identify the tools in cognitive psychology and cognitive neuroscience and how it applies to memory.

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

1. Knowledge of the relationship between learning and memory.
 2. The ways memories form, the retrieval & forgetting.
 3. Knowledge of different kinds of long term memory.
 4. knowledge of biopsychological aspects of learning and memory.
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MODULE-I: LEARNING MEMORY AND FORGETTING

15 HOURS

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

MODULE-II: LONG TERM MEMORY SYSTEMS

15 HOURS

Declarative memory, episodic memory, semantic memory, non-declarative memory, beyond declarative and non-declarative memory.

Autobiographical memory, memories across the lifetime, eyewitness testimony, enhancing eyewitness memory, prospective memory.

UNIT-III: BIOPSYCHOLOGICAL ASPECT OF LEARNING & MEMORY

15HOURS

Amnesia of Korsakoff's syndrome, Amnesia of Alzheimer's disease, Evolving perspective of role of hippocampus in memory, Neurons of medial temporal lobes and memory, Locations of memory, Synaptic mechanisms of learning and memory.

Practicum: Based on above

RECOMMENDED TEXTS:

1. Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th Ed.). Psychology Press.
2. Kosslyn, S.M., Smith, E. E., (2015) Cognitive Psychology: Mind and Brain. Pearson India Education Services Pvt Ltd.
3. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.
4. Solso, R. L. (2014). Cognitive Psychology. (8th Ed.). New Delhi. Pearson Education India.
2. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
5. Solso, R., (2008). Experimental Psychology: A Case Approach (7th ed.). Pearson.
6. Woodworth, R.S., Schlosberg, H. (1971). Experimental Psychology. Oxford &Ibh Publishing.
7. Hansen, C., Myers, A. (2005). Experimental Psychology. Wadsworth Publishing Co.
8. Anderson, J. R. (2014). Cognitive Psychology and its Implications. (8th Ed.). Worth.

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

MPYC-1403: PERSONALITY AND INDIVIDUAL DIFFERENCES
CREDIT HOURS: 04 (3L + 1P)

COURSE OBJECTIVE: To familiarize students with:

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

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

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

15 HOURS

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

MODULE-II: TRAIT THEORIES

15 HOURS

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

MODULE-III: INTELLIGENCE

15 HOURS

Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

PRACTICUM: Based on above

RECOMMENDED TEXTS:

1. Hall, C.S., Lindzey, G., Campbell, J.B. (2013). Theories of Personality. (4th Ed.). New Delhi. Wiley & Sons, Inc.
2. Larsen, J.R., Buss, D.M., Deuskar, M.U. (2017). Personality Psychology: Domains of Knowledge about Human nature. (4th Ed.). McGraw Hill Education.
3. Lear, J., (2005). Freud. Routledge. New York.
4. Schultz. (2013). Theories of Personality. (10th Ed.). Cengage India Pvt. Ltd, New Delhi.
5. Cloringer, S.C., (2013). Theories of Personality: Understanding Persons. (6th Ed.). Pearson International

6. Deary, I. J. (2009). The trait approach to personality. In P. J. Corr & G. Matthews (Eds.), *The Cambridge handbook of personality psychology* (pp. 89-109). New York, NY, US: Cambridge University Press
7. Cornelissen, R.M., Misra, G., Varma, S. (2013). *Foundations and Applications of Indian Psychology*. New Delhi. Pearson Education.
8. Hiriyanna, M. (1995). *Essentials of Indian Philosophy*. (1st Ed.). New Delhi. Motilal Banarasidass
9. Siderits, M., Thompson, E., Zahavi, D. (2014). *Self, No Self?: Perspectives from Analytical, Phenomenological, and Indian Traditions*. OUP UK.
10. Ganeri, J. (2015). *The Self: Naturalism, Consciousness and the First Person Stance*. OUP UK.
11. Marcia, J.E., Waterman, A.S., Matteson, D.R., Archer, S.L., Orlofsky, L. (2011). *Ego Identity: A Handbook of Psychosocial Research*. Springer.
12. Mayer, J.D. (2017). *Personality: A Systems Approach*. (2nd Ed.). Rowman & Littlefield.
13. Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
14. Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
15. Chamorro-Premuzic, T., Stumm, S.V., Furnham, A. (2011). *The Willey-Blackwell Handbook of Individual Differences*. (1st Ed.). Willey-Blackwell

MPYC-2401: BIOLOGICAL BASIS OF BEHAVIOUR
CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVE: To familiarize students with:

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

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

1. Biopsychology as an interdisciplinary field of study.
2. Knowledge of Biological processes implicated in behaviour.
3. Knowledge of macroscopic view of the nervous system.
4. Knowledge of Behaviour as a complex outcome of nature and environment.

MODULE-I: THE BIOPSYCHOLOGY APPROACH

15 HOURS

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

MODULE-II: NEURONS AND ACTION POTENTIALS

15 HOURS

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

MODULE-III: COMMUNICATION AT THE SYNAPSE

15 HOURS

The properties of the Synapse; Temporal Summation, Spatial Summation, Inhibitory Synapses, Relationship between EPSP, IPSP, and Action Potential.

MODULE-IV: MACROSCOPIC VIEW OF THE NERVOUS SYSTEM

15 HOURS

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

RECOMMENDED TEXT:

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

MPYC-2402: BASICS OF COGNITIVE PSYCHOLOGY
COURSE CREDIT: 04(3L+1P)

COURSE OBJECTIVES: Familiarize students with:

1. Structure and function of sense organs and psychological and neurophysiological experiments used to elucidate the information processing steps beyond sensory perception.
2. Variety of newly developed structural and functional neuroimaging techniques that reveals the representation of different cognitive functions in specific brain networks.
3. The neurological bases of normal and abnormal attention and perception.

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

1. The cognitive mechanisms involved in visual perception
 2. The importance of face perception as distinct from object perception
 3. The cognitive mechanism involved in motion perception and action
 4. The neurological bases of normal and abnormal attention and perception.
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MODULE-I: BASIC PROCESSES IN VISUAL PERCEPTION

15 HOURS

Vision and the brain, Two visual systems: perception and action, Color vision, Depth perception, Perception without awareness.

Pattern recognition, Perceptual organization, Approaches to object recognition, Face recognition, Visual imagery.

MODULE-II: PERCEPTION, MOTION AND ACTION

15 HOURS

Direct perception, visually guided action, Planning-control model, Perception of human motion, Change blindness.

MODULE III: ATTENTION AND PERFORMANCE

15 HOURS

Focused auditory attention, Focused visual attention, Disorders of visual attention, Visual search, Cross modal effects, Divided attention: Dual task performance, Automatic processing.

Practicum: Based on above

RECOMMENDED TEXTS:

1. Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th Ed.). Psychology Press.
2. Kosslyn, S.M., Smith, E. E., (2015) Cognitive Psychology: Mind and Brain. Pearson India Education Services Pvt Ltd.
3. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.
4. Solso, R. L. (2014). Cognitive Psychology. (8th Ed.). New Delhi. Pearson Education India.
5. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
6. Solso, R., (2008). Experimental Psychology: A Case Approach (7th ed.). Pearson.
7. Woodworth, R.S., Schlosberg, H. (1971). Experimental Psychology. Oxford & Ibh Publishing.
8. Hansen, C., Myers, A. (2005). Experimental Psychology. Wadsworth Publishing Co.
9. Anderson, J. R. (2014). Cognitive Psychology and its Implications. (8th Ed.). Worth.
10. Harré, R. (2000). Cognitive Science: A Philosophical Introduction. Sage: London.
11. Baddeley, A., Eysenck, M.W., Anderson, M.C., (2014). Memory. (2nd Ed.) Psychology Press.

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

MPYC-2403: STATISTICAL METHODS IN PSYCHOLOGY
CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVES: To familiarize students with:

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

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

1. Quantitative approaches to representing knowledge.
 2. Importance of descriptive statistics in presenting and describing the data set.
 3. Importance of inferential statistics in testing out hypotheses.
 4. The theoretical assumptions that guide statistical analysis.
 5. The logic of hypothesis test.
 6. Statistical techniques amenable to categorical variables.
 7. Select the appropriate statistical technique with respect to a given research problem.
-

MODULE-I: INTRODUCTION TO DESCRIPTIVE STATISTICS **15 HOURS**

Introduction and Basic terminologies: Variables, Values and Scores, Levels of measurement (kinds of Variables), Frequencies, Measures of Central Tendencies, Variability and its measures.

The Meaning of Correlation, Scatter plot Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation

MODULE-II: FOUNDATIONS OF INFERENCE STATISTICS **15HOURS**

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

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

MODULE-iii: INTRODUCTION TO HYPOTHESIS TESTING **15 HOURS**

The Logic of Hypothesis Testing, Uncertainty and Error in Hypothesis Testing, Directional Hypothesis Tests, Measuring Effect Size, statistical Power.

