

CENTRAL UNIVERSITY OF SOUTH BIHAR



(M.A./M.Sc in Psychology)

Syllabus

Under Choice Based Credit System/NEP Draft

(Effective from Academic Session 2022-2023)

Department of Psychological Sciences

School of Human Sciences

School of Human Sciences

The School of Human Sciences aims to study human beings as a social, cultural and biological species as well as in the context of their experiences, activities, constructs and artefacts. The Human nature is not discipline bound and therefore the School emphasizes interdisciplinary approach to understand it .The vision of the School is to meet challenges imposed on human beings and humanity at large, and to accomplish prosperous human society. The school has a mission to pursue quality education and research for greater understanding of human nature and challenges faced by humanity. Disciplines like Anthropology , Psychology, Social Work and other Social Sciences interactively may engage in research leading to knowledge system that serves the development of mankind .The objective of the school is to create of advance scientific knowledge in various human sciences through research.

Presently the School of Human Sciences has one department- the Department of Psychological Sciences. The Department of Psychological Sciences is fully functional and offering Masters Programme and Ph.D programme.

Department of Psychological Sciences

The Department of Psychological Sciences came in existence in August 2011. The Department was set up to develop an awareness of the importance of studying human behaviour and the societal relevance of psychology.It is presently offering Master's and Ph.D programmes in Psychology.Department also participates in enhancing the overall well-being of students by facilitating their emotional, interpersonal and intellectual development through Students Career Counselling Cum Well Being Centre.

The **Vision** behind starting this department is to spread and create world class knowledge in the field of psychology. The department recognizes the immense

potential of psychology and its utility in improving quality of life of individuals and society.

The **Mission** of the department is to educate and train such psychologist who can serve the humanity.

Academic Programme:

Department of Psychological Sciences is currently offering Master's and Ph.D programmes in Psychology.

Name of the program: M.A./M.Sc in Psychology

The Master Programme in psychology is to impart quality education and training for research and practice with sound base in theories, methodology and psychological skills.

A) Vision of the Program: To impart quality knowledge about psychology, enhance reserach orientation, updating skills and cultivating values and ethics among students.

B) Objectives/Golas of the Program:The Department offers M.A./ M.Sc in Psychology which is of four semesters and the curriculum is so designed as to provide strong theoretical, methodological and contemporary knowledge of various areas of Psychology to the students. The purpose is to equip the students with knowledge, skills and values to become effective and competent professional psychologist. During the course, the students are taken for field visit at mental health centres and other allied field related organizations besides interactive classroom teaching and laboratory training. This programme also offering learning opportunities to orient the students towards scientific study of the complexities of human mind and behaviour, imparting knowledge of basic psychological concepts and methods and developing ability to appreciate the challenges in field setting.This would also helping the students to develop professional skills that empowers the student to gain

employment, as well as contribute towards the well being of individuals and community at large and promote harmony in the society. Time to time extended lectures from experts in relevant field is also conducted. Department provides specialization in the field of Clinical Psychology, Health Psychology, Organizational Behaviour and Social Psychology.

C) Program outcomes:

- To create a strong research oriented theoretical and practical foundations in consonance with recent advances in the psychology.
- To promote healthy interface between academia and society
- To cultivate human values, ethics and positive life skill in the students
- To familiarize the students with rich system of psychology in Indian knowledge system.

D) Program learning specific outcomes: The learning outcomes that a student should be able to demonstrate on completion of this programme are as follows:

Academic and professional competencies:

- Students would get scientific knowledge about basic human nature and methods of psychology.
- Basic professional skills pertaining to psychological testing, assessment, research, psychological intervention and counselling processes
- This academic training enables the students to work in a broad range of settings such as, medical, organization, counselling centres, NGOs, researchers and academicians. They would develop ability to use learned skills in specific areas.
- Employ skills and competencies required for practicing as a clinical psychologist
- Conduct research in the area of clinical psychology relevant to practise needs and to take step to understand and provide solution of the social-personal problems.

Personal and Behavioral competencies:

- Some of the courses of this programme would help the students in developing positive attributes in self and equipped them with skills of self monitoring.
- Students would develop cultural sensitivity especially our enriched Indian traditions, values etc.

Social Competencies:

- Have an adequate grasp of the ethical standards of the profession and apply them in their practice.
- Developing commitment to health and well being at different levels (personal, group, community)
- Course under this programme also help the students to understand the some current social problems from the psychological perspective and provide some solution also.

Eligibility Programme:

The eligibility conditions for admission into M.A./M.Sc in Psychology degree programme shall as follows:

Bachelor's Degree with Psychology/Sciences/Human Sciences/ Social Sciences/Life Sciences/ Medical Sciences/ Engineering with a minimum 50% marks from any recognized University for General/OBC/EWS candidates and 45% marks for SC/ST/PWD candidates.

However, the eligibility conditions for admission into M.A./M.Sc in Psychology programme and intake of the programme shall be directed by the University Admission, Teaching and Evaluation Committee (UATEC) from time to time.

Award of the degree after this completion of the programme:

The learners who complete One year (first year/ 1st & 2nd Semester) of this programme would earn degree of post graduate diploma in psychology, and

The learner who complete two years of full time post graduate programme in psychology would earn a M.A./M.Sc in Psychology. The students having graduate degree in science, medicine, engineering may be awarded M.Sc Degree in psychology, whereas students having graduate degree in other disciplines may be awarded M.A.Degree in Psychology.

COURSE STRUCTURE

*The programme is a two years full time study spread across four semesters. A student admitted to the programme will be required to complete 80 credits of course work, lab work, dissertation, filed work, internship etc. as per the requirement of specialization and **satisfactory completion of minimum 02 MENC non credit courses**(Mandatory Elective Non credit courses to 04 credits equivalent).*

A student will be required to choose courses from a basket of courses

Discipline Based Core courses (DBCC):

The core courses are those courses whose knowledge is deemed **essential for the students registered for the M.A./M.Sc in psychology programme**. All the discipline based core courses prescribed for M.A./M.Sc in Psychology programme offered by the Department of Psychological Sciences under the School Human Sciences **shall be mandatory for all the students** registered in the M.A./M.Sc in psychology programme. **A core course of the programme may be an elective/ open elective course for any other programme.**

Discipline Based Core Elective Courses (DBCE):

The elective courses can be chosen from a pool of courses(paper) to be offered in the concerned semester. These courses are intended to:

- Allow the student to specialize in one or more branches of the broad subject area
- Help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area
- Help the student to bridge any gap in the curriculum and enable acquisition of essential skills(e.g. statistical, computational, language or communication skill etc) and
- Help the students to pursue an area of interest.

A core elective course of the programme may be an elective/ open elective course for any other programme.

Open Elective (Interdisciplinary) Courses (OEIC):

Along with the elective courses prescribed for the M.A./M.Sc in Psychology Degree programme offered by the Department of Psychological Sciences a student has to register herself/ himself in different elective courses in such a way that she/ he ensures earning of **minimum eight credits as open elective from other Departments/Schools.**

Mandatory Elective Non Credit Course(MENC):

This is the value added course to promote multidisciplinary and holistic education among the students. The course is of non credit nature but mandatory to complete successfully for the award of Masters degree in Psychology.The students have to choose the MENC courses, equivalent to **at least 04 credits**(two credit each) (**minimum two MENC courses**) from a basket of offered courses in the concerned semester.

Central University of South Bihar
Department of Psychological Sciences

School of Human Sciences

COURSE STRUCTURE

List of courses in M.A./M.Sc. In Psychology (CBCS Based)

(Effective from academic session 2022-2023)

SEMESTER-I

SEMESTER-I		
Course Code	Course Title	Credits
DBCC	Discipline Based Core Courses	
PSY81DC00104	Cognitive and Affective Processes	4
PSY81DC00204	Quantitative Methods of Data Analysis	4
PSY81DC00304	Biological Bases of Behaviour	4
PSY81DC00404	Social Psychological Perspective	4
	Open Elective interdisciplinary in nature-1 (OEIC-1)*	4
	One Mandatory elective non Credit Course-1 (MENC-1) from the MENC Basket-1#	
		Total = 20

MENC Basket – I#			
Mandatory Elective Non-Credit Course (MENC#)			
Course Code	Course Title	Credit	Opt in
PSY81ME00500	Stress Management	Non-Credit (Equivalent to 2 credit)	Ist Sem

PSY81ME00600	Science of Happiness and Well-Being	Non-Credit (Equivalent to 2 credit)	1st Sem
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***Any one paper offered by other department of the School of Social Sciences or any other allied Departments /Schools as open electives course. The course code will depend on the course opted by the student from concerned department or Any one paper/course offered by SWAYAM/MOOCs.**

SEMESTER II

SEMESTER-II		
Course Code	Course Title	Credits
DBCC	Discipline Based Core Courses	
PSY82DC00704	Indian Knowledge System in psychological perspectives	4
PSY82DC00804	Research methodology and Ethical Issues	4
PSY82DC00904	Psychological Assessment	4
PSY82DC01004	Counselling Skills	4
	Discipline Based Core Elective-1 (DBCE-1)** any one paper to be chosen from the Elective Basket of DBCE-1	4
	One Mandatory elective non Credit Course-II (MENC-II) from the MENC Basket-II#	
		Total = 20

DBCE Elective Basket – I**			
Discipline Based Core Elective Course (DBCE-1*) opt any one from the basket			
Course Code	Course Title	Credit	Opt in
PSY82DE01104	Psychopathology	4	
PSY82DE01204	Community Psychology	4	2 nd SEM
PSY82DE01304	HRM (Human Resource Management)	4	

MENC Basket – II#			
Mandatory Elective Non-Credit Course (MENC-II#)			
Course Code	Course Title	Credit	Opt in
PSY82ME01400	Yoga, Health and Mental Well Being	Non-Credit (Equivalent to 2 credits)	2 nd Sem
PSY82ME01500	Life Skills	Non-Credit	2 nd

		(Equivalent to 2 credits)	Sem
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Post-Graduate Diploma in Psychology [Semester I + II]

In accordance with the NEP-2020 and recommendation from CUSB NEP-2020 Task Force, Department of Psychological Sciences is going to offer Post-Graduate Diploma in Psychology from the next academic session 2022-23. The students who will complete Semester-I and Semester- II and may want to exit after completion of 1 (one) year for whatsoever reason, they may be awarded Post-Graduate Diploma in Psychology and the curriculum has been designed accordingly.

SEMESTER III

SEMESTER-III		
Course Code	Course Title	Credits
DBCC	Discipline Based Core Courses	
PSY91DC01604	Dissertation: Preparation of Research Proposal#	4
PSY92DC01704	Internship /Field Visit	4
	Discipline Based Core Elective-II (DBCE-II)** any one paper to be chosen from the Elective <i>Basket of DBCE-II</i>	4
	Discipline Based Core Elective-III (DBCE-III)** any one paper to be chosen from the Elective <i>Basket of DBCE-II</i>	4
	Open Elective interdisciplinary in nature-II (OEIC-II)*	4
		Total = 20

DBCE Elective Basket – II**

Discipline Based Core Elective Course (DBCE-II& III) opt any two from the Basket

Course Code	Course Title	Credit	Opt in
PSY91DE01804	Clinical Assessment	4	3 rd SEM
PSY91DE01904	Neuropsychology	4	
PSY91DE02004	Self and Personality	4	
PSY91DE02104	Rehabilitation Psychology	4	
PSY91DE02204	Organization Behaviour in Indian Context	4	

**Any one paper offered by other department of the School of Social Sciences or any other allied Departments /Schools as open electives course. The course code will depend on the course opted by the student from concerned department.*

Dissertation is of 4 credits in semester III , dissertation continues in semester IV also as Discipline Based Core Elective paper of 8 credits (4 credits + 8 credits= 12 credits)

SEMESTER IV

SEMESTER-IV		
Course Code	Course Title	Credits
DBCC	Discipline Based Core Courses	
PSY92DC02304	Qualitative Method of Data Analysis	4
PSY92DC02404	Dissertation: Report Submission and Viva Voce##	8
	Discipline Based Core Elective-IV (DBCE-IV)** any two paper to be chosen from the Elective Basket of DBCE-III)	4
	Discipline Based Core Elective-V (DBCE-V)** any two paper to be chosen from the Elective Basket of DBCE-III)	4
		Total = 20

##Dissertation will continued from III semester but in semester IV it is equivalent to 8 credits.

DBCE Elective Basket – III			
Discipline Based Core Elective Course (DBCE-III**) opt any two from the Basket			
Course Code	Course Title	Credit	Opt in
PSY92DE02504	Health psychology	4	4th SEM
PSY92DE02604	Positive Psychology	4	
PSY92DE02704	Psychotherapy	4	
PSY92DE02804	Coaching and Mentoring at workplace	4	
PSY92DE02904	Forensic Psychology	4	

OPEN Elective Interdisciplinary Course Basket (OEIC)

Course Code	Course Title	Credit	Opt in
	Cognitive and Affective Processes	4	I Semester
	Social Psychological Perspectives	4	

	Research Methodology and Ethical Issues	4	II Semester
	Indian knowledge System in Psychological Perspectives	4	
	Self and Personality	4	III Semester
	Rehabilitation Psychology	4	
	Coaching and mentoring at Workplace	4	IV Semester
	Positive Psychology	4	

*Discipline Based Core Course (DBCC) (mandatory for students of Psychology department)

**Discipline Based Core Elective Course (DBCE) (Students have to choice from basket)

***Open Elective (Interdisciplinary) Course (OEIC):This is the elective course aimed to enable exposure to some other discipline or domains. The students have to choose the Open elective course from the other department.The students of M.A./M.Sc in Psychology need not require to take it from above given OEIC basket but they need to take it OEIC from other department/ discipline as per their choice. Courses given in above OEIC basket is only for other department students.

****Mandatory Elective Non-Credit Course (MENC) (Only satisfactory completion/no gradation)

About SWAYAM Platform:

The Department of Psychological Sciences is committed to encourage blended mode of learning among students in congruence with the implementation of NEP-2020 at CUSB. The details regarding SWAYAM platform is enumerated below:

* SWAYAM approved courses (upto 40% of the courses may be taken from SWAYAM platform) subject to approval from the concerned Department.

** Since courses from SWAYAM are flexible and may tend to change , hence students may opt/ select/ choose when it is available on SWAYAM platform.

COGNITIVE AND AFFECTIVE PROCESSES

Course Code		Credits	4
L + T + P	(L +P) +T= (3)+1	Course Duration	One Semester
Semester	I	Contact Hours	L+P (40 +10) + 15 (T)
Course Type	Discipline Based Core Courses/ Open Elective interdisciplinary Course		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course (if applicable)	Skill Based		
Methods of Content Interaction	<i>(Lecture, Tutorials, Group discussion, primary data collection & analysis, presentations by students)</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 70% - End Term External Examination (University Examination) 		

Course Objectives:

- The course is covering three very important aspects of human psychological processes and behaviour- Motivation, Cognition (Thought) and Affect (Emotion).
- The objective of this paper is to give in-depth knowledge about human motivation, cognition and affect.
- This course also focusses on both classic and current issues covering theories of how the mind works.

Course Learning Outcomes:

After completing this course student will be able

- To understand motivation and emotion of self and others as well as the cognitive processes involved in human functioning.
- Students would not only know how sensory inputs are transformed, reduced, elaborated, stored, retrieved and used in solving human problems but also use this knowledge to motivate and manage emotions.

Course Contents:

UNIT- I: Cognitive Processes I

(20% weightage)

- Approaches to cognition;
- Perceptual processes- bottom-up and top - down approaches,
- Pattern recognition,
- Gestalt approach;
- Attentional Processes- Selective attention and its theories,
- Divided attention and resource allocation

UNIT- II: Cognitive Processes II

(20% weightage)

- Memory- Models of memory:
- Structural and levels of processing models,
- Tulving's episodic and procedural models,
- Working memory:
- autobiographical memory, flash bulb memories,
- memory improvement;
- Decision making – Heuristics & biases

UNIT- III: Affective Processes I

(15% weightage)

- Basic emotions,
- emotional expression
- Culture and emotion
- Emotional network in the brain

UNIT - IV: Affective Processes II

(20% weightage)

- Theories of emotion- James-Lange theory, Canon-Bard theory, Schacter & Singer (two-factor) theory,
- Lazarus theory (Cognitive appraisal theory), Theories of Papez, and Duffy
- Facial feedback hypothesis
- Emotional intelligence

UNIT-V: Motivation

(20% weightage)

- Basic concepts- Instincts, needs, drives, arousal, biological and social motives, extrinsic and intrinsic motivation
- Theoretical approaches- Murray and Maslow, Ethological,
- attributional and indigenous Indian approaches to motivation

PRACTICUM:

(5% weightage)

- Any 2-practicum pertaining to above topics. This practicum reports would be considered as a part of Continuous Internal Assessment.