The t statistics: An alternative to Z, Hypothesis tests with t statistics, t statistics for an Independent-Measure Research Design, t statistics for a Repeated –Measure Research Design, Uses and assumptions for Independent and Repeated Measure t tests.

The logic of ANOVA, The distribution of F-Ratio, Hypothesis Testing and Effect Size using ANOVA, Post-Hoc Tests, Relationship between ANOVA and t-Tests, Overview of Repeated –Measures ANOVA.

MODULE-iv: HYPOTHESIS TESTING FOR CATEGORICAL VARIABLES **15 HOURS**

The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

Nonparametric Approaches to Data Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.

RECCOMENDED TEXT:

1. Gravetter, F.J., Wallnau, L.B. (2013). *Statistics for Behavioral Sciences*. International Edition. Cengage Learning.
2. Diez, D., M., Barr, C.,D., Centikaya-Rundel, M. (2012) *OpenIntro Statistics* (2nd Ed.).
3. Weiss, N.A. (2014). *Introductory Statistics*. (10th Ed.). Pearson.
4. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4thEd.) India: Pearson Education, Prentice Hall.
5. Karlinger, F.N., (1999) *Foundations of Behavioural Research* (4th Ed.). S.Chand (G/L) & Company Ltd.
6. King, B.M. &Minium, E.W., (2007). *Statistical Reasoning in the Behavioral Sciences*. (5th Ed.). USA: John Wiley & Sons.
7. Singh, A.K. (2019) *Tests, Measurements and Research in Behavioural Sciences*. Patna. Bharti BhawanPublucation.
8. Welkowitz, J, Ewen, R.B, Cohen, J. (1999) *Introductory Statistics for Behavioural Sciences* (5th Ed.)John Wiley & Sons.

MPYC-3401: THEORETICAL ISSUES IN PSYCHOLOGY
CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVE: to familiarize students with:

1. Philosophical antecedents to contemporary issues in Psychology.
2. Theoretical issues in Psychology

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

1. Knowledge of the logical course of development of psychological thoughts over time.
 2. Knowledge about Psychology as an Experimental Science
 3. Knowledge and understanding of the philosophy of mind.
 4. Knowledge about contemporary theoretical developments in Psychology.
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MODULE-I: PHILOSOPHICAL ANTECEDENTS TO CONTEMPORARY PSYCHOLOGICAL DEBATES

15 HOURS

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

MODULE-II: PSYCHOLOGY AS AN EXPERIMENTAL SCIENCE

20 HOURS

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

MODULE-III: PHILOSOPHY OF MIND

15 HOURS

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

MODULE-IV: CONTEMPORARY DEVELOPMENTS

10 HOURS

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

RECOMMENDED TEXT:

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

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

MPYC-3402: APPLIED COGNITIVE PSYCHOLOGY
COURSE CREDIT: 04(3L+1P)

COURSE OBJECTIVE: Familiarize students with:

1. Causes and functions of emotion
2. Theories of emotion, individual differences and commonalities in emotion
3. The mechanisms of regulation and dysregulation of emotion

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

1. Knowledge of prominent theories of emotion
 2. Knowledge of the relationship of emotion to other cognitive processes
 3. Knowledge of various approaches to the study of motivation
 4. Knowledge of the biopsychological factors involved in emotion, stress and health
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MODULE-I: MOTIVATION

9 hours

Approaches to understanding motivation: instincts and evolutionary approach, approaches based on needs and drives, arousal approach, incentive approach, humanistic approach; physiological components of hunger.

MODULE-II: COGNITION AND EMOTION

10 hours

Defining emotion, Appraisal theories, Emotional regulation, Affect and cognition: attention and memory; Affect and cognition: Judgement and decision making; Anxiety, depression and cognitive biases, Cognitive bias modification.

MODULE-III: BIOPSYCHOLOGY OF EMOTION, STRESS AND HEALTH

13 hours

Early landmarks in the biopsychological investigation of emotion, Emotions and autonomic nervous system, Emotions and facial expression, Cognitive neuroscience of emotion, Amygdala and human emotion, Medial prefrontal lobe, Lateralization of emotion.

Stress and health: The stress response, Psychosomatic disorders, Psychoneuroimmunology.

Practicum: Based on above

RECOMMENDED TEXTS:

1. Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th Ed.). Psychology Press.
2. Kosslyn, S.M., Smith, E. E., (2015) Cognitive Psychology: Mind and Brain. Pearson India Education Services Pvt Ltd.
3. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.
4. Solso, R. L. (2014). Cognitive Psychology. (8th Ed.). New Delhi. Pearson Education India.
5. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
6. Solso, R., (2008). Experimental Psychology: A Case Approach (7th ed.). Pearson.
7. Woodworth, R.S., Schlosberg, H. (1971). Experimental Psychology. Oxford & Ibh Publishing.
8. Hansen, C., Myers, A. (2005). Experimental Psychology. Wadsworth Publishing Co.
9. Anderson, J. R. (2014). Cognitive Psychology and its Implications. (8th Ed.). Worth.
10. Harré, R. (2000). Cognitive Science: A Philosophical Introduction. Sage: London.

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

MPYC-3403: RESEARCH METHODS IN PSYCHOLOGY
CREDIT HOURS: 04 (3L + 1T)

COURSE OBJECTIVES: Familiarize students with:

1. To make the students aware of the research process and the methods of quantitative and qualitative psychological research traditions.
2. To create awareness about the critical aspects of psychological research.
3. To facilitate appreciations of differential interpretation of psychological realities

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

1. Knowledge of concepts such as variables, reliability and validity in conducting research.
 2. The nature and importance of descriptive research methods
 3. Various types of experimental research designs and their importance.
 4. Theoretical and practical importance of various qualitative methods.
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MODULE-I: VARIABLES, VALIDITY AND CONTROL **15 HOURS**

Variables; Types of variables, Measurement; Reliability and Validity of Measurements, Validity; Types of Validity, Threats to Validity, Control; Concept of Control, General and Specific Strategies.

MODULE-II: DESCRIPTIVE METHODS **15 HOURS**

Observation; Types of Observation, Recording Behaviour, Analysis of Observational Data, Survey Research, Designing a Survey Questionnaire, Administering a Questionnaire, Types of Sampling

MODULE-III: EXPERIMENTAL METHODS **15 HOURS**

Single Factor Design; Within Subject and Between Subject Design, Factorial Design; Within-Subject, Between-Subject and Mixed Design, Quasi-Experimental Design

Experimental designs: ANOVA, Randomized Block Design, MANOVA, ANCOVA

MODULE-IV: QUALITATIVE METHODS **15 HOURS**

Grounded Theory, Ethnography, Observation, Interview and Cooperative Inquiry, Thematic Analysis and Narrative Analysis, Conversational Analysis. issues related with Power, Validity & reliability in qualitative research, Triangulation, Ethics in qualitative research.

RECOMMENDED TEXTS:

1. Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia: Open University Press.
2. Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Edition): Boston: Pearson Education.
3. Best, J.W. & Kahn, J.V (2005). *Research in education*. Prentice-Hall of India. (9th ed, EEE).
4. Bordens, K.S. & Abbot, B.B. (2002) *Research designs and methods: A process approach*. McGrawHill (5th ed).

5. Cozby,P.C. (1997) *Methods in behavioral research*. Mayfield Publishing company. (6th ed). Creswell, J.W. (2007) *Qualitative inquiry & research design*. Sage publications (2nd ed) *Compilation of articles for qualitative research*.
6. Kothari,C.R. (2003) *Research methodology: Methods and techniques*. WishwaPrakashan(2nd edition).
7. Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage

MPYC-4401: ADVANCED COGNITIVE PSYCHOLOGY
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVE: Familiarize students with:

1. The processes and methods of problem solving and expertise
2. The theories and methods associated with judgment and decision making
3. The models and methods of reasoning and hypothesis testing

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

1. Appropriate problem solving processes and methods
 2. Knowledge of the importance of expertise in problem solving.
 3. Knowledge about theories and applications in judgement and decision making
 4. Knowledge of various theoretical accounts of creative process.
 5. Relationship of creativity to other psychological processes.
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MODULE-I: PROBLEM SOLVING AND EXPERTISE

15 HOURS

Problem solving: introduction, Gestalt approach: insight and role of experience, Problem-solving strategies, Analogical problem solving, Expertise; Chess-playing expertise, Medical expertise, Brain plasticity, deliberate practice

MODULE-II: JUDGMENT AND DECISION MAKING

15 HOURS

Judgment research, Judgment theories: Support Theory, Fast-and-Frugal Heuristics, Natural Frequency Hypothesis, Dual-Process Theory, Decision making under risk, Decision making: emotional and social factors, Complex decision making

Meta-cognition; Historical Development of Meta-cognition, Meta-cognitive Knowledge, Flavell's Model of Meta-cognition, Meta-cognitive Regulation

MODULE-IV: CREATIVITY AND INTELLIGENCE

15 HOURS

Creativity; Stages of Creative Thoughts, View of Torrance on Creativity, Guilford's View on Creativity Relationship between Creativity and Intelligence; Getzel's View on Creativity and Intelligence, Wallach and Kogan's View

PRACTICUM: Based on above

RECOMMENDED TEXTS:

1. Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th Ed.). Psychology Press.
2. Solso, R. L. (2014). Cognitive Psychology. (8th Ed.). New Delhi. Pearson Education India.
3. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
4. Solso, R., (2008). Experimental Psychology: A Case Approach (7th ed.). Pearson.
5. Woodworth, R.S., Schlosberg, H. (1971). Experimental Psychology. Oxford & Ibh Publishing.
6. Hansen, C., Myers, A. (2005). Experimental Psychology. Wadsworth Publishing Co.
7. Baddeley, A., Eysenck, M.W., Anderson, M.C., (2014). Memory. (2nd Ed.) Psychology Press.
8. Galotti, K.M. (2017). Cognitive Psychology In and Out of the Laboratory. (6th Ed.). Sage Publications.
9. Frankish, K. & Ramsey, W.M. (Ed.) (2012). The Cambridge Handbook of Cognitive Science. CUP.
10. Goldstein, E.B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. (5th Ed.). Wadsworth Publishing Co Inc.

MPYC-4402: PSYCHOLOGY OF LANGUAGE
COURSE CREDIT: 04 (3L+1P)

COURSE OBJECTIVES: Familiarize students with:

1. Theories and research on the linguistic representation of language.
2. Cognitive processes that foster language acquisition and enabled skilled language production and comprehension
3. Explain the biological, social and cultural influence on language processes.

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

1. Knowledge about cognitive processes involved in reading and speech perception
 2. Knowledge about cognitive processes involved in language comprehension
 3. Knowledge about cognitive processes involved in language production
 4. Knowledge about levels of language representation in our cognition.
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MODULE-I: READING AND SPEECH PERCEPTION

15 HOURS

Reading, Word recognition, Reading aloud, Reading: eye movement research, Speech perception, Listening to speech, Context effects, Theories of speech perception, Cognitive Neuropsychology.

MODULE-II: LANGUAGE COMPREHENSION

15 HOURS

Parsing, Models of parsing, Pragmatics, Individual differences: Working memory capacity, Discourse processing: inferences, Discourse comprehension: theoretical approaches.

MODULE-III: LANGUAGE PRODUCTION

15 HOURS

Speech planning, Speech error, Theories of speech production, Cognitive neuropsychology: Speech production, Speech as communication, writing: the main processes, spelling. Biopsychological aspects of language.

Practicum: Based on above

RECOMMENDED TEXTS:

1. Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th Ed.). Psychology Press.
2. Kosslyn, S.M., Smith, E. E., (2015) Cognitive Psychology: Mind and Brain. Pearson India Education Services Pvt Ltd.
3. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi.
4. Solso, R. L. (2014). Cognitive Psychology. (8th Ed.). New Delhi. Pearson Education India. 2. Parkin, A.J. (2015). Essential Cognitive Psychology. Psychology Press. East Sussex.
5. Solso, R., (2008). Experimental Psychology: A Case Approach (7th ed.). Pearson.
6. Woodworth, R.S., Schlosberg, H. (1971). Experimental Psychology. Oxford & Ibh Publishing.
7. Hansen, C., Myers, A. (2005). Experimental Psychology. Wadsworth Publishing Co.
8. Anderson, J. R. (2014). Cognitive Psychology and its Implications. (8th Ed.). Worth.
9. Harré, R. (2000). Cognitive Science: A Philosophical Introduction. Sage: London.
10. Baddeley, A., Eysenck, M.W., Anderson, M.C., (2014). Memory. (2nd Ed.) Psychology Press.
11. Galotti, K.M. (2017). Cognitive Psychology In and Out of the Laboratory. (6th Ed.). Sage Publications.
12. Frankish, K. & Ramsey, W.M. (Ed.) (2012). The Cambridge Handbook of Cognitive Science. CUP.
13. Goldstein, E.B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. (5th Ed.). Wadsworth Publishing Co Inc.

MPYC4403: DISSERTATION
CREDIT HOURS: 04(1T+3P)

OBJECTIVES: Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

REFERENCE: Latest APA manual for dissertation.

EVALUATION: Viva jointly by one internal and one external examiner and/or in accordance with rules passed by the D.M.C at the beginning of the semester.

**DISCIPLINE SPECIFIC
ELECTIVE COURSE**

MPYD-1401: HISTORY OF CLINICAL PSYCHOLOGY
CREDIT HOURS: 04 (3L+ 1T)

COURSE OBJECTIVES: To familiarize students with:

1. To expose students to the discipline of Clinical Psychology through its historical genesis.
2. To enable them in understanding the Socio-political milieu of different cultures behind the constructions/nomenclatures/labels which the discipline bears.

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

1. The diverse perspectives of psychopathologies and abnormal psychology chronologically.
 2. The ways in which psychology's development has interacted with society, in terms of both how the culture and context affect psychology's development and how the field of Clinical psychology and its actors have shaped society.
 3. Knowledge about trends and future directions in the field of Clinical Psychology.
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MODULE-I: HISTORICAL CONCEPTUALISATION OF ABNORMAL PSYCHOLOGY **11 HOURS**

Influences of Greek and Roman; Impact of Renaissance on Abnormal Psychology; History of Clinical Psychology following World War II; the Ascent of Psychiatry and Psychology in Pre progressive Era; contemporary view on abnormal psychology; abnormal psychology in multicultural context.

MODULE-II: EVOLUTION OF THEORY IN CLINICAL PSYCHOLOGY **12 HOURS**

Classic and Contemporary thinkers and their contribution in clinical psychology.

MODULE-III: HISTORICAL AND CONTEMPORARY PERSPECTIVES ON CLINICAL PSYCHOLOGY

13 HOURS

Colonial constructs to emerging indigenous perspectives –nature Vs. Nurture debate; evolution of Psychosurgeries (from lobotomy to deep brain stimulations); cultural perspective for understanding psychopathologies, from science to supernatural perspectives on psychopathologies.

MODULE-IV: TRENDS AND FUTURE DIRECTIONS IN CLINICAL PSYCHOLOGY **9 HOURS**

Ethical considerations and dilemma of clinical psychology; complementary and alternative approach to Clinical Psychology; global perspective on Psychopathologies, Specialties and settings; application and methods, treatment and prevention.

RECOMMENDED TEXT:

1. Reisman, J. M.(1991). A History of Clinical Psychology. (2nd Ed.) Taylor & Francis.
2. Pomerantz, A. M.(2008) Clinical Psychology: Science, Practice, and Culture. Sage Publication Inc.
3. Leahey, T. H.(2012). History of Psychology: From Antiquity to Modernity (7th ed.). Taylor & Francis.
4. Fabrega, H. Jr.(2009). History of Mental Illness in India: A cultural Psychiatry Perspective. Motilal Banarasidas Pvt Ltd.
5. Berrios, G, Porter, R.(Eds).(1999). A History of Clinical Psychiatry: The Origin and History of Psychiatric Disorders. Continuum International Publishers.
6. Foucault, M.(1988). Madness and Civiliaztion: A History of Insanity in the Age of Reason. RHUS.

7. Nevid, J. S., Rathus, S. A., Greene, B.(2018). Abnormal Psychology in a Changing world.(10th ed.). Pearson Education India.
8. Plante, T. G. (Ed).(2013).Abnormal Psychology Across Ages (Vol.1) History and Conceptualizations. Praeger publication.
9. Castonguay, L.G., Oltmanns, T.F. (Eds.). (2016).Psychopathology from Science to Clinical Practice. Guilford Press.
10. Blaney, P.H., Kreuger, R.F. (Eds.). (2023).Oxford Textbook of Psychopathology.(4th eds.).Oxford University Press.
11. Szasz, T. (1988). Schizophrenia: The Sacred Symbol of Psychiatry. Syracuse University Press.

MPYD-1402: SOCIAL PSYCHOLOGY
CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVES: To familiarise students with:

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

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

1. Knowledge of theoretical perspectives in Social Psychology.
 2. Knowledge of the factors that play a crucial role in construction of self-identity.
 3. Knowledge of social relations.
 4. Knowledge of group process in decision making, inter group conflict, conflict management and bartering negotiation and peace.
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MODULE-I: THEORETICAL PERSPECTIVES

1 HOURS

Social construction, Social representation, Discursive Social psychology, Social Exchange, Social comparison.

MODULE-II: SELF AND IDENTITY

15HOURS

Organization of self -knowledge, Culture and Self-Construal, Perceived self-control and self-regulation, Self-esteem, Self-serving bias, Self-Presentation, Social identity

MODULE-III: SOCIAL RELATIONS

15HOURS

Attraction and intimacy, Pro-social behaviour, Aggression and violence.

MODULE-IV: GROUP PROCESSES

15HOURS

Decision making and Performance, Intergroup conflict, Crowd and social movements, Negotiation and peace- making, Sustainable future.