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-8	Unit- I: Cognitive Processes I
1-2	Approaches to cognition; Perceptual processes- bottom-up and top - down approaches,
3-4	pattern recognition
5	Gestalt approach;
6-7	Attentional Processes- Selective attention and its theories
8	Divides attention and resource allocation
9-16	Unit- II: Cognitive Processes II
11	Memory- Models of memory:
12	Structural and levels of processing models,
13	Tulving's episodic and procedural models,
14	Working memory
15	autobiographical memory, flash bulb memories,
16	Decision making – Heuristics & biases
17-23	Unit- III: Affective Processes I
17	Basic emotions
18-19	Emotional expression
20-21	Culture and emotion
22-23	Emotional network in the brain
24-31	Unit - IV: Affective Processes II
24-27	Theories of emotion- James-Lange theory, Canon-Bard theory, Schacter & Singer (two-factor) theory,
28-29	Lazarus theory (Cognitive appraisal theory), Theories of Papez, and Duffy
30	Facial feedback hypothesis
31	Emotional intelligence
32-40	Unit-V: Motivation
32-36	Basic concepts- Instincts, needs, drives, arousal, biological and social motives, extrinsic and intrinsic motivation
37-38	Theoretical approaches- Murray and Maslow, Ethological,
39-40	attributional and indigenous Indian approaches to motivation
<i>41-50</i>	Practicum
<i>51-65</i>	Tutorial

Essential Readings:

- ❖ Mattlin, M. W. (2005). *Cognition*. (6th ed.) Bangalore: Prism Books.
- ❖ Sternberg, R. J. (2009). *Cognitive psychology* (5th ed.). USA: Wadsworth Cengage learning
- ❖ Beck, R. C. (1983). *Motivation: Theories and Principles*. Prentice Hall
- ❖ Weiner, B. (1998). *Human motivation*. Newbury Park: Sage.
- ❖ Strongman, K. T. (2003). *The psychology of emotion*. (5th Ed.) West Sussex: John Wiley Sons Ltd.
- ❖ Edwards, D. C. (1999). *Motivation and emotion*. New Delhi: Sage
- ❖ Singh, D (2003). *Emotional intelligence at work*. New Delhi: Sage
- ❖ Best, J. B. (1999). *Cognitive psychology* (5th ed.). Belmont, CA: Books/Cole Wadsworth.
- ❖ Deckers, L. (2010). *Motivation: Biological, psychological, environmental* (3rd ed.). Boston, MA: Pearson.

Additional/Advance/Further Readings:

- ❖ Galloti, K. M. (2010) *Cognitive psychology in and out of the laboratory* (4th ed.).
- ❖ US: Thompson Wadsworth
- ❖ Snodgrass, Jone Gray et. Al. (1985), *Human Experimental psychology*, New York; Oxford University Press
- ❖ Reev, J. M. (2009). *Understanding motivation and emotion*. London: John Wiley and Sons.
- ❖ Solso, R. L., MacLin, O. H., & MacLin, M. K. (2007). *Cognitive Psychology* (7th ed.). Pearson.
- ❖ Hunt, R. R., & Ellis, H. C. (2004) *Fundamentals of cognitive psychology* (7th ed.) Tata Mc Graw Hill.
- ❖ Rolls, E. T. (2005). *Emotion explained*. Oxford: Oxford University Press.
- ❖ Bernstein, D. A. (2011). *Essentials of psychology* (5th ed.). USA: Wadsworth Cengage learning.
- ❖ Forgas, J. P. (Ed.) (2001). *Feeling and thinking: The role of affect in social cognition*. New York: Cambridge University Press.
- ❖ Lewis, M., & Haviland-Jones, J. M. (2000). *Handbook of emotions*. New York: Guilford Press.

Quantitative Methods of Data Analysis

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	I	Contact Hours	45(L)+ 15(T)
Course Type	Discipline Based Core Courses		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Skills Based/ Value Added		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Tutorials		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End term Examination (University Examination)		

Course Objectives:

- To acquaint the students with higher level knowledge about statistical tools and concepts
- To teach students higher level statistics
- To help the students understand pertinent way of testing relationship among variables and also testing the proposed hypotheses.
- To develop skills and competencies to use different statistical tools in different fields.

Course Learning Outcome:

After the completion of the course the students would be able :

- To analyze the gathered data by using various statistical techniques at the advanced level.
- They would be able to use the statistical procedures in their further research work and ultimately enhance their research ability.
- This advanced statistics course developed skills relevant for the preparation of a dissertation paper by the end of the programme.

- It includes material relating to quantitative research methodologies, to be able apply advanced knowledge in statistics to experimental and applied research, to be able to apply different forms of quantitative analysis.

Course Contents:

Unit I: Testing Association and Hypothesis (20% weightage)

- Concept of Linear correlation
- Pearson correlation
- Spearman’s rank order correlation,
- Biserial
- Point Biserial correlation;
- Significance of Mean difference- description and computation of ‘t- ratio’

Unit II: Analysis of Variance (20% weightage)

- Between groups
- Repeated factor
- Mixed design
- Post hoc comparison

Unit III: Analysis of Variance : Factorial Design (20% weightage)

- Concept of factor
- Assumptions; Two factor and Three Factor experimental designs
- Main effects & Interaction effects
- Introduction of Multivariate ANOVA

Unit IV: Linear and Multiple Regressions (20% weightage)

- Nature
- Assumptions and Computation
- Testing models; Forward - Backward stepwise regression

Unit V: Introduction to Non Parametric statistics (20% weightage)

- Mann whitney ‘U’ Test
- Sign test
- Kruskal- Wallis one-way ANOVA
- Friedman two-way ANOVA

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	Unit I: Testing Association and Hypothesis

1-2	Concept of Linear correlation
3-4	Pearson correlation
5	Spearman's rank order correlation,
6	Biserial
7	point Biserial correlation
8-9	Significance of Mean difference- description and computation of 't- ratio''
9-17	Unit II: Analysis of Variance
9-11	Between groups
12-13	Repeated factor
14-15	Mixed design
16-17	Post hoc comparison
18-26	Unit III: Analysis of Variance : Factorial Design
18	Concept of factor
19-22	Assumptions:Two factor and Three Factor Experimental designs
23-24	Main effects, Interaction effects
25-26	Introduction of Multivariate ANOVA
27- 35	Unit IV: Linear and Multiple Regressions
27-28	Nature
29-30	Assumptions and Computations
31-35	Testing models; Forward - Backward stepwise regression
36- 45	Unit V: Introduction to Non Parametric statistics
36	Introduction to non parametric statistics
37-38	Mann whitney 'U' Test
39	Sign test
40-42	Kruskal- Wallis one-way ANOVA
43-45	Friedman two-way ANOVA
46-60	Tutorials

Essential Readings:

- ❖ Aron.A & Elliot J.Coups (2019). Statistics for Psychology. Pearson Ltd.
- ❖ Broota KD (2010). Experimental designs in behavioural research . New Delhi: New Age International

- ❖ Cumming.G.& Calin-Jageman.R.(2021). Introduction to The New statistics. Taylor & Francis Ltd.
- ❖ Field.A.(2009). Discovering statistics using SPSS(3rd edition) London Sage.
- ❖ Garrett,H.E(2006). Statistics in psychology and Education.Greenwood Press
- ❖ Mangal,S.K.(2005). Statistics in psychology and education.Prentice Hall India.

Additional/Advance/Further Readings:

- ❖ McClave.J.T.& Sincich.T.(2005). Statistics.10th Edition. Pearson Publication.
- ❖ Howitt.D.& Cramer.D.(2020). Understanding Statistics in Psychology with SPSS. Pearson Publication.
- ❖ Faulkenberry.T.J.(2022). Psychological Statistics.Routledge Publication.

Biological Bases of Behaviour

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	I	Contact Hours	45(L)+ 15(T)
Course Type	Discipline Based Core Courses		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Skills Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Tutorials		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End term Examination (University Examination)		

Course objectives:

- This course will also cover recent advances in the biological sciences (genetics, epigenetics, developmental biology, neuroscience, evolutionary biology) that inform the study of behavioural development.
- This course would focus on the anatomy and physiology of the neuron and synaptic transmission. The neural basis of cognition with respect to the anatomical organization of the central nervous system and the anatomical and functional organization of perception, movement, arousal, and behaviour homeostasis will be discussed.
- Emphasis will be on the understanding of the relationship between brain, genes and behaviour and how their interaction shapes up during development of behaviour, including perception, action, and cognition.
- A prominent goal of the course is to foster the appreciation of the importance and value of interdisciplinary research.

Course Learning Outcomes:

On successful completion of the course a student would be able to

- Understand the anatomical and other biological basis of behaviour of human beings along with the recent advancement in neuroscience.
- They will also familiarized with the neuropsychological rehabilitation of neurocognitive disorder that will helpful to uplift the quality of life of geriatric population.
- It will also foster the appreciation of the importance and value of interdisciplinary research

Course Contents

Unit I: Nature of Physiological Psychology (20% Weightage)

- Nature and Scope
- Methods of Research: Anatomic, electrical and chemical
- Radiological and behaviour techniques

Unit II: Structure and functions of nerve cells (20% Weightage)

- Structure, types and functions of Neurons and supportive cells of Brain
- Neural Communication: Resting potential, Propagation of action potential, Blood brain barrier, Synaptic transmission
- Neurotransmitters

Unit III: Organization & Function of the Nervous System (20% Weightage)

- Nervous System: Classification (Central Nervous System and Peripheral Nervous System)
- Brain: Functions of Forebrain, Midbrain and Hindbrain
- Spinal Cord: Functions

Unit IV: Endocrine System: A brief overview (20% Weightage)

- Endocrine Glands: Nature, Functions of Thyroid gland, Parathyroid gland, Adrenal gland, Pancreas, Gonads, Pituitary Glands, Pineal Gland.
- Dysfunctioning of endocrine glands

Unit V: Drug and behaviour: Neuropsychological Deficits and Rehabilitation (20% Weightage)

- Determinants of drug effects
- Drug abuse and addiction
- Neuropsychological deficits instroke, head injury, tumours, epilepsy; Dementia, Delirium
- Neuropsychological Rehabilitation

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	Unit I: Nature of Physiological Psychology

1-3	Nature and Scope
4-6	Methods of Research: Anatomic, electrical and chemical
7-9	Radiological and behaviour techniques
10-18	Unit II: Structure and functions of nerve cells
10-12	Structure, types and functions of Neurons and supportive cells of Brain
13-15	Neural Communication: Resting potential, Propagation of action potential, Blood brain barrier, Synaptic transmission
16-18	Neurotransmitters
19-27	Unit III: Organization & Function of the Nervous System
19-21	Nervous System: Classification (Central Nervous System and Peripheral Nervous System)
22-25	Brain: Functions of Forebrain, Midbrain and Hindbrain
26-27	Spinal Cord: Functions
28-36	Unit IV: Endocrine System: A brief overview
28-34	Endocrine Glands: Nature, Functions of Thyroid gland, Parathyroid gland, Adrenal gland, Pancreas, Gonads, Pituitary Glands, Pineal Gland.
35-36	Dysfunctioning of endocrine glands
37-45	Unit V: Drug and behaviour; Neuropsychological Deficits and Rehabilitation:
37-38	Determinants of drug effects
39-41	Drug abuse and addiction
42-43	Neuropsychological deficits instroke, head injury, tumours, epilepsy; Dementia, Delirium
44-45	Neuropsychological Rehabilitation
46-60	Tutorials

Essential Readings:

- ❖ Carlson, N. R. (2009). *Foundations of physiological psychology* (6th ed.). New Delhi: Pearson.
- ❖ Kalat, J. W. (2009). *Biological psychology*. Australia: Wadsworth Cengage Learning.
- ❖ Leukel, F. (2005). *Introduction to physiological psychology* (3rd ed.). CB.S. Publishers and Distributers.
- ❖ Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson: Wadsworth.
- ❖ Kolb, B., & Whishaw, I. Q. (2003). *Fundamentals of human neuropsychology*. New York: Worth Publishers.
- ❖ Gazzaniga, M. S. (2002). *Cognitive neuroscience: The biology of mind* (2nd ed.). New York: W. W. Norton and Company.

❖ Kandel, E. R., Schwartz, J. H., & Jessell, T. M. (2000). *Principles of neural science* (4th ed.). New Delhi: McGraw- Hill.

Additional/Advance/Further Readings:

❖ William.B. (2020). *The Biological Basis of Mental Health*. Taylor & Francis Publication.

❖ Pope.G.G.(1999). *The Biological Bases of Human Behaviour*. Pearson Publication.

❖ Toates.F.M.(1986). *Biological Foundations of Behaviour*.Open University Press.

Social Psychological Perspectives

Course Code		Credits	4
L + T + P	(L +P) +T= (3)+1	Course Duration	One Semester
Semester	I	Contact Hours	L+P (40 +10) + 15 (T)
Course Type	Discipline Based Core Courses/ Open Elective interdisciplinary Course		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course (if applicable)			
Methods of Content Interaction	<i>(Lecture, Tutorials, Group discussion, primary data collection & analysis, presentations by students)</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 70% - End Term External Examination (University Examination) 		

Course Objectives:

- To understand the use of social psychological perspectives to explore human experiences and behaviour within social situations or socio-cultural context.
- To develop insights about the basic assumptions and scope of social psychological perspectives and to learn the use of research methodologies in social psychology.
- To explore the use of social psychological perspectives in addressing the issues and problems of the real world

Course Learning outcome:

After completing this course student will be able to:

- Have better understanding of individuals' behaviour in social setting.
- They would also be able to know how psychological theory and empirical research are used to help explain human behaviour in individuals and groups and how researchers utilize methods and techniques to investigate empirical questions in social psychology.

- Students will be able to answer some questions like why does working in groups sometimes hurt performance? Under what circumstances are people most likely to conform to social pressures?
- Understanding the key issues and theoretical concepts related to psychology of women and gender especially with respect to Indian context. They will also be able to make some steps to solve some social issues and uplifting the community wellbeing.

Course Contents:

Unit I: Introduction to Social Psychological Perspectives (15 % Weightage)

- Nature and scope of social psychology
- Brief history of social psychology
- Theoretical Perspectives: Symbolic Interactionism, Social construction, Social representation, Discursive social psychology, Social Exchange, Social comparison
- Emerging trends and Current issues in Indian perspective
- Research methods and ethical issues in social psychology research

Unit II: Social Influence and Responding to Social Situations (20% Weightage)

- Social facilitation and social loafing
- conformity, compliance, obedience
- social power; reactance; cultural context of getting influenced or resisting influence
- Stereotypes and prejudices

Unit III: Social cognition (20% Weightage)

- Social perception, schemas and prototypes,
- Attribution: theories and biases
- Cognitive Dissonance and attitude change
- Theories of attitude change

Unit IV: Intergroup relations (25% Weightage)

- Group dynamics, leadership style and effectiveness
- Theories of intergroup relations
 - minimal group experiment

- social identity theory
- relative deprivation theory
- realistic conflict theory
- equity theory),
- Aggression and ways to manage aggression;
- prosocial behaviour and bystanders effect, factors affecting prosocial behaviour
- Conflicts and resolution

Unit V: Applications in real world (20% Weightage)

- Issues of gender, poverty, marginalization and social suffering
- Psychology of vulnerability
- Facilitating well-being and self-growth in diverse cultural and socio-political contexts, social psychology and sustainable future.

PRACTICUM: (5% weightage)

Any 2-practicum pertaining to above topics. This practicum reports would be considered as a part of Continuous Internal Assessment.