RECOMMENDED TEXT:

1. Delamater, J. (2003). Handbook of social psychology. New York: Kluswer Academic.
2. Fiske, S., Taylor, S.E. (2013). Social Cognition: From Brains to Culture (2nd ed.). Sage Publications Ltd.
3. Crisp, R. J., Turner, R. N. (2023). Essential Social Psychology (3rd ed.). Sage Publications India Pvt. Ltd.
4. Misra, G. (1990). Applied Social Psychology in India. Sage Publications Pvt. Ltd.
5. Flick, U. (1998). The psychology of social. Cambridge: Cambridge University Academic
6. Burke, Peter J. (2006). Contemporary social psychological theories. Stanford: Stanford social sciences.
7. Hogg, M.A. & Cooper, Joel (2003). Sage handbook of social psychology. Los Angeles Sciences.
8. Kakar, S. (2007). The Indians, Portrait of a People. New Delhi: Viking Penguin.

MPYD-1403: SOCIAL ASPECTS OF DEVELOPMENTAL PSYCHOLOGY
CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVES: To familiarise students with:

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

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

1. Different perspectives in developmental psychology
 2. Understand the cultural basis of human development
 3. View and employ different research methods and intervention strategies.
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MODULE-I: SOCIAL CONTEXT OF DEVELOPMENT AND SOCIALIZATION **15 HOURS**

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

MODULE-II: EMOTIONAL AND MORAL DEVELOPMENT **15HOURS**

Emotions; theories of emotions, empathy, moral emotions and moral reasoning; theories of moral reasoning

MODULE-III: PEER RELATIONSHIPS ACROSS LIFESPAN **15HOURS**

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

MODULE-IV: SOCIAL UNDERSTANDING AND SOCIAL OUTCOME **15HOURS**

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

RECOMMENDED TEXT:

1. Wood, D.(1997). How Children Think and Learn: The Social Contexts of Cognitive Development. Wiley-blackwell.
2. Grusec, J. E., & Hastings, P. D. (Eds.). (2014). Handbook of socialization: Theory and research. Guilford Publications.
3. Brownell, C.A. & Kopp C.B. (2007). Socioemotional Development in the Toddler Years: Transitions and Transformations. New York: The Guilford Press. 37
4. Bukowski, W.M., Rubin, K.H. & Laursen, B. (2008). Socio and Emotional Development: Critical Concepts in Psychology. UK: Psychology Press.
5. Craig, W. (2000). Childhood Social Development: The Essential Readings. MA: Blackwell Publishers
6. Bierman, K. L. (2004). Peer Rejection: Developmental Processes and Intervention strategies. New York: Guilford.
7. Kakar, S.(2012). The Inner World: A Psychoanalytical Study of Childhood and Society in India.(4th ed.).OUP.

MPYD-1404: ORGANIZATIONAL PSYCHOLOGY IN INDIAN CONTEXT

CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVES: To familiarise students with:

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

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

1. Knowledge of Organizational Behaviour and processes.
 2. The societal culture and its impact on organizations and indigenous work values,
 3. Organizational change and roles associated with the change, the consequences of the challenges in the Indian context.
 4. Knowledge of emerging challenges of Organizational Behaviour.
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MODULE-I: ORGANIZATIONAL BEHAVIOUR AND PROCESSES

15 hours

Organizations as Open systems; Organization and the individual: Nature and types of organizations, organizations as sub systems of society; Historical antecedents of OB in India and the contemporary context; Indigenization of OB research and its challenges.

MODULE-II: SOCIETAL CULTURE AND ORGANIZATIONS

15hours

Dimensions of Culture: Models and approaches; The Indian cultural context and Organizations: context sensitivity of Indians, indigenous work values and modern management; challenges of cultural Change; Socialization and the integration of individuals with organizations.

MODULE-III: ORGANIZATIONAL CHANGE AND EFFECTIVENESS

15hours

Concept of organizational change and models of change; Restructuring Processes; Resistance to change; Role of leadership and creating conditions for successful change management.

MODULE-IV: EMERGING CHALLENGES OF ORGANIZATIONAL BEHAVIOR

15 hours

Globalization and Changing Profile of Employees, Issues of Diversity in Indian Organizations: Attitudes of Mitri, Karuna, Mudita in relationships at work; Knowledge Management and people issues; Competency Mapping and Psychological Processes; Coaching, Mentoring and Counselling.

RECOMMENDED TEXT:

1. Pareek ,U. (2006). Understanding Organizational Behaviour. Oxford University Press: New Delhi
2. Tripathi, R.C., Dwivedi, R. (2016). Organisational Studies in India. Orient BlackSwan Pvt. Ltd.
3. Spector, P.E. (2016). Industrial and Organizational Psychology: Research and Practice. Wiley
4. Katz, D, and Kahn, R.L. (1967). Social Psychology of Organizations. Prentice Hall.
5. Misra, G. (Ed.). (2009). Psychology in India, Vol.2: Social and Organizational Processes. Pearson Education India.
6. Bhawuk, D.P.S. (2008). Towards an Indian Organizational Psychology. In K. Ramakrishna Rao (Ed.), Handbook of Indian Psychology (pp. 471-491). Cambridge University Press: New Delhi.
7. Manimala, M.J. (2018). Cases in Organizational Behaviour. Sage Publication India Pvt. Ltd.

8. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
9. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi : Biztantra publishers.
10. Landy, F.J. & Conte, J.M. (2007). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.
11. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
12. Muchinsky, P. (2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.
13. Nelson L, Debra and Quick Campbell James (2008) Organizational Behavior: Foundation, Realities and Challenges: Thompson-South Western, New Delhi

MPYD-2401: UNDERSTANDING PSYCHOLOGICAL DISORDERS

CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

1. To provide a comprehensive and accessible overview of clinical psycho-social pathologies and insights into mental illnesses and its aetiologies.
2. To understand the cultural, contextual, systematic and structural embeddedness of the individual undergoing psychological concerns.

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

1. Knowledge of different types of psychological disorders
 2. Knowledge to differentiate between the Major Models of Abnormality and their approach to etiology and therapy
 3. Knowledge to identify the signs of abnormal behaviour
 4. Explain methods that are used to classify and evaluate psychological disorders.
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MODULE-I: CRITICAL REFLECTION ON ABNORMAL BEHAVIOUR

15 hours

Cultural issues and Challenges, definition of abnormality, examination and diagnosis of psychiatric patients, standard classification systems; DSM-5 and ICD-10

MODULE-II: PSYCHOLOGICAL DISORDERS

15 hours

Anxiety Disorders, Mood Disorders, Schizophrenia Spectrum Disorders, Sleep disorders, Somatoform disorder, eating disorders and issues related to Body Image

MODULE-III: DEVELOPMENTAL DISORDERS

15 hours

Autism spectrum Disorders, Attention Deficit Hyperactivity Disorder, Intellectual Disability, Conduct Disorder, Parents of children with disabilities, social integration of children disability, understanding childhood psychopathology through culturally diverse family perspectives

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. Castonguay, L.G., Oltmanns, T.F. (Eds.). (2016). Psychopathology from Science to Clinical Practice. Guilford Press.
2. Blaney, P.H., Kreuger, R.F. (Eds.). (2023). Oxford Textbook of Psychopathology. (4th eds.). Oxford University Press.
3. The American Psychiatric Association. (2015). The Diagnostic and Statistical Manual of Mental Disorders. (5th ed.). APA.
4. Casey, P., Kelly, B. (2019). Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry. (4th ed.). RCPsych Publication.
5. Nevid, J. S., Rathus, S. A., Greene, B. (2018). Abnormal Psychology in a Changing world. (10th ed.). Pearson Education India.
6. Plante, T. G. (Ed.). (2013). Abnormal Psychology Across Ages (Vol.1) History and Conceptualizations. Praeger publication
7. Oyebody, F. (2022). SIMS' Symptoms in the Mind. Textbook of Descriptive Psychopathology. (7th ed.). Elsevier Health Sciences.

8. Jansson, A.(2021). From Melancholia to Depression: Disordered Mood in the Nineteenth Century Psychiatry. Palgrave Macmillan (Open Access).
9. Jackson, C., Birchwood, M.(2001). Schizophrenia. Psychology Press Ltd.
10. Nicolls, C.J.(2018). Neurodevelopmental Disorders in Children and Adolescents: A Guide to Evaluation and Treatment. Routledge.
11. Flessner, C.A., Piacentini, J.C.(2019). Clinical Handbook of Psychological Disorders in Children and Adolescents.
12. Davey, G.C.(2008). Psychopathology: Research, Assessment and Treatment in Clinical Psychology. John Wiley & Sons.

MPYD-2402: CONFLICT RESOLUTION AND PEACE PSYCHOLOGY
CREDIT HOURS: 4 (3L + 1P)

OBJECTIVES: To familiarize students with:

1. Different approaches to understanding the psychological aspects of peace as individuals, groups and communities and help create a new and harmonious world order.
2. The overview of issues related to human aggression, conflict, violence and peace between individuals, groups and societies.