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-8	Unit I: Introduction to Social Psychological Perspectives
1-2	Nature and scope of social psychology
3-4	Brief history of social psychology
5-6	Theoretical Perspectives: Symbolic Interactionism, Social construction, Social representation, Discursive social psychology, Social Exchange, Social comparison
7	Emerging trends and Current issues in Indian perspective
8	Research methods and ethical issues in social psychology research
9-17	Unit II: Social Influence and Responding to Social Situations
9-11	Social facilitation and social loafing
12-13	conformity, compliance, obedience
14-15	social power; reactance; cultural context of getting influenced or resisting influence

16-17	Stereotypes and prejudices
18-26	Unit III: Social cognition
18-19	Social perception, schemas and prototypes,
20-21	Attribution: theories and biases
22-23	Cognitive Dissonance and attitude change
24-26	Theories of attitude change
27-35	Unit IV: Intergroup relations
27-28	Group dynamics, leadership style and effectiveness
29-30	Theories of intergroup relations (minimal group experiment and social identity theory, relative deprivation theory, realistic conflict theory, equity theory),
31-32	Aggression and ways to manage aggression;
33-34	Pro-social behaviour and bystanders effect, factors affecting pro-social behaviour
35	Conflicts and resolution
36-40	Unit V: Applications in real world
36-37	Issues of gender, poverty, marginalization and social suffering
38	Psychology of vulnerability
39-40	Facilitating well-being and self-growth in diverse cultural and socio-political contexts, social psychology and sustainable future.
41-50	Practicum
51-65	Tutorials

Essential Readings:

- ❖ Baron,R.A., & Byrne,D,(2000).Social psychology(8th ed.) New Delhi: Prentice Hall of India.
- ❖ Billing,M.(1976). Social psychology and intergroup relations.NY:Academic
- ❖ Burke, Peter J. (2006). Contemporary social psychological theories. Stanford: Stanford social sciences Press.
- ❖ Dalal,A.K., & Misra,G.(2001). New directions in Indian Psychology,Vol.1: Socialpsychology.New Delhi :Sage
- ❖ Shaw, M. E., & Costanzo, P.R. (1982). *Theories of social psychology*. New York: McGraw Hill.
- ❖ Singh, A. K. (2015). *Social psychology*. PHI Learning.

Additional/Advance/Further Readings:

- ❖ Feldman, R. S. (1995). *Social psychology*. Prentice Hall.
- ❖ Hogg, M.A. & Cooper, Joel (2003). *Sage handbook of social psychology*. Los Angeles:
- ❖ McGarty, C., & Haslam, S.A. (eds) (1997). *The message of social Psychology*. Oxford, UK: Black
- ❖ Myers, D. G. (2006). *Social psychology*. Tata McGraw Hill.
- ❖ Vallacher, R. R. (2020). *Social psychology: Exploring the dynamics of human experience*. New York Taylor and Francis

Stress Management

Course Code		Credits	00
L + T + P	1 + 0 +1	Course Duration	One Semester
Semester	II	Contact Hours	15 (L) +30 (P) Hours
Course Type	Mandatory Elective Non-Credit Course		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course (if applicable)	Skill Based		
Methods of Content Interaction	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● Report given by course coordinator regarding successful completion of the course. ● No gradation 		

Course objectives:

- Defined what stress is and started to recognize the signs of stress.
- Tried out some personal stress management strategies and techniques.

Course Learning outcomes: After successful completion of this course students would able

- To understand the nature of stress and learn the skill to identify symptoms demonstrating stress
- To get an insight into the various environmental, social, psychological and physiological concomitants of stress
- To develop skills to reduce the impact of these factors and promote conditions that will reduce stress.
- Students also may develop various skills to manage their stress and improve their quality of life.

Course Contents:

Unit I: Understanding the Stress: (25% weightage)

- Nature of Stress
- Sources of stress across life-span
- Perspectives on Stress: Physiological perspectives, Bodily reactions to stress, psychological perspectives, Social perspectives

Unit II: Strategies of Stress management and Prevention: (25% weightage)

- Challenging Stressful Thinking: Problem Solving and Time Management
- Psychological and Spiritual Relaxation Methods: Deep Breathing, Muscle Relaxation, Visualization, Meditation, Autogenic Training, Yoga, Tai Chi, Comic Relief, Music Therapy.

Practicum: Psychological and physical methods of stress relaxation will be practised in the practicum sessions. (50% weightage)

Evaluation Process:

Only satisfactory completion of the course which is based on the report of the course coordinator. No gradation.

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-7	Unit I: Understanding the Stress
1-2	Nature of Stress
3-4	Sources of stress across life-span
5-7	Perspectives on Stress: Physiological perspectives, Bodily reactions to stress, psychological perspectives, Social perspectives
7-15	Unit II: Strategies of Stress management and Prevention
7-9	Challenging Stressful Thinking; Problem Solving and Time Management
10-15	Psychological and Spiritual Relaxation Methods: Deep Breathing,

	Muscle Relaxation, Visualization, Meditation, Autogenic Training, Yoga, Tai Chi, Comic Relief, Music Therapy.
16-45	Practicum: This course will have 20 hours of practicum to understand and practice happiness and well being related activities.

Essential Readings:

- ❖ Kottler, J. A. & Chen, D. D. (2011). Stress management and prevention: Applications to daily life (2nd Ed.). London and New York: Routledge.
- ❖ A Mindfulness-Based Stress Reduction Workbook (A New Harbinger Self-Help Workbook) Bob Stahl, Elisha Goldstein, Jon Kabat-Zin
- ❖ DiMatteo, M.R., & Martin, L.R.(2017). Health Psychology. New Delhi: Pearson
- Seaward, B.L. (2018). Managing Stress: Principles and Strategies for Health and Well-Being (9th Edition). Burlington, MA: Jones & Bartlett Learning.
- ❖ Udupa, K.N. (2008). Stress and its Management by Yoga (6th Edition). New Delhi: Motilal Banarsidass Publishers.

Additional/Advance/Further Readings:

- ❖ DK(2017).Stress:The Psychology of Managing Pressure. Illustrated Edition.
- ❖ Fontana.D.(2005). Managing Stress. Motilal Uk Books of India

Science of Happiness and Well - Being

Course Code		Credits	00
L + T + P	1 + 0 +1	Course Duration	One Semester
Semester	II	Contact Hours	15 (L) + 30 (P) Hours
Course Type	Mandatory Elective Non-Credit Course		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course (if applicable)	Value Based (Human Values); Skill Based		
Methods of Content Interaction	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● Report given by course coordinator regarding successful completion of the course. ● No gradation 		

Course Objectives: This is a course to study the knowledge and research done in the area of happiness and well being. The objectives of the course are:

- To explore the practical “habits of happy and healthy people” through new discoveries in the social and natural sciences.
- To make learners to identify various mechanism which regulates happiness and well being in the individual

Course Learning Outcomes:

- The students will learn about leading theories and applications of Positive Psychology on personal happiness and well-being in the workplace.
- This course will discover the remarkable parallels between the modern science of happiness and ancient wisdom.
- Students able to develop various skill to enhance the happiness and well being

Course Contents:

Unit I: Happiness and Well- Being:

- Concept and Definitions
- Thinking critically about happiness and well being

- Perspectives on Happiness and well being: Western perspectives, South Asian perspectives, and Indian perspectives **(25% weightage)**

Unit II: External & Internal Factors affecting happiness and well being:

- Relationship of time, money and happiness
- Role of gratitude, Compassion, meditation, and fundamental needs in happiness and well being
- Cultural context of Happiness and Well-Being. **(25% weightage)**

Practicum: This course will have 30 hours of practicum to understand and practice happiness and well being related activities. **(50% weightage)**

Evaluation Process:

Only satisfactory completion of the course which is based on the report of the course coordinator. No gradation.

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-7	Unit I: Happiness and Well- Being
1-2	Concept and Definitions,
3-4	Thinking critically about happiness and well being
5-7	Perspectives on Happiness and well being: Western perspectives, South Asian perspectives, and Indian perspectives
7-15	Unit II: External & Internal Factors affecting happiness and well being
7-9	External & Internal Factors affecting happiness and well being
10-11	Relationship of time, money and happiness
12-14	Role of gratitude, Compassion, meditation, and fundamental needs in happiness and well being;
15	Cultural context of Happiness and Well-Being
16-45	Practicum: This course will have 30 hours of practicum to understand and practice happiness and well being related activities.

Essential Readings:

- ❖ The Science of Happiness (2015) by Stefan Klein, ISBN-13: 9781569243282; Hachette Book Group; Rights: UK & Commonwealth; Indian Publisher: Speaking Tiger
- ❖ Science of Happiness: According to Yoga Vedanta (2020) by Pr. Divyanandaprana Publisher: Ramakrishna Sarada Mission, New Delhi.
- ❖ Ikigai: The Japanese secret to a long and happy life Héctor García & Francesc Miralles (2021). Penguin Random House, UK.

- ❖ Diener, R.B., Tay,L. & Diener, E. (2012). Happiness in India in H. Selin G. Davey (eds.), Happiness across cultures: The Hosroty of non-western science. Springer

Additional/Advance/Further Readings:

- ❖ Kelly.B.(2021). The Science of happiness: The six Principles of a happy life and the seven strategies for achieving it. Gill & Macmillan Ltd.
- ❖ Haidt.J.(2006). The Happiness Hypothesis. Penguin Publication.

Indian Knowledge System in Psychological Perspectives

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	II	Contact Hours	45 (L)+ 15(T)
Course Type	Discipline Based Core courses/ Open elective interdisciplinary Course		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Indian Knowledge System		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Tutorials		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End term Examination (University Examination)		

Course objectives:

- Indigenous psychology is an emerging field that acknowledges and respects other ways of being and knowing in our world. This course will explore psychological knowledge system in Indian cultures.
- There will be a focus on strength and understanding the human nature from Indigenous perspectives, including Indigenous ways of healing.

Course Learning Outcomes:

After completion of the course students are able

- To understand the different psychological concept of Indian origin
- To applied it in contemporary scenario.

- It will also motivate and enhance the substantiate research in this area
- To formulate some strategies to address personal and social issues from the indigenous Indian perspective

Course contents:

Unit- I: Psychological thought in Indian Prospective (30% weightage)

Psychological thought in some major eastern systems especially related to personality/ mind and other psychological attributes :

- Vedas
- Bhagvad Gita
- Buddhism
- Yoga

Unit-II: Science and Spirituality (20% weightage)

- Avidya & Vidya
- What is self ? self as consciousness; states of consciousness
- The primacy of self knowledge or consciousness in Indian thought tradition
- collectivism in Indian thought and its relevance

Unit-III: Psychology in India (20% weightage)

- What is Indian psychology
- Distinction from western psychology
- Development of psychology in India
- Current status and challenges

Unit -IV:Health and Well-being in Indian Perspective (20% weightage)

- Health and mental health — concept
- symptoms and treatment
- suffering and healing
- Indian system of Psychotherapy/ Counselling

Unit -V: Karma Theory**(10% weightage)**

- Concept of Karma Yoga
- Regulation of Behaviour and it's Applications for Human Behaviour

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-12	Unit- I: Psychological thought in Indian Prospective
1-6	Psychological thought in some major eastern systems especially related to personality/ mind and other psychological attributes - Vedas & Bhagvad Gita,
7-12	Budhism &Yoga
13-20	Unit-II: Science and Spirituality
13-14	Avidya & Vidya
15-16	What is self? self as consciousness; states of consciousness
17-18	The primacy of self knowledge or consciousness in Indian thought tradition;
19-20	collectivism in Indian thought and its relevance
21-29	Unit-III: Psychology in India
21-22	What is Indian psychology
23-24	Distinction from western psychology
25-26	Development of psychology in India
27-29	Current status and challenges
30-38	Unit -IV:Health and Well-being in Indian Perspective
30-32	Health and mental health - concept
33-34	symptoms and treatment; suffering and healing
35-38	Indian system of Psychotherapy/ Counselling
39-45	Unit -V: Karma Theory
39-42	Concept of Karma Yoga
43-45	Regulation of Behaviour and it's Applications for Human Behaviour
46-60	Tutorial

Essential Readings:

- ❖ Cornelissen.R.M.M.,Misra.G.,&Varma.S.(2011).Foundations of Indian Psychology,vol-2.Pearson Publication.
- ❖ Dalal, A. S. (Ed.) (2001). Living Within. Pondicherry: Sri Aurobindo Ashram Trust.
- ❖ Hiriyanna, M. (2000). The Essentials of Indian Philosophy. New Delhi: Motilal Banarsidas Publishers.
- ❖ Misra.G., & Mohanty.A.K.(2002). Perspectives on Indigenous Psychology. Concept Publishing Company,New Delhi.
- ❖ Rama, S. (2007). Perennial Psychology of the Bhagvad Gita. New Delhi: Himalayan Institute Press.
- ❖ Rao, K, R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press.
- ❖ Yogananda (146/1975). Autobiography of a Yogi. Bombay: Jaico.

Additional/Advance/Further Readings:

- ❖ Ciofalo.N.(2019). Indigenous Psychologies in an Era Of Decolonization.Springer Publication
- ❖ Mishra.S.,Behera.S.K & Bhui.S.(2022). Indigenous Knowledge System: Traditions and Transformations.Mittal Publications.

RESEARCH METHODOLOGY AND ETHICAL ISSUES

Course Code		Credits	4
L + T + P	(L +P) +T= (3)+1	Course Duration	One Semester
Semester	II	Contact Hours	L+P(40 + 10) + 15 (T)
Course Type	Discipline Based Core Elective/Open Elective/		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course (if applicable)	Value Based (Human Values /Ethics/ Constitutional Values etc.); Skill Based		
Methods of Content Interaction	<i>(Lecture, Tutorials, Group discussion, presentations by students)</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)Practicum report evaluated as a part of continuous Internal assessment. Allocation of practicum marks depends upon the course instructor. ● 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ The objective of this course is to develop an understanding of the purpose of research, research methodology, research design and ethical issues in the field of psychology.
- ❖ The course covers basic principles, methodology and ethical issues of research in psychological sciences.

Course Learning Outcomes:

On successful completion of the course a student would be able

- ❖ To use research design and principles in conducting their own ethical research as well as to critique a study from the standpoint of research design, methodology and ethical issues.

Course Contents:

UNIT I: Psychological Research (20% weightage)

- Nature and purpose;
- Scientific approach in psychology;
- Goals and types of psychological research,
- Methods of data collection

UNIT II: Research process: Problem and Hypothesis (20% weightage)

- Origin/ sources of research problem
- Importance of problems and hypothesis;
- Types of variables;

UNIT III: Research Design (20% weightage)

- Purpose and principles;
- Characteristics of a good research design;
- Design criteria;
- Methods of control

UNIT IV: Experimental Research Design (20% weightage)

- Types and problems of experimental design;
- Nature, benefits and types of factorial designs

UNIT V: Ethical Issues (APA, Updated one) (15% weightage)

- Preamble
- General Principles
- Ethical Standards

PRACTICUM:**(5% weightage)**

Any 2 practicum from the above topics. This practicum reports would be considered as a part of Continuous Internal Assessment.

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-8	Unit I: Psychological Research
1-2	Nature and purpose;
3-4	Scientific approach in psychology
5-6	Goals and types of psychological research
7-8	Methods of data collection
9-17	Unit II: Research process: Problem and Hypothesis
9-11	Origin/ sources of research problem
12-14	Importance of problems and hypothesis
15-17	Types of variables
18-25	Unit III: Research Design
18-19	Purpose and principles;
20-21	Characteristics of a good research design
22-23	Design criteria;
24-25	Methods of control
26-33	Unit IV: Experimental Research Design
26-29	Types and problems of experimental design
30-33	Nature, benefits and types of factorial designs
34-40	Unit V: Ethical Issues (APA Updated one)
34	Preamble
35-37	General Principles
38-40	Ethical Standards
41-50	Practicum
51-65	Tutorials

Essential Readings:

- ❖ Goodwin, C. J. (2007). *Research in psychology: Methods and design* (5th ed.). NY: Wiley.
- ❖ Leary, M. R. (2001). *Introduction to behavioural research methods* (3rd ed.). Allyn & Bacon: A Pearson Education Company
- ❖ Kerlinger, F., & Lee, H. (2000). *Foundations of behavioural research*. (Chapter-18 and 19)
- ❖ Heimen, G. W. (2002). *Research methods in psychology* (3rd ed.). Houghton Mifflin Harcourt Publishing Company.