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

1. Knowledge of various social psychological motives that guide group behaviour.
 2. An appreciation of the psychological aspects of reconciliation and forgiveness.
 3. Openness and respect towards diverse cultures, opinions and orientations.
 4. Empathy, caring and compassion related to local as well as global issues.
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MODULE-I: CONFLICT RESOLUTION AND PEACE

15 hours

Motives of competition and cooperation, conflict resolution approaches in societies; Peace Psychology: concept, emergence and social values.

MODULE-II: RECONCILIATION AND FORGIVENESS

15 hours

Nature and Philosophy of Reconciliation and forgiveness, paradoxes and challenges, interventions to promote forgiveness.

MODULE-III: BUILDING CULTURES OF PEACE

15hours

Role of Personal transformations, family, nonviolent action and trust etc. Nature and challenges of peace education: peace-keeping, structural approaches to peace, negotiation.

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. MacNair, R.M.(2003). The Psychology of Peace: An Introduction. Praeger Security International
2. Blumberg, H.H., Hare, A.P., Costin, A.(2006).Peace Psychology: A Comprehensive Introduction. Cambridge University Press.
3. Savitri, K.(2014). Conflict Resolution and Peace Building. Aakar Books.
4. McKeown, S., Haji, R., Ferguson, N.(Eds.)(2016). Understanding Peace and Conflict through Social Identity Theory: Contemporary Global Perspectives (Peace Psychology Series). Springer.
5. De Rivera, J.(2009.). Handbook on Building Cultures of Peace. Springer: MA.
6. Worthington Jr.,E. (2005). Handbook on Forgiveness. Taylor and Francis:NY.
7. Hodson, G., Costello, K.(2007).Interpersonal Disgust, Ideological Orientations, and Dehumanization as Predictors of Intergroup Attitudes. Psychological Science,18,8, 691-698.
8. Tripathi,R. C.,Singh, P.(2016).Perspectives on Violence and Othering in India. Springer: New Delhi.
9. Fromm, E.(1956).The Sane Society. Routledge and Kegan Paul.UK.
10. Christie, D. J., Wagner, R. V., & Winter, D. DuNann (Eds.) (2001). Peace, conflict, and violence: Peace psychology for the 21st century. Upper Saddle River, NJ: Prentice-Hall

MPYD-2403: COGNITIVE DEVELOPMENT AND DISORDERS
CREDIT HOURS: 4 (3L + 1P)

COURSE OBJECTIVES: To familiarize students with:

1. Broad understanding of the basic neurobiological and socio cultural mechanisms and processes in cognitive development.
2. The issues and challenges involved in studying the same and critically assess the implications of cognitive developmental research in the area of education.
3. The understanding of the various developmental disorders and to train students for clinical assessment and intervention. To create awareness about the several issues and challenges involved in social inclusion and integration of children with developmental disorders.

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

1. Knowledge of critical developmental milestones
 2. Critically reflect on the neurocognitive and cultural basis of cognitive development
 3. Draw implications for early educational interventions.
 4. Knowledge of the importance of the relationship between language and emotional development.
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MODULE-I: COGNITIVE DEVELOPMENT

15 hours

Category formation, naive and essential theories, conceptual change, development of causal reasoning, misconceptions and biases in causal reasoning, scientific reasoning and hypothesis testing in children, development of mathematical concepts.

Autism, ADHD, Conduct disorder-epidemiology, assessment and diagnosis, etiology, intervention and prognosis.

MODULE-II: LANGUAGE DEVELOPMENT

15 hours

Theories and milestones of development, Meta-linguistic awareness and reading, early literacy acquisition, developmental delay and interventions.

Dyslexia, dysgraphia, dyscalculia - epidemiology, assessment and diagnosis, etiology, intervention and prognosis

MODULE-IV: EMOTIONAL DEVELOPMENT

15hours

Neurocognitive evidences, classroom environment and socio-cultural settings of learning, school readiness and achievement

Teacher's training, empathy building, policy and awareness, challenges and threats to social inclusion.

PRACTICUM: Related to above

RECOMMENDED TEXT:

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

4. Flessner, C.A., Piacentini, J.C.(2019). *Clinical Handbook of Psychological Disorders in Children and Adolescents*.
5. Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European journal of special needs education*, 17(2), 129-147.
6. Barkley, R.A. & Murphy, K.R. (2006). *Attention-Deficit Hyperactivity Disorder: A clinical workbook (3rd ed.)*. New York: The Guilford Press.
7. Brobst, J. B., Clopton, J. R., Hendrick, S. S. (2009). Parenting children with autism spectrum disorders: The couple's relationship. *Focus on Autism and Other Developmental Disabilities*, 24(1), 38-49.
8. Yung, A.R., Cotter, J., McGorry, P.D.(2020). *Youth Mental Health: Approaches to Emerging Mental Ill-Health in Young People*.
9. Clary, E.G., Rhodes, J.E.(Eds.)(2010). *Mobilizing Adults for Positive Youth Development: Strategies for Closing the Gap between Beliefs and Behaviours*. Springer-Verlag.
10. Murphy-Graham, E., De Jaeghere, De.(2021). *Life Skills Education for Youth: Critical Perspectives*. Springer.
11. Malhotra, S.(2013). *Clinical Assessment and Management of Childhood Psychiatric Disorders*.(2nd ed.). CBC Publishers and Distributors.

MPYD-2404: ORGANIZATIONAL CHANGE AND DEVELOPMENT
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

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

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

1. The dynamics of change in organizations, both at the individual and organizational level.
 2. Knowledge of factors involved in designing interventions.
 3. Knowledge of future issues and applications
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MODULE-I: INTRODUCTION TO ORGANIZATIONAL CHANGE AND DEVELOPMENT **15 hours**

Types of change in organizations, and Change Models, Resistance to Change; Change management and Nature of Planned Change; Organizational Development: History of the Field, Nature and process of OD. METHODS OF OB: Survey Feedback, Grid Organizational Development, Process Consultation, Gestalt, and Comprehensive Interventions.

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

An overview of Interventions, Interpersonal, Team and Intergroup and System interventions

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

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

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. French, W.L. and Bell, C.H. (2006). Behavioural Science Interventions for Organizational Improvement (8th Ed.) Pearson India: New Delhi.
2. Mukherjee, K. (2015). Organizational Change and Development. Pearson Education India.
3. Cummings, T.G., Worley, C.G. (2017). Organization Development and change. (10th ed.) Cengage.
4. Cummings, T.G., Worley, C.G. (2009). Organizational Development and Change (9th Ed.) South-Western Cengage Learning: Mason OH.
5. Seijts, G.H. (2006). Cases in Organizational Behaviour. Sage: New Delhi.
6. Hamlin, B., Keep, J., Ash, K. (2000) Organisational Change and Development. Prentice Hall
7. Bhattacharyya, D. K. (2011). Organisational Change and Development. OUP India.
8. Stanford, N. (2022). Designing Organisations: Why it matters and ways to do it well. The Economist.
9. Bhattacharyya, D.K. (2009). Organisational Systems, Design, Structure and Management. Himalayan Books.

10. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
11. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi : Biztantra publishers.
12. Landy, F.J. & Conte, J.M. (2007). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.
13. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
14. Muchinsky, P. (2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.
15. Nelson L, Debra and Quick Campbell James (2008) Organizational Behavior: Foundation, Realities and Challenges: Thompson-South Western, New Delhi.

MPYD-3401: CLINICAL ASSESSMENT AND DIAGNOSIS
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

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

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

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

15hours

Epistemological issues of assessment and diagnosis, addressing the presenting problems, taking social and behavioral history, mental status examination (MSE), making assessment decisions- micro, mezzo and macro perspectives, importance of culturally sensitive assessment procedures-cultural competence of the clinician, clinician and client relationship, Role of neuropsychology in clinical practice, neuro-anatomy and neuropathology.

MODULE-II: CLASSIFICATION

15hours

Differing models of classification of disorders-prototypal and dimensional approach, Formal diagnostic classifications- ICD and DSM, unresolved issues in DSM 5-a critical approach, cultural roots of abnormal behavior and its impact on classification

MODULE-III: ASSESSMENT AND DIAGNOSTIC TOOLS

15hours

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

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5®). American Psychiatric Pub.
2. Castillo, R. J. (1997). Culture & mental illness: A client-centered approach. Thomson Brooks/Cole Publishing Co.
3. Hersen, M.(2016). Psychological Assessment in Clinical Practice: A Pragmatic Guide. Routledge.
4. Davey, G.C.(2008). Psychopathology: Research, Assessment and Treatment in Clinical Psychology. John Wiley & Sons.
5. Gupta, S. P. (1977). Psychopathology in Indian Medicine (Ayurveda). Varanasi: Chaukhamba Sanskrit Pratishtan.

6. Lewis-Fernández, R., Aggarwal, N. K., Bäärnhielm, S., Rohlof, H., Kirmayer, L. J., Weiss, M. G., & Groen, S. (2014). Culture and psychiatric evaluation: operationalizing cultural formulation for DSM-5. *Psychiatry: Interpersonal and biological processes*, 77(2), 130-154
7. Morey, L. C. (1991). Classification of mental disorder as a collection of hypothetical constructs (Vol. 100, No. 3, p. 289). American Psychological Association.
8. Cipani, E.(2017). *Functional Behavioural Assessment, Diagnosis and Treatment: A Complete System for Education and Mental Health Settings.*(3rd ed.). Springer Publishing Co. Inc.
9. Baer, L., Blais, M.A.(Eds.)(2012). *Handbook of Clinical Rating Scales and Assessment in Psychiatry and Mental Health.* Humana Press.

MPYD-3402: INTRODUCTION TO INTERGROUP RELATIONSHIP
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarize students with:

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

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

1. Theoretical developments in understanding inter group relations.
 2. The roles of emotions in intergroup relations
 3. The realistic and symbolic threats and the moderating roles of group membership.
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MODULE-I: BRIEF INTRODUCTION TO INTERGROUP RELATIONS

15 hours

History of social psychology in India, historical perspectives and indigenization of social psychology in India; Theoretical approaches to understanding inter-group relations in: Relative deprivation, norm violation, terror management etc.

MODULE-II: EMOTIONS AND INTERGROUP RELATIONS

15hours

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

MODULE-III: VIOLENCE AND IDENTITY

15 hours

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

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. Tajfel, H.(2010). Social Identity and Intergroup Relations. Cambridge University Press (Reissue Ed.)
2. Taylor, D.M., Moghaddam, F.M.(1994). Theories of Intergroup Relations: International Social Psychological Perspectives. (2nd ed.).Praeger Publisher Inc.
3. Hodson, G., Costello, K.(2007).Interpersonal Disgust, Ideological Orientations, and Dehumanization as Predictors of Intergroup Attitudes. Psychological Science,18,8, 691-698.
4. Hogg, M. A., Abrams, D.(Eds.)(2001).Intergroup Relations: Key Readings (Key Readings in Social Psychology). Psychology Press Ltd.
5. Routledge, C., Vess, M.(Eds.)(2018).Handbook of Terror Management Theory (1st Ed.).Academic Press.
6. Tripathi, R.C., Singh, P.(2016).Perspectives on Violence and Othering in India. Springer:New Delhi.
7. Fromm, E.(1956).The Sane Society. Routledge and Kegan Paul.UK

MPYD-3403: YOUTH PSYCHOLOGY

CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

1. The pertinent developmental issues during adolescence and young adulthood.
2. Research based orientation to understand psychological basis of designing intervention.

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

1. The developmental patterns and psychological issues associated with adolescence age
 2. The changing nature of interpersonal relationship during adolescence.
 3. Psychological skills in promoting career planning, higher education and positive youth development.
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MODULE-I: THE CHANGING SELF

15 hours

The centrality of self, constructions of bodily images (sexuality and gender role stress), self in relation with others-struggles toward individuation, culture and conceptions of personal autonomy, aggression and defiance, anticipating and avoiding regret, risky decision making (substance/drug abuse), existential crisis

MODULE-II: INTERPERSONAL RELATIONSHIPS

15 hours

The changing nature of parent-child relationships power relations, adjustment issues, early romantic relationships, friendship, social networking

MODULE-III: YOUTH AS ACTIVE CITIZENS

15 hours

Career planning, higher education, vocational and social goals, achievement

Civic duty, citizenship, and positive youth development, issues in studying youth in India.

PRACTICUM: Related to Above

RECOMMENDED TEXT:

1. Adams, G. R., Berzonsky, M. (Eds.). (2008). Blackwell handbook of adolescence (Vol. 8). John Wiley & Sons.
2. Comstock, J. (1994). Parent-adolescent conflict: A developmental approach. *Western Journal of Communication (includes Communication Reports)*, 58(4), 263-282.
3. Jacobs, J. E., Klaczynski, P. A. (Eds.). (2006). The development of judgment and decision making in children and adolescents. Psychology Press.
4. Larson, R. W. (2000). Toward a psychology of positive youth development. *American psychologist*, 55(1), 170.
5. Santrock, J. W., & Curl, R. M. (2003). *Adolescence* (9th ed.). New York: McGraw-Hill
6. Bhatia, S.(2017). *Decolonizing Psychology: Globalization, Social Justice and Indian Youth Identities (Explorations in Narrative Psychology)*.OUP USA.
7. Theron, L.C., Liebenberg, L., Ungar, M.(Eds.).(2014).*Youth Resilience and Culture: Commonalities and Complexities*. Springer Nature.
8. Clary, E.G., Rhodes, J.E.(Eds.).(2010). *Mobilizing Adults for Positive Youth Development: Strategies for Closing the Gap between Beliefs and Behaviours*. Springer-Verlag.
9. Murphy-Graham, E., De Jaeghere, De.(2021). *Life Skills Education for Youth: Critical Perspectives*. Springer.
10. Bansal, P.(2014). *Youth in Contemporary India: Images of Identity and Social Change*. Springer.

MPYD-3404: HUMAN RESOURCE MANAGEMENT
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarize students with:

1. The human resource issues in organizations and build a foundation for assisting organizations in resolving human resource problems.
2. Broader understanding of the core HR functions ranging from Human Resource Acquisition to Separation and gain insight into current HR issues and elements of the human resource systems.

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

1. Historical and contemporary developments in the field of Human Resource Development
 2. Strategic adaptation of Human Resource practices in response to environmental, cultural and global challenges.
 3. HRM related social, cultural, ethical and environmental responsibilities and issues in a global
 4. Knowledge of Job analysis, performance Management as well as competency assessment.
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MODULE-I: INTRODUCTION

15 hours

Introduction to Human Resource Management, Strategic and traditional HRM, changing role and changing environment of HRM, Challenges of HR management: Individual and Competitiveness, balancing organizational demands and employees' concerns.

MODULE-II: STRATEGIES IN HUMAN RESOURCE PLANNING

15hours

Strategy and Human resource planning; Vision, Mission and Values, Environmental analysis internal analysis, issues of HR in cultural transition. International HRM; Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational), communication and team work and training issues in international work force.

MODULE-III: MEETING HR REQUIREMENTS

15 hours

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

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.
2. Bhatnagar, J., Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
3. Cascio W.F., Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
4. Dessler, G., Varrkey, B.(2017). Human Resource Management. (15th ed.). Pearson Education.
5. DeCenzo, D. A., Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.
6. DeNisi, A. S., Griffin, R. W. (2011). Managing human resources (4th Ed.). Boston: Cengage Press
7. Durai, P.(2020). Human Resource Management. Pearson Education.

8. Whetzel, D.L., Wheaton, G.R.(2007). Applied Measurement: Industrial Psychology in Human Resource Management. Routledge.
9. Kandula, S.R.(2013). Competency Based Human Resource Management. Prentice Hall India Learning.
10. Anderson, N.(2001). Handbook of Industrial, Work & Organizational Psychology: Personnel Psychology-Vol.1.Sage.
11. Fine, S.A., Cronshaw,S.F. (2014). Functional Job Analysis: A Foundation for Human Resource Management. Psychology Press.

MPYD-4401: PSYCHOTHERAPEUTIC INTERVENTIONS
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

1. In-depth understanding of Psychotherapeutic and different cognitive behaviour therapies and their applications.
2. In depth knowledge and opportunities to practice evidence based therapeutic techniques.

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

1. Knowledge of historical forces that led to the development of Psychotherapy
 2. Knowledge of various therapeutic frameworks and their appropriateness for a given situation.
 3. Knowledge of various aspects related to behavioural medicine.
 4. Knowledge and sensitivity required for dealing with terminally ill patients.
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MODULE-I: THERAPEUTIC FRAMEWORKS

15 hours

Historical background of psychotherapy; Principles and goals of psychotherapy; Professional training and ethics in clinical practice

Beck's Cognitive Therapy—Approaches, Research Evidence and applications, Ellis's Rational Emotive Behaviour Therapy—Techniques, Effectiveness, research and applications, dialectical Behavior therapy (DBT); Stress Inoculation; Imagery Training; Research and Applications; Humanistic and Existential Psychotherapy, Indigenous approaches to psychotherapy; Critical Evaluation and Comparative Analysis of different cognitive behaviour therapies.

MODULE-II: BEHAVIORAL MEDICINE

15hours

Psychological and social influences on health and illness, psychoneuroimmunology, stress and health, behavioural coping styles, psycho-physiological models of disease, application of psychological principles to health

MODULE-III: DEALING WITH THE TERMINALLY ILL

15 hours

Defining death and dying, Psycho-social factors associated with Cancer and AIDS, Physician-patient relationship, breaking bad news, building hope and resiliency among end-of –life issues, addressing denial and apprehensions of the patient, interventions for family and other care-givers.