Additional/Advance/Further Readings:

- ❖ Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). *Research methods in psychology* (4th ed.). Sage.
- ❖ Bridget, S. & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi: Vistaar Publication.
- ❖ Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: RoutledgeFalmer
- ❖ Broota, K. D. (2003). *Experimental design in Behavioural research*. New Delhi: New Age International (P) Ltd.
- ❖ Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2009). *Research methods in psychology* (9th ed.). NY: McGraw Hills
- ❖ Kothari, C. R. (2004). *Research methodology: Methods and techniques*. (Rev. 2nd ed.) New Delhi: New Age International (P) Ltd

PSYCHOLOGICAL ASSESSMENT

Course Code		Credits	4
L + T + P	2 + 0 + 2	Course Duration	One Semester
Semester	II	Contact Hours	30 (L) + 0 (T) + 60 (P) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory and Practical		
Special Nature/ Category of the Course (if applicable)	Value Added and Skill Based		
Methods of Content Interaction	<i>(Lecture, Tutorials, Group discussion, primary data collection & analysis, seminar, presentations by students)</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 50% - End Term External Examination (University Examination) ● 20 % - Assessment Report 		

Course Objective:

- ❖ The objective is to impart knowledge of various techniques for psychological assessment and fostering ability to develop, administer and interpret certain psychological tests in different contexts of application.

Course Learning Outcome:

On successful completion of the course a student would have learnt

- ❖ The basic principles, research, and theories on the testing and measurement of psychological constructs with adequate lab work.

- ❖ They would have developed expertise on conducting intelligence, cognitive, personality, developmental, clinical, and neuropsychological assessment.

Course Contents:

UNIT I: Introduction to Psychological Assessment (5 % weightage)

- Nature and purpose;
- Assessment, evaluation and testing;
- Principles of assessment; Types of scales; Uses of psychological tests;
- Ethical consideration;
- Psychometric evaluation of tests

UNIT II: Methods of psychological assessment (10 % weightage)

- Case study,
- Observation,
- Assessment interview,
- Psychological tests,
- Rating scales

UNIT III: Application of Psychological Tests I: (15 % weightage)

- *Personality*- Administration, scoring and interpretation of MMPI, NEO-PI, 16-PF, Rorschach Ink- Blot test;
- *Intelligence Testing* – Introduction, administration, scoring and interpretation of Raven’s Progressive Matrix, WAIS;
- *Aptitude Test* – Introduction, administration, scoring and interpretation of DAT

UNIT IV: Application of Psychological Tests II: (15 % weightage)

- Nature and purpose of organization testing;
- Introduction, administration, scoring and interpretation of MBTI;
- Nature and purpose of clinical/ counseling testing,

- MSE (mental status examination),
- measures of self-concept, self-esteem, anxiety, adjustment

UNIT V: Issues in testing and measurement: (5 % weightage)

- Response bias and response set;
- Cross-cultural issues –test equivalence and measurement bias;
- Test adaptation- translation – back translation method and statistical methods.

PRACTICUM: (50% weightage)

- ❖ Any 5-practicum pertaining to above topics. This practicum reports would be considered as an End Term examination/ evaluation.

Evaluation:

End Term Exam theory=50 points

Practical Report =20 points

Continuous Internal Assessment= 30 points

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-3	Unit I: Introduction to Psychological Assessment
1	Nature and purpose
1	Assessment, evaluation and testing
2	Principles of assessment; Types of scales; Uses of psychological tests
3	Ethical consideration
3	Psychometric evaluation of tests
4-9	Unit II: Methods of psychological assessment
4	Case study
5	Observation
6	Assessment interview
7	Psychological tests
8-9	Rating scales
10-18	Unit III: Application of Psychological Tests I:
11-12	<i>Personality</i> - Administration, scoring and interpretation of MMPI

13	Administration, scoring and interpretation of NEO-PI
14	Administration, scoring and interpretation of 16-PF
15-16	Administration, scoring and interpretation of Rorschach Ink- Blot test
17	<i>Intelligence Testing</i> – Introduction, administration, scoring and interpretation of Raven’s Progressive Matrix,
18	Introduction, administration, scoring and interpretation of WAIS;
19-27	Unit IV: Application of Psychological Tests II:
19	Organization-Nature and purpose of organization testing
20-21	Introduction, administration, scoring and interpretation of MBTI
22	Nature and purpose of clinical/ counseling testing,
23-24	MSE (mental status examination),
25-27	measures of self-concept, self-esteem, anxiety, adjustment
28-30	Unit V: Issues in testing and measurement:
28	Response bias and response set
29	Cross-cultural issues –test equivalence and measurement bias
30	Test adaptation- translation – back translation method and statistical methods
<i>60 Hours</i>	Practical (1 credit = 2 Hr)
Essential Readings:	
❖ Anastasi, A., & Susana Urbina, S. (2003). <i>Psychological testing</i> . New Delhi: Prentice Hall	
❖ Das, J. P. (1994). <i>Assessment of cognitive processes</i> . Sage.	
❖ Gregory, R. J. (2005). <i>Psychological testing: History, principles and applications</i> . New Delhi: Pearson Education.	
❖ Groth-Marnat, G. (2009). <i>Handbook of psychological assessment</i> (5th ed.). New Jersey: John Wiley & Sons.	
Additional/Advance/Further Readings:	
❖ Freeman, F. S. (1965). <i>Psychological testing</i> (3rd ed.). ND: Oxford & IBH	

Publishing Co. Pvt. Ltd.

- ❖ Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.) New Delhi: Pearson Education.
- ❖ Spreen, O., & Strauss, E. (1998). *A Compendium of neuropsychological tests* (2nd ed.). New York: Oxford University Press.
- ❖ Ghiselli, E. E., Campbell, J. P., & Zedek, S. (1981). *Measurement theory for the Behavioural Sciences*. W.H. Freeman.

Counselling Skills

Course code:

Course Code		Credits	04
L+T+P	(L+P) + (T)= (3)+(1)	Course Duration	One semester
Semester	II	Contact Hours	L+P(40+10)+ 15 Hours
Course Type	Discipline Based Core courses		
Nature of the Course	Theory Cum Practical		
Special Nature/ Category of the Course	Skill Based/Human Values and Ethics		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Tutorials		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of practicum marks depends upon the course instructor. 70%- End term Examination (University Examination)		

Course Objectives:

- To develop an understanding of basic concepts, processes, and techniques of Counseling
- To provide a comprehensive understanding of the different methods and approaches to counseling. □

- This course gives the student the experience of undergoing as well as performing counseling using different methods and to acquaint the learner with the challenges of Counseling.

Course Learning Outcomes:

After successfully completing the course a student would be able

- To develop a thorough understanding and command on the key approaches and skill to resolve emotional and behaviour difficulties related to child/adolescent as well as couple/ family.
- To understand the indigenous concept of counselling , needs and challenges of counselling procedure in India.
- Would help them to develop professional skill in them
- It will also be helpful to developing a basic understanding of counselling as a profession , gaining an overview of basic approaches, theories and techniques in counselling and learning about the newer forms of therapy like solution focused therapy, narrative therapy etc.

Course Contents:

Unit -I. Counselling as a profession & Process (20% weightage)

- Nature and Goals
- Professional Training, values & Ethics
- Contemporary issues,challenges and future of counseling practice in India
- Indianization of counselling practice
- Counselling relationships
- Qualities of a good counsellor

Unit -II Counselling Skills -I (20% weightage)

- Attending skills
- Listening skills

- Exploration skills (probe, Immediacy, self disclosure, interpretation, confrontation)

- Counselling interview

Unit-III Counselling Skills-II (20% weightage)

- Client centred Skills
- Skills for helping with feelings and emotion
- Action skills (Information giving, Goal setting, Reinforcement)
- Skills for closure and terminating, managing resistance and transference

Unit-IV Approaches to Counselling (20% weightage)

- Psychodynamic approach
- Behavioural & Cognitive Behavioural approach
- Person centered approach
- New approaches of counselling
- Counselling in multicultural context

Unit-V Counselling Applications in different fields (20% weightage)

- School
- Vocational
- Family & marital Counselling
- substance abuse problems
- Crisis Intervention: suicide, grief, and sexual abuse

Practicum: Any 2 practicum pertaining to above topics. This practicum reports and its evaluation would be considered as a part of Continuous Internal Assessment.

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-8	Unit -I. Counselling as a profession & Process
1	Nature and Goals

2-3	Professional Training, values & Ethics
4-5	Contemporary issues, challenges and future of counseling practice in India
6	Indianization of counselling practice
7	Counselling relationships
8	Qualities of a good counsellor
9-16	Unit -II Counselling Skills -I
9-10	Attending skills
11	Listening skills
12-14	Exploration skills (probe, Immediacy, self disclosure, interpretation, confrontation)
15-16	Counselling interview
17-25	Unit-III Counselling Skills-II
17-18	Client centred Skills
19-20	Skills for helping with feelings and emotion
21-23	Action skills (Information giving, Goal setting, Reinforcement)
24-25	Skills for closure and terminating, managing resistance and transference
26-34	Unit-IV Approaches to Counselling
26	Psychodynamic approach
27-28	Behavioural & Cognitive Behavioural approach
29	Person centered approach
30-31	New approaches of counselling
32-34	Counselling in multicultural context
35-40	Unit-V Counselling Applications in different fields
35	School
36	Vocational
37	Family & marital Counselling
38	substance abuse problems
39-40	Crisis Intervention: suicide, grief, and sexual abuse

40-50	Practicum
51-65	Tutorials

Essential Readings:

- ❖ Aguilera, D.C. (1998).Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia:
- ❖ Chandra, R. (2011). Psychology, counseling and therapeutic practices. N.D.:Gyan Books.
- ❖ Clarkson, P. (Ed.) (1998). Counseling Psychology. U.K.:Psychology Press.
- ❖ Corey, G. (2019). Theory and Practice of Counselling and Psychotherapy.New Delhi: Cengage Learning.
- ❖ Edward,N.(2011). Counselling theory and practice .Cengage learning.
- ❖ Feltham, C., & Horton, I. (Eds.) (2012). The Sage handbook of counseling and psychotherapy. LosAngeles:Sage.
- ❖ Friedlander, M.L. & Diamond, G.M. (2012).Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press
- ❖ Gelso, C., Williams, E. N., & Fretz, B. R. (2014). Counseling psychology. Washington:APA Publication.
- ❖ Kapur, Malavika (2011). Counselling children with psychological problems. Pearson Publications.
- ❖ Misra, G. (Ed.) (2011). Handbook of psychology in India. New Delhi, India: Oxford University Press.
- ❖ Mosby. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa:
- ❖ Nelson-Jones.,R. (2012). Introduction to counselling skills. Los Angeles:Sage

- ❖ Rao.S.N.(2013). Counselling and Guidance . New Delhi: Author Press.
- ❖ Sejwal, P., & Arora, M. (2012). Counseling psychology. N.D.:Crescent Publishing Corporation
- ❖ Sharf, R. S. (2012). Theories of Psychotherapy and Counseling: Concepts and Cases. 5th Edition. Belmont: Brooks/Cole (Cengage Learning).
- ❖ C. Brown. Capuzzi,D. &Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi.

Additional/Advance/Further Readings:

- ❖ Hough Margaret(2017). Counselling Skills and Theory.Hodder Education Publication.
- ❖ McLeod.J.& McLeod.J.(2011). Counselling Skills:A practical for counsellors and helping professionals. Open University Press.
- ❖ Meier.A.& Boivin.M.(2011). Counselling and Therapy Techniques. Sage Publication India Pvt. Ltd.

PSYCHOPATHOLOGY

Course Code		Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course (if applicable)	Value Based (Human Values /Ethics/ Constitutional Values etc.)		
Methods of Content Interaction	<i>(Lecture, Tutorials, Group discussion, presentations by students)</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 70% - End Term External Examination (University Examination) 		

Course Objective:

- ❖ The course aims to make students understand the different ways of categorization in mental disorders, causes of the disorders, and to understand the signs and symptoms of the disorders in detail.

Course Learning Outcomes:

After successfully completing the course students would be able

- ❖ To develop an insight about various psychological problems prevailing in society, about their nature, cause and treatment modalities.

- ❖ This course would help them learn make appropriate diagnosis, differential diagnosis and management of mental disorders.

Course Contents:

UNIT I: Classification systems in Psychopathology (20 % weightage)

- Psychopathology and systems of classification;
- ICD 10;
- DSM –5: Similarities, differences and critical evaluation;
- Major theoretical models of psychopathology

UNIT II: Anxiety Disorder (20 % weightage)

- ❖ Clinical features, Etiology, Categories and management of Anxiety spectrum disorders
- ❖ Generalized Anxiety Disorder,
- ❖ Panic disorder, Phobia,
- ❖ Obsessive-Compulsive Disorder and
- ❖ Post-traumatic stress disorder

UNIT III: Somatoform Disorders: (20 % weightage)

- ❖ Clinical features, etiology, categories and management of Somatization, Hypochondriasis, Pain disorder, Conversion disorder, Undifferentiated Somatoform disorder

UNIT IV: Psychotic Spectrum Disorders (20 % weightage)

- ❖ Clinical features, etiology, categories and management of Schizophrenia, Delusional and Mood Disorders

UNIT V: Personality Disorder (20 % weightage)

- ❖ Clinical features,

- ❖ Categories and
- ❖ Management of Personality disorder

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	Unit I: Classification systems in Psychopathology
1-3	Psychopathology and systems of classification
4	ICD 10;
5-6	DSM –5: Similarities, differences and critical evaluation
7-9	Major theoretical models of psychopathology
10-18	Unit II: Anxiety Disorder
11	Clinical features, etiology, categories and management of anxiety spectrum disorders
12-13	Generalized Anxiety Disorder
14-15	Panic disorder, Phobia
16	Obsessive-Compulsive Disorder
17-18	Post-traumatic stress disorder
19-27	Unit III: Somatoform Disorders:
19	Clinical features, etiology, categories and management
20-21	Somatization,
22	Hypochondriasis,
23-24	Pain disorder
25-26	Conversion disorder,
27	Undifferentiated Somatoform disorder
28-36	Unit IV: Psychotic Spectrum Disorders
28-29	Clinical features, etiology, categories and management
30-31	Schizophrenia,
32-33	Delusional
34-36	Mood Disorders
37-45	Unit V: Personality Disorder
37-39	Clinical feature
40-42	Categories
43-45	Management of Personality disorder
46-60	Tutorials

Essential Readings

- ❖ Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). *Abnormal*

psychology and modern life (13th ed.). New Delhi: Pearson Education.

- ❖ Hersen, M; Turner, S. M., & Beidel, D. C. (2007). *Adult psychopathology and diagnosis*, (5th ed.). USA: John Wiley & Sons, Inc.
- ❖ Carson, R. C., Butcher, J. N., & Mineka, S. (2001). *Abnormal psychology and modern life (11th Ed.)*. New York. Allyn and Bacon
- ❖ American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-IV-5*. New Delhi: Jaypee Brothers' Medical publishers Ltd.

Additional/Advance/Further Readings:

- ❖ Bellack, A. S., & Hersen, M. (1998). *Comprehensive clinical psychology: Vol. 6. Adults-clinical formulation and treatment*. Pergamon
- ❖ World Health Organization (1992). *The ICD-10 classification of mental and behavioural disorder-Clinical descriptions and diagnostic guidelines*. Geneva: WHO
- ❖ Kaplan, H. J., & Sadock, B. J. (2004). *Synopsis of comprehensive textbook of psychiatry* (9th ed.). Baltimore: Williams & Wilkins
- ❖ American Psychiatric Association (2013) *Diagnostic and statistical manual of mental disorders: DSM-5*. 5th edn. Washington, D.C.: American Psychiatric Publishing

COMMUNITY PSYCHOLOGY

Course Code		Credits	04
L+T+P	(L +P) +T= (3)+1	Course Duration	One semester
Semester	II	Contact Hours	L+P(40+10)+ 15 Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory Cum Practical		
Special Nature/ Category of the Course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Tutorials		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) Practicum report evaluated as a part of continuous Internal assessment. Allocation of marks depends upon the course instructor. 70%- End term Examination (University Examination)		

Course objectives:

- To familiarize the students with concepts of community psychology and imparts advance understanding about the concept of prevention, crisis intervention and consultation in community setting
- The course equip the students with skills of community intervention

- To provide knowledge of importance of community in enriching quality of life of the individual and community as well .

Course Learning Outcomes:

At the end of the course the student will be able:

- To recognize the reciprocal effect of the communities
- To apply community psychology model to mental health care and rehabilitation
- To develop a positive and pro attitude toward healthy living for oneself and others. This would also helpful in developing insights with respect to community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.

Course contents:

Unit-I : Community Psychology (25% weightage)

- Definition & nature
- Different perspectives
- Development and practice of community psychology
- Methods of community psychology-ecological, epidemiological and general system approach
- Status of community psychology in India

Unit-II : Developing a community orientation (25% weightage)

- Individual within environment
- Need and importance of context of community in well being
- Conceptual model of ecological context
- Community mental health- concept, need and challenges
- Community mental health model vs medical model

Unit- III: Concept of prevention and promotion in community (20% weightage)

- Concept of prevention and promotion
- Primary, secondary and tertiary prevention
- Implementing the public health orientation model
- Mental health education techniques.

Unit-IV : Crisis Intervention and community problems (20% weightage)

- Concept of crisis
- crisis intervention- feature & principles
- Application of crisis intervention in vulnerable population; suicide, substance abuse, dowry, sexual harassment, inequality
- Role of community psychologist in facilitation of adaptation to natural disasters

Unit-V : Promoting community and social change (10% weightage)

- Concept of Consultation
- Use of non professional
- Action research and advocacy for social change
- Empowerment and citizen participation

Practicum: Any 2 practicum pertaining to above topics. This practicum reports and its evaluation would be considered as a part of Continuous Internal Assessment.

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-10	Unit-I : Community Psychology
1-2	Definition & nature
3-4	Different perspectives
5	Development and practice of community psychology
6-7	Methods of community psychology-ecological, epidemiological and general system approach
7-8	Status of community psychology in India
9-10	Definition & nature

11-19	Unit-II : Developing a community orientation
11-12	Individual within environment
13-14	Need and importance of context of community in well being
15	Conceptual model of ecological context
16-17	Community mental health- concept, need and challenges
18-19	Community mental health model vs medical model
20-26	Unit- III: Concept of prevention and promotion in community
20-21	Concept of prevention and promotion
22-23	Primary, secondary and tertiary prevention
24-25	Implementing the public health orientation model
26	Mental health education techniques.
27-35	Unit-IV : Crisis Intervention and community problems
27	Concept of crisis
28-29	crisis intervention- feature & principles
30-32	Application of crisis intervention in vulnerable population; suicide, substance abuse, dowry, sexual harassment, inequality
33-35	Role of community psychologist in facilitation of adaptation to natural disasters
36-40	Unit-V : Promoting community and social change
36	Concept of Consultation
37	Use of non professional
38-39	Action research and advocacy for social change
40	Empowerment and citizen participation
41-50	Practicum
51-65	Tutorials
Essential Readings:	
❖ Kloos,B., Hill,J., Thomas,E., Wandersman, A., Elias,M.J., & Dalton, J.H.,(2011) Community Psychology: Linking Individuals & Communities(3RD ed). Belmont, CA: Wadsworth/Cengage Learning.	
❖ Shanmugham, T.E. (1987) Community Psychology. Madras: Utsav	

Shanmugham. Korchin, S.J.,(2004)Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi:CBS Publishers

- ❖ Rappaport, J & Seidman,E (2000) Handbook of Community Psychology. New York: Plenum Publishers
- ❖ Duncan, N., Bowman, B., Naidoo, A., Pillay, J., & Roos, V. (2007). Community psychology: Analysis, context and action. Cape Town: University of Cape Town.
- ❖ Rudkin, J, K. (2003). Community Psychology: Guiding Principles and Orientation Concepts. Upper Saddle River, NJ: Prentice Hall.
- ❖ McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). An Introduction to Community Health. Burlington, MA, United States: Jones and Bartlett Publishers.
- ❖ Misra, G. (Ed.) (2010). Psychology in India, Vol. 2: Vth ICSSR Survey of Psychology. New Delhi: Pearson.
- ❖ Poland, B. D., Green, L.W. & Rootman, I. (2000). Setting for Health Promotion: Linking Theory and Practice. New Delhi: Sage Publication

Additional/Advance/Further Readings:

- ❖ Rappaport.J. & Edward. S.(2000). Handbook of community Psychology. Springer Science and Business Media Publication.
- ❖ Kagan.C., Burton.M.R. & Duckett.P et al (2011). Critical Community Psychology. John Wiley & Sons.
- ❖ Levine.M.& Perkins.D.V.(1987). Principles of Community Psychology: Perspectives and Applications. Oxford University Press.

Human Resource Management

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	I	Contact Hours	45(L)+ 15(T)
Course Type	Discipline Based Core Courses		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Skills Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Tutorials		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End term Examination (University Examination)		

Course Objectives:

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

Course Learning Outcomes:

On successful completion of the course it will enable students:

- To understand the concepts of psychology as applied in various aspects of human resources in organizations.
- To equip them to develop modules in accordance with the optimum use of the same.

Course Contents:

Unit I: The Human Resource Management (20% Weightage)

- Structure of Human Resource Management
- Role and Responsibilities of the Human Resource Manager
- Human Resource Policies - Formulation and Essentials of Sound HR Policies
- HRM in Indian context

Unit II: Challenges of Personnel Management (20% Weightage)

- Individual and Competitiveness
- Balancing organizational demands and employees concerns-metaphors used to manage people.

Unit III: Development of Human Resources (20% Weightage)

- Learning, Training and Development
- Management of development
- Evaluation and Performance Appraisal

Unit IV: Meeting HR requirements (20% Weightage)

- Job Analysis and job Descriptions,
- Diversity and empowered employees,
- Career management and developing diverse talent pool
- Competency assessment- Perspective and Techniques

Unit V: Contemporary Issues in HR (20% Weightage)

- Strategic Human Resource Management
- International Human Resource Management
- Creating High Performing HR Systems: Wellness Programs and Work Life Balance and Green HRM

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	Unit I: The Human Resource Management
1-2	Structure of Human Resource Management

3-5	Role and Responsibilities of the Human Resource Manager
6-8	Human Resource Policies - Formulation and Essentials of Sound HR Policies
9	HRM in Indian context
10-16	Unit II: Challenges of Personnel Management
10-12	Individual and Competitiveness,
13-16	Balancing organizational demands and employees concerns-metaphors used to manage people.
17-25	Unit III: Development of Human Resources
17-20	Learning, Training and Development, Management of development
21-25	Evaluation and Performance Appraisal
26-35	Unit IV: Meeting HR requirements
26-28	Job Analysis and job Descriptions,
29-31	Diversity and empowered employees,
32-33	Career management and developing diverse talent pool
34-35	Competency assessment- Perspective and Techniques
36-45	Unit V: Contemporary Issues in HR
36-38	Strategic Human Resource Management
39-42	International Human Resource Management
43-55	Creating High Performing HR Systems: Wellness Programs and Work Life Balance and Green HRM
46-60	Tutorials

Essential Readings:

- ❖ Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.
- ❖ Bhatnagar, J., & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
- ❖ Cascio W.F. & Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
- ❖ DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resourcemanagement (8th Ed.). NY: Wiley.
- ❖ DeNisi, A. S., & Griffin, R. W. (2011). Managing human resources (4th Ed.). Boston:Cengage Press.
- ❖ Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.).

<p>NewDelhi, India: Pearson Education.</p> <p>❖ Pande, S., & Basak, S. (2012). Human resource management. New Delhi, India: Pearson Education.</p>
<p>Additional/Advance/Further Readings:</p> <p>❖ Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.</p> <p>❖ Khandelwal, K. A. (2009). In search of Indianness: Cultures of multinationals. NewDelhi, India: Kanishka Publishers.</p> <p>❖ Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). Human resource management: A South Asian perspective. Delhi, India: Cengage Learning India Pvt. Ltd.</p>

Yoga , Health and Mental Well Being

Course Code	Credits	00
L + T + P	1 + 0 +1	Course Duration	One Semester
Semester	II	Contact Hours	15 (L) + 30 (P) Hours
Course Type	Mandatory Elective Non-Credit Course		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course (if applicable)	Skill Based		
Methods of Content Interaction	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● Report given by course coordinator regarding successful completion of the course. ● No gradation 		

Course objectives: This course is intended

- To develop the wellness among the students
- To enable the student to have good health
- To practice mental hygiene.

Course Learning Outcomes:

Students would be able :

- To learn scientifically supported information about the benefit of yoga, meditation, mindfulness and other relaxation techniques to resolve stress.
- To identify the process through which yogic practice enhance our psychological well being and health.

Course content:

Unit -I :Yoga and mental well being (25% weightage)

- Concept and nature of yoga
- Concept and nature of psychological well being & Health
- Yoga as a therapy

Unit- II: Yoga techniques and its application (25% weightage)

- Role of yoga techniques management of anxiety
- Fear / Phobia
- Stress related problems
- Depression

Practicum:Demonstration and practice of different asanas and relaxation techniques useful for management of psychological problems (30 Hours) (50% weightage)

Evaluation Process:

Only satisfactory completion of the course which is based on the report of the course coordinator. No gradation.

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-7	Unit -I :Yoga and mental well being
1-2	Concept and nature of yoga

3-4	Concept and nature of psychological well being & Health
5-7	Yoga as a therapy
7-15	Unit- II: Yoga techniques and its application
7-9	Role of yoga techniques management of anxiety
10-11	Fear / Phobia
12-14	Stress related problems
15	Depression
16-45	Practicum: This course will have 30 hours of practicum to understand and practice happiness and well being related activities.

Essential Readings:

- ❖ Bhogal.R.S.(2010). Yoga & Mental health & beyond. Kaivalyadhama Publisher,India
- ❖ Dalal, A. S. (Ed.) (2001). Living Within. Pondicherry: Sri Aurobindo Ashram Trust.
- ❖ Gharote.M.L. & Ganguly.S.K.(2001). Teaching method for yogic practices.Kaivalyadhama Publisher,India
- ❖ Kireet Joshi & Matthijs Cornelissen (2012).Consciousness, Indian Psychology and Yoga(History of Science, Philosophy and Culture in Indian Civilization). Centre for Studies in civilization.
- ❖ Rama Swami (1977).Yoga and Psychotherapy The Evolution of Consciousness. Himalayan Institute Press
- ❖ Yogananda (1975). Autobiography of a Yogi. Bombay: Jaico.

Additional/Advance/Further Readings:

- ❖ Vivekananda.S.(2015). Complete Book of Yoga.Prabhat Prakashan.

❖ Osman.G.(2019). Mental and Emotional Healing through Yoga. Routledge,New York

LIFE SKILLS

Course Code		Credits	00
L + T + P	1 + 0 +1	Course Duration	One Semester
Semester	II	Contact Hours	15 (L) + 30 (P) Hours
Course Type	Mandatory Elective Non-Credit Course		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course (if applicable)	Value Based (Human Values); Skill Based		
Methods of Content Interaction	<i>(Lecture, Group discussion, role playing, workshops of student)</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● Report given by course coordinator regarding successful completion of the course. ● No gradation 		

Course Objectives:

- ❖ The objective of this course is to familiarize students with and develop two basic aspects of life skills in them i.e., self-awareness and effective communication.
- ❖ This would help enhance students' ability to be fully self-aware, by helping them to overcome all fears and insecurities. To identify common communication problems that may be holding learners back in life and also to help identify what the non-verbal messages communicates to others.

Course Learning Outcome:

On successful completion of this course,

- ❖ The learner is expected to be fully self-aware and master effective communication skills that can help them manage their lives in a healthy and productive manner

Course Contents:

UNIT I: Self-Awareness

(25 % weightage)

- Definition
- Importance,
- Dimensions,
- Components

UNIT II: Effective Communication

(25 % weightage)

- Assertiveness,
- Effective Listening,
- Non-verbal communications,
- Negotiation Techniques & Process,
- Barriers of Communication

PRACTICUM CUM WORKSHOP:

(50 % weightage)

- Designed for imparting experiential learning and skill development (15 hours)

EVALUATION PROCESS:

- Only satisfactory completion of the course which is based on the report of the course coordinator. No gradation.

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-7	Unit I: Self-Awareness
1	Definition
2	Importance
3-5	Dimensions
6-7	Components
8-15	Unit II: Effective Communication
8	Assertiveness,
9-10	Effective Listening

11	Non-verbal communications
12-13	Negotiation Techniques & Process
14-15	Barriers of Communication
16-45	Practicum cum Workshop
	for imparting experiential learning and skill development
Essential Readings:	
<ul style="list-style-type: none"> ❖ Larry James (2016); “The First Book of Life Skills”; First Edition; Embassy Books. ❖ Shalini Verma (2014); “Development of Life Skills and Professional Practice”; First Edition; Sultan Chand (G/L) & Company ❖ Life Skills Training: Promoting Health and Personal Development: Teacher's ❖ Global Evaluation of Life Skills Education Programmes Final Report, United Nations ❖ Kumar .J. Keval, (2008), Mass Communication in India, Jaico Publication India Pvt. Ltd 	
Additional/Advance/Further Readings	
<ul style="list-style-type: none"> ❖ Hilgard, E, Atkinson R C & Atkinson R L (1976), Introduction to Psychology (6th Ed), IBH Publishing Co.,Pvt Ltd. New Delhi. ❖ Children’s Fund, New York, 2012 ❖ UNESCO and Indian National Commission for Co-operation with UNESCO(2001): Life Skills in Non-formal Education: A Review ❖ Wallace R. Masters, (2001) Personal Development for Life and Work: UK, South Western. ❖ Manual G. J. Botvin (1989) Cornell University Medical College, USA. ❖ Life Skills Resource Manual, Schools Total Health Program, (2006), Health Education and Promotion International Inc., Chennai ❖ YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi. 	

Dissertation : Prepration of Research Proposal

Course Code		Credits	04
L+T+P	0+1+3	Course Duration	One semester
Semester	III	Contact Hours	0+15+45
Course Type	Discipline Based Core Courses		
Nature of the Course	Dissertation		
Special Nature/ Category of the course	Skill Based		
Methods of Content Interaction	The Psychology dissertation require one-on-one supervision of the student with a faculty member.The writing, researching and analysis of data and/or text are to be done in consultation with the faculty supervisor.		
Assessment and Evalustion	Evaluation would be done on the basis of quality of synopsis of proposed work, review literature and research methodology. Only end term examination of 100 marks. The marks distribution for psychological dissertation should be as follows: (a) Report: 70 marks (b) Viva voce and presentation: 30 marks . There is no continuous internal assessment.		

Course objectives:

- It is aiming to cultivate critical abilities and research skills in the students.
- This will be also helpful in fostering positive engagement with the research possibilities in the discipline.

Course Learning outcomes:

After successful completion of this course students should

- Acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate and disseminate research in areas relevant to psychology.

- Enables the students to reporting research outcomes in a standardized, universally acceptable and comprehensible format.
- Help in to develop research orientation and enhance skills in research methodology.

Teaching learning process:

The Psychology dissertation require one-on-one supervision of the student with a faculty member. The writing, researching and analysis of data and/or text are to be done in consultation with the faculty supervisor. Psychology dissertation should be offered in Semester III & IV.

Evaluation Methods:

The students 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. In semester III the evaluation would be done on the basis of quality of synopsis of proposed work, review literature and research methodology. The marks distribution for psychological dissertation should be as follows: (a) Report: 70 marks (b) Viva voce and presentation: 30 marks .Only end term examination of 100 marks.No continuous InternalAssessment.

Internship / Field Visit

Course Code		Credits	04
L+T+P			
Semester			
Course Type	Discipline Based Core Course		
Nature of the Course	Internship/ Project		
Special Nature/Category of the Course	Skill Based		
Methods of Content Interaction	*Written below in detail.		
Assessment and Evaluation	Internal evaluation has to be carried out by the departmental faculty members. Only end term examination of 100 marks. The marks distribution for internship/ Field visit should be as follows: (a) Report: 70 marks (b) Viva voce : 30 marks . There is no continuous internal assessment.		

Course objectives:

- To provide practical exposure to the students how to use the knowledge of psychology in identification, assessment and management of the problem behaviour at individual or community level.

Course Learning Outcomes:

After completion of the course student would able :

- To develop some basic research skills related to planning , conducting, analyzing and reporting of clinical research work .
- To get practical exposure in the area of mental health and others which will turn the pathways to their personal and professional training.

- It would also develop skills to establish working communication with the clinical and non clinical population and to use psychological knowledge in to different settings.