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. Beck, J.S (1995). Cognitive therapy: Basic and Beyond. New York: Guilford Press.
2. Ellis, A. (1970). The essence of rational psychotherapy: A Comprehensive Approach to Treatment. New York: Institute for Rational Living.
3. Walen, S.R., Diguseppe, R., Dryden, W. (1992). A Practitioner's Guide to Rational Emotive Therapy. Oxford University Press. Inc.
4. Basmajian J.V. (1979). Biofeedback – Principles and Practice for clinicians. Baltimore: Williams & Wilkins Company.
5. Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). International Handbook of Behavior Modification and Therapy. New York: Plenum Press.
6. Koenigsberg, J.Z.(2020). Anxiety Disorders: Integrated Psychotherapy Approaches. Routledge.

7. Bakshi, A.(2021). Mental Illness and Care Giving-Challenges, Concerns and Complications. White Falcon Publishing.
8. Watkins, H., Watkins, J.G.(1997). Ego states-Theory & Therapy. W. W. Norton & Company.
9. Davey, G.C.(2008). Psychopathology: Research, Assessment and Treatment in Clinical Psychology. John Wiley & Sons.
10. Werth, J.(Ed.).(2012). Counselling Clients near the End of Life: A Practical Guide for the Mental Health Professional. Springer Publishing.
11. Suls, J.M, Davidson, K.W., Kaplan, R.M.(2010). Handbook of Health Psychology and Behavioral Medicine. The Guildford Press.

MPYD-4402: GLOBALISATION AND SOCIETY

CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVES: To familiarise students with:

1. The impact of globalisation and transnational processes on self and identity
2. The plurality and diversity of society

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

1. The role of global forces in shaping one's identity in the contemporary world.
 2. Ways to negotiate one's identity in the face of global diversity.
 3. The role of technology and virtual reality in shaping our notions of self
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MODULE-I: GLOBALISATION AND SOCIETY

15 hours

Economic, political and socio-cultural aspects, psychological effects of globalization; Global migration and issues of a diverse society, changing dynamics of labour, Acculturation

MODULE-II: MULTICULTURALISM AND DIVERSITY

15 hours

Appreciating diversity and inter-cultural training, issues of self, identity and global citizen, human, social and cultural capital. Immigration and Diaspora : Theoretical perspectives, Citizenship concerns etc.

MODULE-III INFORMATION AGE AND GLOBALISATION

15 hours

Self as a psycho-social dynamic processing system, Technology and self: virtual reality and identity, self –presentation etc.

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. Hermans, H.J. and Dimaggio, G. (2007). Self, Identity and Globalisation in Times of Uncertainty: A Dialogical Analysis. *Review of General Psychology*, 11, 1, 31-61.
2. Castells, M. (2010). *The Rise of the Network Society* Wiley Blackell:UK.
3. Bhatia, S. (2017). *Decolonizing Psychology: Globalization, Social Justice and Indian Youth Identities (Explorations in Narrative Psychology)*. OUP USA.
4. Katzarska-Miller, I., Reysen, S. (2023). *The Impact of Globalisation on Self and Identity*. Palgrave McMillan.
5. Fernando, S., Moodley, R. (2019). *Global Psychologies: Mental Health and the Global South*. Palgrave Mcmillan.
6. Lott, B. (2009). *Multiculturalism and Diversity-A Social Psychological Perspective*. Wiley-Blackwell.
7. Verkuyten, M. (2022). *The Social Psychology of Tolerance*. Taylor & Francis Ltd.
8. Blaine, B.E. (2007). *Understanding the Psychology of Diversity*. Sage Publication.
9. Bansal, P. (2014). *Youth in Contemporary India: Images of Identity and Social Change*. Springer.

MPYD-4403: GERIATRIC PSYCHOLOGY
CREDIT HOURS: 04 (3L+1P)

OBJECTIVES: To familiarise students with:

1. In-depth understanding into developmental patterns, issues and challenges faced during the later stages of development.
2. The role of psychologists in promoting successful ageing.

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

1. The developmental patterns in the late adulthood
 2. The several facets of successful ageing- psychological, socio-emotional and legal
 3. The implications for clinical assessment and intervention.
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MODULE-I: PHYSICAL, COGNITIVE AND SOCIAL DECLINE

15 HOURS

Dealing with the inevitable changes in the body and the brain. Neurocognitive disorders-epidemiology, assessment and diagnosis, etiology, intervention and prognosis. Decline in social status and its implications

MODULE-II: LOOKING BACK

15 HOURS

Successful ageing, Socio-emotional development. Retirement and leisure, role of family, role of religion and spirituality in growth and development during old age. Interventions Death awareness and anticipation (self and partner), cultural differences in bereavement.

MODULE-III: OLD AGE IN INDIA

15 HOURS

Contemporary issues and challenges of the elderly in India. Cultural shifts and changes in family structures and roles. Psychological and institutional services and policies for the older populations

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. Yochim, B.P., Woodland, E.L.(2017). Psychology of Aging: A Biopsychosocial Perspective. Springer Publishing.
2. Chatterjee, P. (2019). Health and Wellbeing in Late Life: Perspectives and Narratives from India. Springer
3. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5®). American Psychiatric Pub.
4. Birren, J.E. (1982). Handbook of Psychology of Aging. CA:
5. Dandekar, K. (1996). The elderly in India. Sage Publication.
6. Gubrium, J. F., Sankar, A (1996). Qualitative Methods in Aging Research. Sage: Thousand Oaks
7. John, K.A. (1997). Providing Community Based Services to the Rural Elderly.Sage.
8. Cohen, D., Eisdorfer, C.(2011). Integrated Textbook of Geriatric Mental Health. John Hopkins University Press.

MPYD-4404: PSYCHOLOGY OF WORKPLACE
CREDIT HOURS: 04 (3L+1P)

OBJECTIVES: To familiarise students with:

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

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

1. The importance of mentor-mentee relationship at work place.
 2. Knowledge of various aspects involved in mentoring and coaching.
 3. Personal awareness and improving skills.
 4. Influences of indigenous thoughts on contemporary mentoring practices.
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MODULE-I: DEVELOPMENTAL RELATIONSHIPS

15 hours

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

MODULE-II: OVERVIEW OF COACHING, COUNSELING AND MENTORING

15hours

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

MODULE-III : ORGANIZATIONAL SYSTEMS

15 hours

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

PRACTICUM: Related to above

RECOMMENDED TEXT:

1. Garvey, B., Stokes, P., & Megginson, D. (2009). Coaching and mentoring: Theory and practice. London: Sage.
2. Ragins, B.R., Kram, K.E.(2007). The Handbook of Mentoring at Work: Theory, Research, and Practice. Sage Publication.
3. Gupta, R. K., &Awasthy, R. (Eds.) (2015). Qualitative Research in Management: Methods and Experiences. New Delhi, India: Sage Publications.
4. Gupta, S. U. (2006). Mentoring: A practical guide to touching lives. New Delhi, India: Response Books.
5. Kakar, S. (1991). The guru as healer. In S. Kakar, The analyst and the mystic: Psychoanalytic reflections on religion and mysticism (pp. 35–54). Chicago, IL: The University of Chicago Press.
6. Pareek, U. (2007). Understanding organizational Behavior (2nd ed.). Delhi, India: Oxford University Press.
7. Kram, K.E.(1988). Mentoring at Work: Developmental Relationships in Organizational Life. University Press of America.

GENERIC ELECTIVE

MPYG-3401: PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP
Credit Hours: 04 (3L+1T)

COURSE OBJECTIVE: To familiarize students with:

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

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

1. Knowledge of aspects that make intimate relationship distinct from other interpersonal relationships.
2. Knowledge of nature and reasons for violence as risk factors involved in intimate relationships.
3. Knowledge of various types of issues that may appear in the course of an intimate relationship and how to deal with the same.
4. Knowledge of the influence of changing socio-cultural context on expression of intimate emotions.

MODULE-I: INTRODUCTION TO CLOSE RELATIONSHIP **15 HOURS**

Love and Attraction, Conception of Intimacy, Theoretical Approaches: Life span and Attachment theory, Intimate Processes. Cultural aspects of closeness and intimacy.

MODULE-II: CHALLENGE OF RELATIONSHIP **15 HOURS**

Intimate partner Violence in Relationships, Relational Aggression, Relationship Failures and Dissolutions: Issues and Factors.

MODULE-III: RELATIONSHIP ISSUES AND THERAPEUTIC INTERVENTIONS **15 HOURS**

Types of therapy in Couple and Family relationships, Issues of Forgiveness and Relational repair.

MODULE-IV: CONTEMPORARY ISSUES **15 HOURS**

Nature of Modern Intimacy, Intimacy in Virtual Settings, Technology and Romantic relationships, Intimacy and Ageing, Intimacy interactions in same-sex friendships.