***Method of Content Interaction /Teaching learning process:**

The students are to undergo field visit to any community centre / social service centre and others allied organization and submit five case report for the successful completion of the course. The training has to be provided to the students by the Psychologist/mentors from the respective centers/ institutes/ departments/organization. For internship following institution will be approached either by students itself or offering by department according to availability of the centre and choice of the students:

1. Mental Health Centers
2. General health Setting
3. De-addiction centers
4. Schools
5. Special schools
6. Geriatric homes
7. ICTC centers
8. Family counselling centers
9. Community care centers

Evaluation of internship: Internal evaluation has to be carried out by the departmental faculty members. Student should have submit certificate related to attending the particular organization during field visit or internship. The evaluation should be based on the following criteria.

1. Knowledge and skills gained during placement
2. Commitment Interest and involvement
3. Field work record and presentation

Only end term examination of 100 marks. The marks distribution for psychological dissertation should be as follows: (a) Report: 70 marks (b) Viva voce : 30 marks .

There is no continuous internal assessment.

Clinical Assessment

Course code:

Course Code		Credits	04
L+T+P	2+0+2	Course Duration	One semester
Semester	III	Contact Hours	30(L)+ 60(P)
Course type	Discipline Based Core Courses		
Nature of the course	Theory cum Practical		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 20%- Report submission and evaluation 50%- End term Examination (University Examination)		

Course objectives:

- Familiarize the students with various methods, approaches and tools of assessment especially used in clinical settings.
- Provide training and knowledge to select, administer, score and interpret various types on psychological tests.

Course Learning Outcomes:

After successful completion of the course:

- The students should be imparted a variety of proficiency to conduct the screening and various psychological assessment tools for evaluating various

psychopathology, developmental delays and psychological attributes of the child and adult.

- Students would develop professional skills which are helpful in diagnosing and preparing psychological reports.
- The practicum of case study and interview would let the students learn and execute an in depth investigation of a individual, society or community.

Course Content:

Unit- I: Clinical Assessment

(Weightage 18%)

- Definition and purpose
- Interview and its types
- Mental status examination
- case history
- Behavioural assessment
- Process and stages of diagnostic assessment & Differential diagnosis.

Unit -II: Assessment of developmental milestone and abilities (Weightage 8%)

- Assessment of development: VSMS, VABS and other developmental scales
- Assessment of intelligence: The Stanford-Binet Scale of intelligence, WAIS, WISC; Bhatia Intelligence Test
- Diagnostic/ clinical utility of intelligence tests – scatter analysis and other techniques.

Unit- III: Assessment of Personality

(Weightage 8%)

- Personality assessment: Psychometric and projective tests
- The MMPI, MCMI, Neo Personality Inventory (NEO)
- Rorschach, TAT and its versions, Sentence completion techniques.
- Drawing as means of projection

- Clinical utility of various personality test

Unit-IV: Neuropsychological Assessment

(Weightage 8%)

- Neuropsychological assessment: PGI -BBD, Wechsler Memory Scale, WCST, LNNB;
- Clinical utility of neuropsychological test

Unit- V : Rating Scales

(Weightage 8%)

- Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS),
- Issues related to clinical applications of above rating scales
- Test combinations and report writing

Practicum:

(Weightage 50%)

Any 5 practicum reports pertaining to above topics would be submitted by the students. This practicum reports would be evaluated by the course instructor.

Evaluation:

End Term Exam theory=50 points

Practical Report =20 points

Continuous Internal Assessment= 30 points

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-10	Unit- I: Clinical Assessment
1	Definition and purpose
2-3	Interview and its types
4-5	Mental status examination
6-7	case history
8-9	Behavioural assessment
10	Process and stages of diagnostic assessment & Differential

	diagnosis.
11-15	Unit -II: Assessment of developmental milestone and abilities
11-12	Assessment of development: VSMS, VABS and other developmental scales
13-14	Assessment of intelligence: The Stanford-Binet Scale of intelligence, WAIS, WISC; Bhatia Intelligence Test
15	Diagnostic/ clinical utility of intelligence tests – scatter analysis and other techniques.
16-20	Unit- III: Assessment of Personality
16	Personality assessment: Psychometric and projective tests
17-18	The MMPI, MCMI, Neo Personality Inventory (NEO)
	Rorschach, TAT and its versions, Sentence completion techniques.
19	Drawing as means of projection
20	Clinical utility of various personality test
21-25	Unit-IV: Neuropsychological Assessment
21-23	Neuropsychological assessment: PGI -BBD, Wechsler Memory Scale, WCST, LNNB;
24-25	Clinical utility of neuropsychological test
26-30	Unit- V : Rating Scales
26-28	Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS),
29	Issues related to clinical applications of above rating scales
30	Test combinations and report writing
60 Hours	Practicum

Essential Readings:

- ❖ Bellack, A.S. and Hersen,M(Ed.s.) (1998). Behavioural assessment: A practical Handbook(4th ed.).MA: Allyn and Bacon.
- ❖ Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.) New York: Brooks & Cole.
- ❖ Hersen,M.(2004). Comprehensive Handbook of psychological assessment(Vol.4). Industrial and Organizational assessment. New York,NY:Wiley.
- ❖ Morrison, J. (2007). Diagnosis made easier. NY: Guilford Press.
- ❖ Neitzel, M. T., Bernstein, D. A., &Millich, R. (1998). Introduction to clinical psychology. (5th Ed.). Upper Saddle River, N. J.: Prentice Hall.
- ❖ Pridmore, S. (2000). The psychiatric interview: A guide to history taking and mental status examination. Amesterdam: Taylor & Francis.
- ❖ Trull, T. J. &Prinstein, M.J. (2013). Clinical Psychology (8th Ed.). Wadsworth, Cengage Learning

Additional/Advance/Further Readings:

- ❖ Suhr.J.A.& Sellbom.M.(2019). The Cambridge Handbook of clinical Assessments and Diagnosis.Cambridge university Press.
- ❖ Haynes.S.T., Smith.G.T.& Hunsley.J.D.(2011). Scientific Foundations of Clinical Assessment.Routledge, Taylor & Francis Group, New York
- ❖ Baer.L & Blais.M.A.(2010). Handbook Of Clinical rating Scales and Assessment in Psychiatry and Mental Health. Humana Press.

Neuropsychology

Course Code		Credits	04
L+T+P	(L+P)+(T)= (3)+(1)	Course Duration	One semester
Semester	III	Contact Hours	L+P(40+10) + 15(T)
Course type	Discipline Based Core elective Course		
Nature of the course	Theory cum Pratical		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End term Examination (University Examination)		

Course Objectives:

The major objectives of this course are:

- To cater to knowledge in the area of the brain and behavior
- The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation

Course Learning outcomes:

After the successful course completion the student will be able:

- To discuss and explain relations between the higher central nervous functions that determine our behavioral repertoire , describe differences between congenital and accrued brain abnormalities and the major risks factors for early brain developmental related deviations

- Able to develop skills of neuropsychological assessment and psychological intervention
- Develop understanding of the importance of neuropsychological knowledge on the subject of human development and changes
- To demonstrate the ability to identify the need for neuropsychological rehabilitation

Course Contents:

Unit-I Foundations of Brain Behaviour (Weightage 30%)

- Branches of neuropsychology
- The cerebral hemispheres & Their internal structure
- The cerebral cortex and its lobular organization
- Neurophysiology of perception, learning and memory
- Neurophysiology of emotion and motivation etc

Unit-II- Lobular Syndromes: (Weightage 20%)

- Frontal Lobe Syndrome: Disturbance of attentional and memory processes, Disturbances of emotional behavior; Disturbance of psychomotor functions ,Frontotemporal lobar degeneration (FTLD)
- Temporal Lobe Syndrome: Disturbance of hearing & Vestibular functions,Disturbance of speech; Disturbance of emotion
- Parietal & Occipital Lobe syndrome: Disturbance of visual perception and memory; disturbance of reading and writing , visuo- spatial neglect

Unit III-Techniques of brain investigation: (Weightage 20%)

- Noninvasive methods of study: Magnetic Resonance Imaging technique (MRI), Positron Emission Tomography technique (PET), Functional MRI (fMRI), etc

- Invasive methods of study, Stereotaxic surgery, Invasive electrophysiological method, Knife cuts, Cryogenic cuts method etc.

Unit-IV- Neuropsychological Assessment

(Weightage 10%)

- Neuropsychological assessment and its approaches
- Purposes
- Neuropsychological battery (Halstead Reitan , Luria Nebraska Neuropsychological Batteries, CANTAB)

Unit-V Neuro psychological Rehabilitation

(Weightage 20%)

- Neuropsychological rehabilitation
- Relaxation techniques
- Supportive psychotherapies
- Neuropsychological profile of cortical and subcortical dementia and other neurocognitive disorders
- Rehabilitation strategies for people with neuro-degenerative disorders (Brain Injury, Dementia)

Practicum: Any 2 practicum pertaining to above topics. This practicum reports would be considered as a part of Continuous Internal Assessment.

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	Unit-I Foundations of Brain Behaviour
1	Branches of neuropsychology
2-3	The cerebral hemispheres & Their internal structure
4-5	The cerebral cortex and its lobular organization
6-7	Neurophysiology of perception, learning and memory
8-9	Neurophysiology of emotion and motivation etc
10-16	Unit-II- Lobular Syndromes:

10-12	Frontal Lobe Syndrome: Disturbance of attentional and memory processes, Disturbances of emotional behavior; Disturbance of psychomotor functions ,Frontotemporal lobar degeneration (FTLD)
13-14	Temporal Lobe Syndrome: Disturbance of hearing & Vestibular functions,Disturbance of speech; Disturbance of emotion
15-16	Parietal & Occipital Lobe syndrome: Disturbance of visual perception and memory; disturbance of reading and writing , visuo- spatial neglect
17-24	Unit III-Techniques of brain investigation
17-20	Noninvasive methods of study: Magnetic Resonance Imaging technique (MRI), Positron Emission Tomography technique (PET), Functional MRI (fMRI), etc
21-24	Invasive methods of study, Stereotaxic surgery, Invasive electrophysiological method, Knife cuts, Cryogenic cuts method etc.
25-31	Unit-IV- Neuropsychological Assessment
25-26	Neuropsychological assessment and its approaches
27	Purposes
28-31	Neuropsychological battery (Halstead Reitan , Luria Nebraska Neuropsychological Batteries, CANTAB)
32-40	Unit-V Neuro psychological Rehabilitation
32-33	Neuropsychological rehabilitation
34	Relaxation techniques
35	Supportive psychotherapies
36-40	Neuropsychological profile of cortical and subcortical dementia and other neurocognitive disorders
41-50	Practicum

Essential Readings:

- ❖ D'Esposito, M. (Ed.). (2003). *Neurological foundations of cognitive neuroscience*. MIT press. □
- ❖ Freeman W.H. Olton,D.(1987). *Duality and unity of the brain*.London,MacMillan Boller.F. & Grafman.J.(1988). *Handbook of neuropsychology*,New York Elsevie
- ❖ Goldstein, L. H., & McNeil, J. E. (Eds.). (2012). *Clinical neuropsychology: A practical guide to assessment and management for clinicians*. John Wiley & Sons.
- ❖ Heilman, M. K. M., & Valenstein, E. (2010). *Clinical neuropsychology*. Oxford University Press.□
- ❖ Heilman.K.M & Valenstein.E(1983). *Clinical Neuropsychology*.New York Oxford University Press
- ❖ Stahl, S.M. (1998). *Essential psychopharmacology*. London: Cambridge University Press.
- ❖ Vinken, P.J, & Bruyn, G.W. (1969). *Handbook of clinical neurology* (Vols. 2, 4, 45 & 46). Amsterdam: North Holland Publishing Co.
- ❖ Vinken, P.J., & Bruyn, G.W., (1969). *Handbook of clinical neurology* (Vols. 2, 4 & 45). Amsterdam: North Holland Publishing Co.
- ❖ Vyas, J.N. & Ahuja, N (1999). *Textbook of postgraduate psychiatry* (2nd ed., Vols. 1- 2). New Delhi: Jaypee brothers.
- ❖ Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.
- ❖ Walsh,K.(1994).*Neuropsychology: A clinical Approach* New Delhi
- ❖ WhitakerH.A.(1988). *Neuropsychological studies of non focal brain damage*.New

York; Springer-Verlag

- ❖ Zomeran, A. H., & Brouwer, W. H. (1994). Clinical neuropsychology of attention. Oxford University Press, USA

Additional/Advance/Further Readings:

- ❖ Morgan.J.E., Joseph H.R.(2017). Text Book of Clinical Neuropsychology. Taylor & Francis.
- ❖ Parsons.M.W & Hammeke.T.A.(2014). Clinical Neuropsychology: A Pocket handbook For Assessment.
- ❖ Kolb.B., And Whisaw.I.Q.(2009). Fundamentals of human neuropsychology. Worth Publisher New York.

Self and Personality

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	III	Contact Hours	45 (L) + 15(T)
Course type	Discipline Based Core Elective/ Open Elective		
Nature of the course	Theory		
Special nature/ category of the course			
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End term Examination (University Examination)		

Course Objectives:

- This paper will provide us insights into understanding the dynamics of an individual.
- It will provide perspectives from different theorists about individual differences.

Course Learning Outcomes:

- This course helps to understand and cherish the importance of socio-cultural and religious aspects of understanding the psyche of an individual.
- Student would be able to develop skills to monitor their self
- It would be able to accelerate the personality development of the students

Course Contents

Unit I: Nature of personality

(Weightage 30%)

- Nature of personality theory

- The Dispositional or Trait and Type Approach: Allport, Cattell, Eysenck, Big FIVE Factor Model.
- Psychoanalytic approach: Freud, Jung, Adler, Erickson, Object Relation Theories, Limitations to the Psychoanalytic approach.

Unit II: Approaches to personality I (Weightage 15%)

- Behaviouristic and Social Learning Approach: Skinner, Bandura, Rotter and Mischel
- Humanistic/Phenomenological Approach: Rogers, Maslow.

Unit III: Approaches to personality II (Weightage 15%)

- Cognitive Approach: Kelly, Gender Schema Theory.
- Need Theory of Murray
- Field Theory of Lewin.

Unit IV: Perspectives on Person, Self and Identity especially in Indian context (Weightage 20%)

- Self-concept
- Self-Perception
- Social Identity
- Self and identity, Multiple Identity, Possible selves
- Cross-cultural variation in self and identity formation especially in Indian context

Unit V: The Social Nature of Self and Identity (Weightage 20%)

- Sex and Gender: Gender as crucial aspect of identity and gender stereotypes;
- Feeling the self: Self Esteem, Self Motives, and Self Discrepancy Theory;
- Dealing with the self: Self-Monitoring

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
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1-14	Unit I: Nature of personality
1-2	Nature of personality theory
3-8	The Dispositional or Trait and Type Approach: Allport, Cattell, Eysenk, Big FIVE Factor Model.
8-14	Psychoanalytic approach: Freud, Jung, Adler, Erickson, Object Relation Theories, Limitations to the Psychoanalytic approach.
15-22	Unit II: Approaches to personality I
15-19	Behaviouristic and Social Learning Approach: Skinner, Bandura, Rotter and Mischel
20-22	Humanistic/Phenomenological Approach: Rogers, Maslow.
23-30	Unit III: Approaches to personality II
23-26	Cognitive Approach: Kelly, Gender Schema Theory.
27-28	Need Theory of Murray
29-30	Field Theory of Lewin.
31-38	Unit IV: Perspectives on Person, Self and Identity especially in Indian context
31	Self-concept
32	Self-Perception
33	Social Identity
34-36	Self and identity, Multiple Identity, Possible selves
37-38	Cross-cultural variation in self and identity formation in Indian context
39-45	Unit V: The Social Nature of Self and Identity
39-41	Sex and Gender: Gender as crucial aspect of identity and gender stereotypes
42-43	Feeling the self: Self Esteem, Self Motives, and Self Discrepancy Theory;
44-45	Dealing with the self: Self-Monitoring
46-60	Tutorial

Essential Readings:

- ❖ Bowmeister.R.F.(2000).*The self in social psychology*.Taylor & Francis Publication Ltd.
- ❖ Hall, C. S., & Lindzey, G. (1978). *Theories of personality* (3rd ed.). New York: John Wiley & Sons.
- ❖ Hjelle, L. A., & Zeigler, D. J. (1991). *Personality theories: Basic assumptions research & applications* (2nd ed.). New York: McGraw-Hill.
- ❖ Paranjpe, A. C. (1998). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press.
- ❖ Pervin, L. A. (1975). *Personality: Theory assessment and research* (2nd ed.) New York: Wiley.
- ❖ Ronald, A. (1989). *In search of self in India and Japan: Toward a cross-cultural psychology*. New Jersey: Princeton University Press.

Additional/Advance/Further Readings:

- ❖ Hogan.R., Johnson.J.A., Johnson.J.M & Briggs.S.R.(1997). *Handbook of Personality Psychology*. Elsevier.
- ❖ Lester.D.(2010). *A Multiple Self Theory of Personanlity*. Nova Science Publisher.
- ❖ Duckworth.A.(2017). *Summary Grit: The Power of Passion and Perseverance*.Create Space Independent Publishing Paltform.

REHABILITATION PSYCHOLOGY

Course Code		Credits	4
L + T + P	(L+P)+(T)= (3)+(1)	Course Duration	One Semester
Semester	III	Contact Hours	L+P(40+10)+ 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course	Skill based/Value Based		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, seminar, presentations by students</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To understand the role of rehabilitation psychologist in the field of disability rehabilitation.
- ❖ To become aware of recent trends in rehabilitation psychology.

Course Learning Outcomes:

After completion of the course students will be able to

- ❖ Understand the principles of rehabilitation science and apply it to the practice of rehabilitation/clinical psychology.
- ❖ Identify Assessment strategies useful in the area of rehabilitation.
- ❖ Understand the contribution for community based approaches in rehabilitation.

Course Contents:

UNIT I: Rehabilitation psychology

(15 % Weightage)

- Definition
- Historical perspectives
- Scope and
- Ethical issues in rehabilitation

UNIT II: Basic concepts of Rehabilitation

(20 % Weightage)

- Impairment, disability and handicap
- Impact of psychiatric disability on the individual, family, community
- Disability due to psychiatric disorders

UNIT III: Psychological Approach to Rehabilitation (20 % Weightage)

- Assessment, Diagnosis, Management and certification
- Role of psychologist in disability rehabilitation
- Understanding psychological needs of caregivers and
- Working with families of persons with disabilities

UNIT IV: Clinical Characteristics / symptoms and assessment (20 % Weightage)

- Chronic pain
- Spinal cord injury
- Traumatic brain injury
- Alzheimer
- Dementia
- Autism
- Attention deficit and hyperactivity disorder
- Schizophrenia and
- Bipolar disorder

UNIT V: Rehabilitation related to clinical conditions (25 % Weightage)

- Community-based Rehabilitation
- Management of Behavioral and Learning Problems
- Vocational Rehabilitation
- Geriatric Rehabilitation
- Neuropsychiatric rehabilitation
- Artificial intelligence and
- Robotics in rehabilitation

Practicum: Any 2 practicum pertaining to above topics. This practicum reports would be considered as a part of Continuous Internal Assessment.

Content Interaction Plan:

Lecture cum Discussion	(Each	Unit/Topic/Sub-Topic
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session of 1 Hour)	
1- 6	UNIT I: Rehabilitation psychology
1	Definition
2-3	Historical perspectives
4-5	Scope
6	Ethical issues in rehabilitation
7- 14	UNIT II: Basic concepts of Rehabilitation
7-8	Impairment, disability and handicap
9-11	Impact of psychiatric disability on the individual, family, community
12-14	Disability due to psychiatric disorders
15-22	UNIT III: Psychological Approach to Rehabilitation
15-16	Assessment, Diagnosis, Management and certification
17-18	Role of psychologist in disability rehabilitation
19-20	Understanding psychological needs of caregivers
21-22	Working with families of persons with disabilities
23-30	UNIT IV: Clinical Characteristics / symptoms and assessment
23	Chronic pain, Spinal cord injury
24	Traumatic brain injury
25	Alzheimer
26	Dementia
27	Autism
28	Attention deficit and hyperactivity disorder
29	Schizophrenia
30	Bipolar disorder
31- 40	UNIT V: Rehabilitation related to clinical conditions
31-32	Community-based Rehabilitation
33-34	Management of Behavioral and Learning Problems
35	Vocational Rehabilitation
36-37	Geriatric Rehabilitation
38	Neuropsychiatric rehabilitation
39	Artificial intelligence
40	Robotics in rehabilitation
41-50	<i>Practical</i>
51-65	<i>Tutorials</i>
Essential Readings:	
<ul style="list-style-type: none"> • Disability Manual (2005). National Human Rights Commission. • Golden, C. J. (1984). Current topics in Rehabilitation Psychology: Grune & Stration, London. 	

- Lisa, A. Brenner., Stephanie, A. Reid-Arndt., Timothy, R., Elliott, Robert G. Frank, and Bruce Caplan (2019). Handbook of Rehabilitation Psychology, Third Edition, American Psychological Association.

Additional/Advance/Further Readings:

- Kennedy, P. (Ed.). (2012). The Oxford handbook of rehabilitation psychology. Oxford University Press.
- Nirbhay, N. Singh (1998). Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9, Elsevier Science, Pergamon.
- Zigler, E, Gates, D. B. (1999). Personality development in individuals with mental retardation, Newyork: Cambridge University Press.

Organizational Behavior in Indian Context

Course Code		Credits	4
L + T + P	3+1+0	Course Duration	One Semester
Semester	III	Contact Hours	L(45)+ 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course	Skill based		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, seminar, presentations by students</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 70% - End Term External Examination (University Examination) 		

Course Objectives:

- To understand how behaviour of an individual is shaped by various factors in Indian culture, society, and organization.
- To understand how behaviour of managers impacts performance. This course enables an understanding and application of global theories in Indian cultural context.
- It also focuses on learning of various employees' behavior in Indian organizations with a focus on Indian culture context.

Course Learning outcomes:

- The implication of the course is that models and theories will be developed within Indian cultural context to solve its own complex problems within Indian organizations.

Course Contents:

Unit-I: Indian cultural context

(20% Weightage)

- History of OB in India
- The Indian mind-set
- Appreciating enabling and disabling contexts
- Context sensitivity of Indians

Unit-II: Self, culture and personality

(20% Weightage)

- Understanding Indian view of self
- The cultural construction of self: Indian familial self (symbiosis reciprocity; socially contextual ego ideal; contextual mode of functioning; religious rites, rituals, gurus to realize spiritual pursuits).
- Understanding one's limitations and its impact on others
- Individual differences and their impact on managerial and interpersonal behavior: Dependence proneness;
- Orientations: Collectivist; materialist and holistic.

Unit-III: Perception, attitude and decision making (20% Weightage)

- Becoming aware of one's biases & personal prejudices and their impact on perception
- Understanding the cultural aspects of decision making
- Perceptual influences on managerial behavior and decision making
- Motivation and well-being: Karmayoga the Indian model of motivation
- Conceptualization of well-being in the Indian context
- Understanding people's needs and using this data for motivating others

Unit-IV: Interpersonal and group dynamics

(20% Weightage)

- Interpersonal dynamics
- Latent and manifest determinants of interpersonal dynamics
- Techniques of building group consensus

- Groups and teams
- Understanding and managing team dynamics
- Creating and building effective teams in Indian organizations

Unit-V: Leadership

(20% Weightage)

- Theories of Leadership :Becoming aware of Leadership styles congruent with Indian culture: Pioneering-Innovative (PI) style; Paternalistic Leadership; Nurturant Task Leadership style
- Understanding the difference between leader and manager
- Becoming aware of how to influence others

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-8	Unit-I: Unit-I: Indian cultural context
1-2	History of OB in India
3-4	The Indian mind-set
5-6	Appreciating enabling and disabling contexts
7-8	Context sensitivity of Indians
9-18	Unit-II: Self, culture and personality
9-10	Understanding Indian view of self
11-13	The cultural construction of self: Indian familial self (symbiosis reciprocity; socially contextual ego ideal; contextual mode of functioning; religious rites, rituals, gurus to realize spiritual pursuits).
14-15	Understanding one's limitations and its impact on others
16-17	Individual differences and their impact on managerial and interpersonal behavior:Dependence proneness;
18	Orientations: Collectivist; materialist and holistic
19-28	Unit-III: Perception, attitude and decision making
19-20	Becoming aware of one's biases & personal prejudices and their impact on perception
21-22	Understanding the cultural aspects of decision making
23-24	Perceptual influences on managerial behavior and decision making

25-26	Motivation and well-being: Karmayoga the Indian model of motivation
27	Conceptualization of well-being in the Indian context
28	Understanding people's needs and using this data for motivating others
29-37	Unit-IV: Interpersonal and group dynamics
29	Interpersonal dynamics
30-31	Latent and manifest determinants of interpersonal dynamics
32-33	Techniques of building group consensus
34	Groups and teams
35	Understanding and managing team dynamics
36-37	Creating and building effective teams in Indian organizations
38-45	Unit-V: Leadership
38-40	Theories of Leadership :Becoming aware of Leadership styles congruent with Indian culture: Pioneering-Innovative (PI) style; Paternalistic Leadership; Nurturant Task Leadership style
41-43	Understanding the difference between leader and manager
44-45	Becoming aware of how to influence others
46-60	Tutorials

Essential Readings:

- ❖ Culture and Organizational Behavior: Sinha, J.B.P. (2008). Sage Publications.
- ❖ Gupta, R. K. (1991). Employees and organization in Indian context: The need for moving beyond American and Japanese models. *Economic and Political Weekly*, 26(21), 68-76.
- ❖ Gupta, R. K. (1997). Towards effective management in Indian culture. *HRD Newsletter*, Jan-March.
- ❖ Khandwalla, P. N. (1985). Pioneering innovative management: An Indian excellence. *Organization Studies*, 6(2), 161-183.
- ❖ Khandwalla, P. N. (2003). *Corporate creativity: The winning edge*. New Delhi, India: Tata McGraw-Hill.

❖ Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of east and west*. New York: Plenum.

Additional/Advance/Further Readings:

❖ Paranjpe, A. C. (1998). *Self and identity in modern psychology and Indian thought*. New York: Plenum.

Qualitative Methods of Data Analysis

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester	IV	Contact Hours	45 (L) + 15(T)
Course type	Discipline Based Core courses		
Nature of the course	Theory		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End term Examination (University Examination)		

Course Objectives:

The objectives of the course are:

- To impart an understanding in students about how social knowledge can be qualitatively gathered and analysed.
- Provides a basic understanding of qualitative research method, its scopes and challenges.

Course Learning Outcomes: After completing this course student will be able

- To critically evaluate the advantages and disadvantages of various qualitative methods and
- To apply these knowledge in their research work.

Course content:

Unit -I: Introduction to Qualitative Methods - Practical Considerations (Weightage 20%)

- Nature, Assumption & philosophy of qualitative inquiry

- Differences between Qualitative and Quantitative methods
- Cross validation and triangulation
- Qualitative research Process and sampling qualitative research

Unit-II:

Methods of Verbal Data

(Weightage 20%)

Collections

- Interview-nature, assumption and type
- Focused Group- nature, definition and process involved in focused group datacollection
- Discourses- Discourses as a Qualitative Method

Unit -III: Observation & Other Mediated Methods of Qualitative inquiry

(Weightage 20%)

- Observation
- Ethnography
- visual Data: photography, Film and Videos;
- Text analysis
- Interpretative Phenomenology
- Grounded Theory

Unit- IV : Analyzing Qualitative Data

(Weightage 20%)

- Documentation of data- coding and categorizing;
- Analysis of conversation and discourse
- Analyzing narratives Computerized methods of analyzing qualitative data

Unit- V: Writing Qualitative Research

(Weightage 20%)

- Quality criteria and Qualitative research
- The quality of Quantitative research
- writing Qualitative research

Content Interaction Plan:

Lecture cum Discussion(Each	Unit/Topic/ Sub Topic
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session of 1 Hour)	
1-9	Unit -I: Introduction to Qualitative Methods - Practical Considerations
1-3	Nature, Assumption & philosophy of qualitative inquiry
4-6	Differences between Qualitative and Quantitative methods
7-9	Cross validation and triangulation
10-18	Unit-II: Methods of Verbal Data Collections
10-11	Interview: nature, assumptions and type
12-15	Focused Group- nature, definition and process involved in focused group datacollection
16-18	Discourses- Discourses as a Qualitative Method
19-27	Unit -III: Observation & Other Mediated Methods of Qualitative inquiry
19-20	Observation
21	Ethnography
22-23	visual Data: photography, Film and Videos;
24	Text analysis
25	Interpretative Phenomenology
26-27	Grounded Theory
28-36	Unit- IV : Analyzing Qualitative Data
28-31	Documentation of data- coding and categorizing;
32-34	Analysis of conversation and discourse
35-36	Analyzing narratives Computerized methods of analyzing qualitative data
37-45	Unit- V: Writing Qualitative Research
37-39	Quality criteria and Qualitative research
40-42	The quality of Quantitative research
43-45	Writing Qualitative research
46-60	Tutorial
Essential Readings:	

- ❖ Creswell,JS(2007). Qualitative inquiry and research design: choosing among five approaches. Thousand Oaks: Sage
- ❖ Danzinger N.K. & Lincoln Y.(2005). The Sage Handbook of Qualitative Research. 3rd ed. London Sage
- ❖ Jonathan.A.S.(2015). Qualitative Psychology: A Practical Guide to Research Methods. Sage Publication.
- ❖ Seth.S., Chadha.N.K. & Bhatia.H.(2022). Qualitative Methods: A Practical Journey into Research. Friends Publication India.
- ❖ Sharan.B.M & Elizabeth.J.T (2014). Qualitative Research. Jossey-Bass Publication

Additional/Advance/Further Readings:

- ❖ Merriam.S.B., & Tisdell.E.J.(2015). Qualitative Research: A Guide to Design and Implementation. John Wiley and Sons.
- ❖ Miles.M.B., Huberman.A.M. & Saldana.J.(2019). Qualitative Data Analysis. Sage Publication.

Dissertation : Report Submission and Viva Voce

Course Code		Credits	04
L+T+P			
Semester			
Course Type	Discipline Based Core Courses		
Nature of the Course	Dissertation		
Special Nature/ Category of the Course	Skill Based		
Methods of Content Interaction	The dissertation require one-on-one supervision of the student with a faculty member.The writing, researching and analysis of data and/or text are to be done in consultation with the faculty supervisor.		
Assessment and Evalustion	The evaluation would be done on the basis of data collection, analysis and final the proposed work. Dissertation should be written in a APA style.Only end term examination of 100 marks. The marks distribution for psychological dissertation should be as follows: (a) Report: 70 marks (b) Viva voce and presentation: 30 marks . There is no continuous internal assessment.		

Course objectives:

- It is aiming to cultivate critical abilities and research skills in the students.
- This will be also helpful in fostering positive engagement with the research possibilities in the discipline.

Course Learning outcomes:

After successful completion of this course:

- Students should acquire and demonstrate knowledge and skills necessary to plan, conduct, evaluate and disseminate research in areas relevant to psychology.
- Students become enable to reporting research outcomes in a standardized, universally acceptable and comprehensible format.

- Students became able to develop research orientation and enhance skills in research methodology.

Teaching learning process:

The Psychology dissertation require one-on-one supervision of the student with a faculty member. The writing, researching and analysis of data and/or text are to be done in consultation with the faculty supervisor.

Evaluation Methods:

The evaluation would be done on the basis of data collection, analysis and final the proposed work. Dissertation should be written in a APA style . The marks distribution for psychological dissertation should be as follows: (a) Report: 70 marks (b) Viva voce and presentation: 30 marks .

HEALTH PSYCHOLOGY

Course Code		Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course (if applicable)	Skill Based		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, presentations by students</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 70% - End Term External Examination (University Examination) 		

Course Objectives:

- The course imparts an advanced understanding of the practice and application of psychology to the study of human behavior relevant to health, illness and health care.
- The course builds a sound theoretical and applied base for apt use of psychological principles to promote changes in people's behavior and their associated beliefs about health and illness.

Course Learning Outcomes:

- The course would enhance students' knowledge about implications of psychological principles in major health problems, their management, current research trends, and issues of concern in this field.