RECOMMENDED TEXT:

1. Prager, K.J. (1997). *The Psychology of Intimacy*. The Guilford Press.
2. Halling, S. (2008). *Intimacy, Transcendence and Psychology: Closeness and Openness in Everyday life*. Palgrave MacMillan: US.
3. Debra, J.M., Arthur, A. (2004). *Handbook of Closeness and Intimacy*. LE. Associates, Publishers
4. Layder, D. (2009). *Intimacy and Power: The dynamics of Personal Relationships in Modern Society*. Palgrave Macmillan.
5. Jamieson, L. (1998). *Intimacy: Personal Relationships in Modern Societies*. Polity.

MPYG-4401: STRESS AND HEALTH
CREDIT HOURS: 04 (3L+1T)

COURSE OBJECTIVE: To familiarize students with:

1. The links between the functioning of the mind, body and culture.
2. The techniques and approaches to effective management of stress.

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

1. How to identify stress and stressors.
 2. Knowledge of influence of the social factors in aggravating stress.
 3. Knowledge of influences of social factors in building resilience.
 4. Knowledge of various styles of coping with stress.
 5. Knowledge of Work place related stress and how to manage them effectively.
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MODULE-I: INTRODUCTION TO STRESS AND HEALTH

15 hours

Concept, theories of stress: Psychological, biological and behavioural determinants, Personality, individual differences and stress, Stress, health and illness: contemporary issues as technology and stress

MODULE-II: STRESS AND COMMUNITY LIFE

15 hours

Introduction to community stress, Inequality and other stressors, Community resilience.

MODULE-III: MANAGEMENT OF STRESS AND COPING

15hours

Models of coping, Building resilience, Indian approaches to management of stress: Spirituality and coping, newer approaches as mindfulness.

MODULE-IV: WORK, HEALTH AND WELL-BEING

15 hours

Stress in work and organizations,• Occupational stress, Stress Management at work, stress management at work.

RECOMMENDED TEXTS:

1. Baum, A., Revensen,T.A., Singer,J. (2011). Stress, Health and Illness: Handbook of Health Psychology.
2. Folkman, S., Nathan, P.E.(2010). The Oxford Handbook of Stress, Health, and Coping. OUP.
3. Ross, R., Altmaier, E.M.(1994). Intervention in Occupational Stress: A Handbook of counselling for Stress at Work. Sage Publications.
4. Orford,J.(2008).Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley and Sons.
5. Schabracq,M.J, Winnubst, J,A.M.,Cooper,C.L.(2003). Handbook of Work and• Health Psychology.(2nded.),John Wiley and Sons.

**ABILITY ENHANCEMENT
COMPULSORY COURSES**

MPYA-1201: RESEARCH WRITING IN PSYCHOLOGY
CREDIT HOURS: 02 (2L)

COURSE OBJECTIVE: To familiarize students with:

1. The principles of research writing.
2. The Code and Ethics of Research Writing in psychology.
3. The process of report writing in psychology.

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

1. Systematically developing a Research Question
 2. How to systematically conduct literature review related to the research area
 2. Knowledge of academic writing practices.
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MODULE-I: DEVELOPING A RESEARCH QUESTION

15 HOURS

Choice of a problem, The Literature Review; Using the Internet, Locating Important Articles, The Research Question, Preparing a Research Proposal, The APA Ethics Code, APA Guidelines on Scientific Writing.

MODULE-II: SCIENTIFIC WRITING IN PSYCHOLOGY

15 HOURS

The Written Report; the General Purpose of Writing Research Report, Structure and Format of a Research Report, Style of Writing a Research Report, Evaluating a Research Report.
Oral Presentations, Poster Presentation

RECOMMENDED TEXTS:

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

MPYA-2201: SPSS FOR BEHAVIOURAL SCIENCES
CREDIT HOURS: 02 (2L)

OBJECTIVES: To familiarize with

1. The tool box of statistical software.
2. Capacitating students in analyzing complex information with the help of statistical software – Statistical Package for Social Sciences (SPSS).
3. A strong theoretical and empirical foundation in statistical analysis.

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

1. Knowledge of feeding data sets into SPSS
 2. Exploring relationship between variables using SPSS
 3. Run Analysis of Data using SPSS
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MODULE-I: INTRODUCTION TO SPSS

15 HOURS

SPSS Environment: data editor, output viewer, syntax editor – Data view window– SPSS Syntax – Data creation – Importing data – Variable types in SPSS and Defining variables – Creating a Codebook in SPSS. Computing Variables - Recoding (Transforming) Variables: Recoding Categorical String Variables using Automatic Recode - Rank Cases - Sorting Data - Grouping or Splitting Data.

MODULE-IV: EXPLORING AND ANALYSING DATA

15 HOURS

Descriptive Statistics for Continuous Variables - The Explore procedure –Frequencies Procedure – Descriptives - Compare Means - Frequencies for Categorical Data.

Inferential Statistics for Association: Pearson Correlation, Chi-square Test of Independence – Inferential Statistics for Comparing Means: One Sample t Test, Paired-Samples T Test Independent Samples T Test, One-Way ANOVA.

RECOMMENDED TEXTS:

1. IBM 2016, IBM Knowledge Center: SPSS Statistics, IBM, viewed on 18 May 2016, <https://www.ibm.com/support/knowledgecenter/SSLVMB/welcome/>
1. Cronk, B.C. (2018). HOW TO USE SPSS® A Step-By-Step Guide to Analysis and Interpretation. (10th ed.). Routledge.
2. Leechet, N.L (2005). SPSS for Intermediate Statistics: Use and Interpretation. (2nd ed.). Lawrence Erlbaum Associates Inc.
3. Wagner, W.E. (2015). Using IBM SPSS statistics for research methods and social science statistics. (5th ed.). Sage Publications, Inc.

SKILL ENHANCEMENT COURSES

MPYS-1301: POSITIVE PSYCHOLOGY
CREDIT HOURS: 03 (2L+1P)

COURSE OBJECTIVES: To familiarize students with:

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

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

1. The knowledge to identify positive psychological contributors towards healthy living.
 2. Knowledge of application of Positive Psychology Principles.
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MODULE-I: IDENTIFYING AND MEASURING STRENGTHS

15 HOURS

Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience, Optimism, Hope, Self-efficacy, Compassion, Forgiveness, Gratitude, Empathy, Authenticity and positivity in social relationships

MODULE-III: APPLICATION OF POSITIVE PSYCHOLOGY

15 HOURS

Application of Positive Psychology in the area of Education, Health, Work, Environment. Successful Ageing. Mindfulness meditation: theory, research and practice

PRACTICUM: Related to above

RECOMMENDED TEXTS:

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

MPYS-2401: PSYCHOLOGICAL TESTING
CREDIT HOURS: 04 (3L+1P)

COURSE OBJECTIVE: Familiarize students with:

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

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

1. Knowledge of fundamental aspects of a test and the testing Procedure
 2. Knowledge of application of Standardized Tests of Intelligence and Aptitude.
 3. Knowledge of application of standardized tests of Personality
 4. Knowledge of interpretation of test scores to predict behavior.
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MODULE-I: PRINCIPLES OF PSYCHOLOGICAL TESTING

15 HOURS

Meaning and function of measurement and evaluation; Brief History of Psychological Testing; Definition of Psychological Test, Types of Tests, Uses of Testing

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

MODULE-II: MEASUREMENT OF INTELLIGENCE AND APTITUDE

15 HOURS

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

Group Tests of Aptitude and Achievement; Aptitude Tests and Factor Analysis, Differential Aptitude Test, David's Battery of Differential Ability. Standardized vs. Teacher made achievement test

MODULE III: MEASUREMENT OF PERSONALITY

15 HOURS

Objective test; Minnesota Multiphasic Personality Inventory (MMP), The NEO Personality Inventory (Neo- PI), 16 Personality Factor Questionnaire (16 PF); Projective test: Rorschach Inkblot test, Thematic Apperception Test (TAT), Association Test, The Draw-a-Person test (DAP)

PRACTICUM: based on above

RECOMMENDED TEXT:

5. Gregory, R.J. (2008). Psychological Testing.(2nd Ed.). New Delhi. Dorling Kindersley
6. Kaplan, R.M, Saccuzzo, D.P, (2013). Psychological Testing: Principles, Application and Issues. (8th Ed.). Belmont.CA. Wadsworth
7. Anastasi, A., Ubrina, S. (2009). Psychological Testing. (7th Ed.). New Delhi. PHI Pvt. Ltd.
8. Goldstein, G., Hersen, M. (2000). Handbook of Psychological Assessment. Elsevier
9. Nunnally, J.C, Bernstein, I.H, (2010) Psychometric Theory. Tata McGraw-Hills.
10. Miller, L.A., Lovler, R.L. (2015). Foundations of Psychological Testing. (5th Ed.). Sage Publications.

11. Rust, J., Golombok, S. (2008). *Modern Psychometrics: The Science of Psychological Assessment*. (3rd Ed.). Routledge.
12. Singh, A.K. (2017). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan Publishers & Distributors.
13. Cohen, R.J., Swerdlik, M.E. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. (9th Ed.). McGraw Hill Education.
14. American Psychological Association. (1993). *Standards for Educational and Psychological Testing*. American Psychological Association.

THANK YOU!