Course Contents:

UNIT I: Health Psychology: The state of art

(20 % weightage)

- Mind-body relationship;
- Need of health psychology
- Major concerns and goals of health psychology;
- Biopsychosocial model in health psychology;

- Multidisciplinary approaches;
- Use and misuse of health services- sociocultural approach, social-psychological determinants, individual preferences

UNIT II: Health behavior and primary prevention (20 % weightage)

- Role of behavioral factors in disease and disorder;
- Barriers to effective health promotion;
- Social engineering;
- Health enhancing behavior;
- Health compromising behaviors;
- Modification of health behavior- health belief change, cognitive-behavioral approaches

UNIT III: Stress and Coping (20 % weightage)

- Early contribution to the study of stress;
- Stress as stimulus and response;
- Theories of stress;
- Moderators of stress experience;
- Stress, coping and social support;
- Management of stress

UNIT IV: Management of chronic and terminal illness (20 % weightage)

- Emotional responses to and coping with chronic illness;
- Physical, vocational, social and personal issues;
- Intervention for psychological issues in chronic illness;
- Psychological issues and management of terminally ill;
- Major health concerns and management- heart disease, hypertension, stroke, diabetes, cancer, HIV/AIDS

UNIT V: Future challenges and endeavor (20 % weightage)

- Culture-health relationship;
- Psycho immunology;
- Personality and health;
- Social cognition models;
- present and future trends in research method and practice;
- Public health

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	Unit I: Health Psychology: The state of art
1-2	Mind-body relationship
3	Need of health psychology
4-5	Major concerns and goals of health psychology
6	Biopsychosocial model in health psychology
7	Multidisciplinary approaches
8-9	Use and misuse of health services- sociocultural approach, social-psychological determinants, individual preferences
10-18	Unit II: Health behavior and primary prevention
10-11	Role of behavioral factors in disease and disorder
12	Barriers to effective health promotion
13	Social engineering
14	Health enhancing behavior
15-16	Health compromising behaviors
17-18	Modification of health behavior- health belief change, cognitive-behavioral approaches
19-27	Unit III: Stress and Coping
19	Early contribution to the study of stress
20	Stress as stimulus and response
21-22	Theories of stress;
23-24	Moderators of stress experience
25-26	Stress, coping and social support
27	Management of stress
28-36	Unit IV: Management of chronic and terminal illness
28-29	Emotional responses to and coping with chronic illness;
30	Physical, vocational, social and personal issues;
31-32	Intervention for psychological issues in chronic illness;
33-34	Psychological issues and management of terminally ill;
35-36	Major health concerns and management- heart disease, hypertension, stroke, diabetes, cancer, HIV/AIDS
37-45	Unit V: Future challenges and endeavor
37-38	Culture-health relationship;
39-40	Psycho immunology;
41-42	Personality and health;
43	Social cognition models;
44	present and future trends in research method and practice;

45	Public health
46-60	Tutorials
Essential Readings	
<ul style="list-style-type: none"> ❖ Taylor, S. E. (1994). <i>Health Psychology</i>, New York: Random House ❖ Aboud, F. E. (1998). <i>Health psychology in global perspective</i>. Thousand Oaks: Sage ❖ Brannon, L., & Feist, J. (2007). <i>Introduction to health psychology</i>. Thomson: Wadsworth. ❖ Baum, A., Revenson, T. A., & Singer, J. E. (2001). <i>Handbook of Health Psychology</i>. Mahwah, New Jersey: Lawrence Erlbaum ❖ Dimatteo, M. R., & Martin, L. R. (2002). <i>Health psychology</i>. Boston: Allyn & Bacon. ❖ Marks, D., Murray, M., Evans, B., & Willig, C. (2002). <i>Health psychology: Theory, research and practice</i>. New Delhi: Sage. 	
Additional/Advance/Further Readings	
<ul style="list-style-type: none"> ❖ Schools Total Health Program, (2006), Health Education and Promotion International Inc., Chennai ❖ Marks, D., Murray, M., Evans, B., & Willig, C., Woodall, C., & Sykes, C. M. (2005). <i>Health psychology: Theory, research and practice</i>. London: Sage. ❖ Radley, M. (1994). <i>Health psychology: Bio-psycho-social interaction</i>. New York: John Wiley. ❖ Baum, A., Gatchel, R. J., & Krantz, D. S. (1997). <i>An introduction to health psychology</i>. New York: McGraw Hill. ❖ Misra G,(ed.). 2010. <i>Psychology in India</i> .Vol. 3 Clinical and health psychology. New Delhi: Pearson ❖ Misra, G. (1999). <i>Psychological Perspective in Sress and Health</i>. New Delhi: Concept publishing company 	

Positive Psychology

Course Code		Credits	04
L+T+P	3(L+P) + 1(T)	Course Duration	One semester
Semester	IV	Contact Hours	L+P(40+10) + 15(T)
Course type	Discipline Base Core Elective Course/ Open elective		
Nature of the course	Theory cum practical		
Special nature/ category of the course	Skill Based/ Human Values		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End term Examination (University Examination)		

Course Objectives: □

The objectives of this course are :

- To introduce the understanding of the theory and practice of principles of positive psychology in the students
- To acquaint them with the growing body of research evidence on creating, maintaining and developing positive individuals, relationships, organizations and communities.

Course Learning Outcomes:

After successful completion of this course students would able:

- To develop competencies for experiencing positive emotion, happiness and sharing happiness as lived experience to others in community which ultimately cultivate positive subjective well being at individual and community level
- To understand the Indian thought related to positive psychology and its relevance in contemporary society.

- To develop understanding of positive aspects of human behaviour through the wisdom embedded in Indian thoughts.

Course Contents: □

Unit-I: Positive Psychology: Past, Present and Future (Weightage 20%)

- Concept, nature, assumptions and goals
- Historical background and scope
- Eastern and Western views on positive psychology
- Positive psychology and its development in Indian context

Unit -II: Promoting happiness, positive emotion and subjective well being

(Weightage 20%)

- Happiness: concept, types, traits related to happiness, measurement of happiness
- Positive emotion: Cultivating positive emotion, relation with well being
- Promoting positive self: Hope, optimism, gratitude, forgiveness, empathy, altruism

Unit -III: Religion and spirituality as factor of positive well being

(Weightage 20%)

- Role of religion and spirituality to maintain subjective well being
- Resilience and virtue
- Concept of Indian spirituality i.e. virtue, resilience and its relevance in cultivating well being

Unit -IV: Applications of positive psychology

(Weightage 20%)

- Ageing, Education, Health, Work, Environment.
- Mindfulness meditation: theory, research and practice
- Relevance of positive psychology in counselling and therapy

Unit -V: Self awareness and social support

(Weightage 20%)

- Self awareness, techniques to enhance self awareness
- Social support
- Love and Belongingness

Practicum- 2 practicum reports shall be submitted by the students, based on the above topics, which are evaluated under the continuous internal assessment.

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-8	Unit-I:Positive Psychology: Past, Present and Future
1-2	Concept, nature, assumptions and goals
3-4	Historical background and scope
5-6	Eastern and Western views on positive psychology
7-8	Positive psychology and its development in Indian context
9-16	Unit -II: Promoting happiness, positive emotion and subjective well being
9-11	Happiness: concept, types, traits related to happiness, measurement of happiness
12-14	Positive emotion: Cultivating positive emotion, relation with well being
15-16	Promoting positive self: Hope,optimism, gratitude, forgiveness, empathy, altruism
17-24	Unit -III: Religion and spirituality as factor of positive well being
17-18	Role of religion and spirituality to maintain subjective well being
19-20	Resilience and virtue
21-24	Concept of Indian spirituality i.e. virtue, resilience and its

	relevance in cultivating well being
25-32	Unit -IV: Applications of positive psychology
25-28	Ageing, Education, Health, Work, Environment.
29-30	Mindfulness meditation: theory, research and practice
31-32	Relevance of positive psychology in counselling and therapy
33-40	Unit -V: Self awareness and social support
33-36	Self awareness, techniques to enhance self awareness
37-38	Social support
39-40	Love and Belongingness
41-50	Practicals
51-65	Tutorials

Essential Readings:

- ❖ Baumgardner,S.R.& Crothers,M.K.(2009). Positive Psychology. Pearson
- ❖ Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge. ~ 50 ~ □
- ❖ Gillman,R., Hubner,E. & Furlong,M.J.(Eds.) (2009). Handbook of positive Psychology in schools. New York: Routledge.
- ❖ Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books. □
- ❖ Huppert, F, F.A., Baylis ,N. & Keverne, B. (2005). The science of well being. Oxford; Oxford University press. □
- ❖ Lyubomirsky, S. (2007). The how of happiness: A scientific approach to getting the life you want. New York : Penguin. □
- ❖ Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press. □

- ❖ Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press
- ❖ Snyder, C.R. & Lopez, S.J. (2011). Positive psychology: The Scientific and Practical exploration of Human Strengths. Thousand Oaks,CA: Sage.
- ❖ Synder,C.R. & Shane,J.L.(2005). Handbook of Positive Psychology.Oxford university Press.

Additional/Advance/Further Readings:

- ❖ Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
- ❖ Seligman.M.(2011). Flourish. Penguin Random House.
- ❖ Biswas.R.& Dean.B.(2007). Positive Psychology Coaching: Putting the Science of Happiness to work for your clients. John Wiley & Sons.

PSYCHOTHERAPY

Course Code		Credits	4
L + T + P	(L+P)+(T)	Course Duration	One Semester
Semester	IV	Contact Hours	L+P(40+10)+ 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course	Value Based		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, seminar, presentations by students</i>		

Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 70% - End Term External Examination (University Examination)
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Course Objectives:

- ❖ To provide an in-depth understanding of different types of theory/approach and psychotherapy.
- ❖ To train students in its application of different types of psychotherapy.

Course Learning Outcomes:

- ❖ After completion of the course a student is expected to have developed skill and competence to assess psychological problems and their management.

Course Contents:

UNIT I: Introduction: (20 % Weightage)

- Meaning
- Goals of psychotherapy
- General and specific factors promoting change in psychotherapy
- Psychotherapy research: efficacy and effectiveness
- Professional training and ethics in clinical practice
- Critical/controversial issues in psychotherapy.

UNIT II: Psychodynamic therapies: (20 % Weightage)

- Psychoanalytic therapies
- Brief analytic therapies
- Object-relations therapies
- Interpersonal approaches

UNIT III: Humanistic & transpersonal therapies: (20 % Weightage)

- Client-centred therapies
- Existential therapies
- Gestalt therapies
- Transpersonal therapies

UNIT IV: Behavioural & cognitive-behavioural therapies: (25 % Weightage)

- Behavioural therapy
- Cognitive behavioral assessment

- Cognitive behavioral therapy for anxiety disorder, depression, marital problems and family problems
- Rational emotive behavior therapy
- Eye Movement Desensitization and Reprocessing (EMDR) Therapy
- Genetic counselling for psychiatric conditions
- E-therapy/online therapy.

UNIT V: Pharmacological therapies:

(15 % Weightage)

- Overview
- Indications of neuroleptics
- Anxiolytic
- Hypnotics
- Antidepressant
- Mood stabilizers and
- Electroconvulsive therapy

Practicum: Any 2 practicum pertaining to above topics. This practicum reports would be considered as a part of Continuous Internal Assessment.

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1- 8	UNIT I: Introduction
1	Meaning, Goals of psychotherapy
2-3	General and specific factors promoting change in psychotherapy
4-5	Psychotherapy research: efficacy and effectiveness
6-7	Professional training and ethics in clinical practice
8	Critical/controversial issues in psychotherapy.
9-16	UNIT II: Psychodynamic therapies
9-10	Psychoanalytic therapies
11-12	Brief analytic therapies
13-14	Object-relations therapies
15- 16	Interpersonal approaches
17- 24	UNIT III: Humanistic & transpersonal therapies
17-18	Client-centred therapies
19-20	Existential therapies
21-22	Gestalt therapies

23-24	Transpersonal therapies
25-34	UNIT IV: Behavioural & cognitive-behavioural therapies:
25-26	Behavioural therapy
27-28	Cognitive behavioral assessment
29-30	Cognitive behavioral therapy for anxiety disorder, depression, marital problems and family problems
31	Rational emotive behavior therapy
32	Eye Movement Desensitization and Reprocessing (EMDR) Therapy
33	Genetic counselling for psychiatric conditions
34	E-therapy/online therapy.
35-40	UNIT V: Pharmacological therapies:
35-36	Overview
37	Indications of neuroleptics
38	Hypnotics, Antidepressant
39-40	Mood stabilizers and Electroconvulsive therapy
41-50	<i>Practical</i>
51-65	<i>Tutorials</i>

Essential Readings:

- Beck, J.S (1995). Cognitive therapy: Basic and beyond. New York: Guilford Press.
- Beck, J (2011). Cognitive behavior therapy: Basics and beyond (2nd ed). The Guilford Press.
- Brem, C. (2001). Basic skills in psychotherapy and counselling. Singapore: Brooks/Cole.
- Corey, G. (2015). Theory and practice of counseling and psychotherapy (10th ed.). Boston: Cengage Learning.
- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.

Additional/Advance/Further Readings:

- Brem, C. (2000). Dealing with challenges in psychotherapy and counselling. Singapore: Brooks/Cole.
- Feltham, C. (Ed.) (1999). Controversies in psychotherapy and counseling. New Delhi, India: Sage.
- Francine Shapiro (2019). Eye Movement Desensitization and Reprocessing (EMDR) Therapy: Basic Principles, Protocols, and Procedures (Third edition). The Guilford Press, New York London.

- Gianluca C., Andrea, G., Fabriziamantovani and Giuseppe, R. (2003). From Psychotherapy to e-Therapy: The Integration of Traditional Techniques and New Communication Tools in Clinical Settings. *Cyber-psychology & Behavior*, 6(4), 375-382.
- Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of counseling and psychotherapy: A multicultural perspective* (6th ed.). Boston: Allyn & Bacon.
- McDonald, A., Eccles, J. A., Fallahkhair, S., and Critchley, H. D. (2020). Online psychotherapy: trailblazing digital healthcare. *BJPsych Bulletin*, 44, 60–66

Coaching & Mentoring at Workplace

Course Code		Credits	4
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L + T + P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45(L)+ 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory cum Practicum		
Special Nature/ Category of the Course	Value Based		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, seminar, presentations by students</i>		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 70% - End Term External Examination (University Examination) 		

Course Objectives:

- This course intends to develop an appreciation of developmental relationship
- To develop effective interpersonal skills for coaching and mentoring.
- To identify coaching and mentoring options for employees.

Course Outcomes:

- This course fulfills the need of those organizations which aspire to become an ideal organization for its employees.
- To cater employees' psychological, social, and professional needs, coaching and mentoring is of utmost important within organizations. The objectives of the course achieve the implications of creating an ideal workforce for organizations

Course Contents:

Unit-I: Overview of developmental relationships (20% Weightage)

- An introduction to developmental relationships: Counseling, coaching and mentoring.
- Personality and developmental relationships: Altruism; extension motivation; *nishkam karma*.
- Issues in developmental relationships in Indian context: Managing Trishanku complex;
- Dependency proneness, diversity;
- Mind set towards Indian cultural diversity.

**Unit-II: Overview of coaching, counseling and mentoring
(20% Weightage)**

- Process of counseling, coaching and mentoring.
- Mentor competencies: The nurturing superior

Unit-III: Indian perspective on coaching and mentoring (20% Weightage)

- Indian perspective on coaching
- Counseling and mentoring: *Sneh-shraddha*.

**Unit-IV: Developing dyadic relationships
(20% Weightage)**

- Guru Shishya Parampara.Samkhya.
- Feedback process: Interpersonal and performance.

**Unit-V: Organizational systems: Coaching and mentoring process at work place
(20% Weightage)**

- Work-centric nurturant culture
- Views of Arthashastra (Kautilya)
- Cosmic collectivism.

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	Unit-I: Overview of developmental relationships
1-2	An introduction to developmental relationships: Counseling, coaching and mentoring.
3-4	Personality and developmental relationships: Altruism; extension motivation; <i>nishkam karma</i> .

5-6	Issues in developmental relationships in Indian context: Managing Trishanku complex;
7-8	Dependency proneness, diversity
9	Mind set towards Indian cultural diversity
10-18	Unit-II: Overview of coaching, counseling and mentoring
10-14	Process of counseling, coaching and mentoring.
15-18	Mentor competencies: The nurturing superior
19-27	Unit-III: Indian perspective on coaching and mentoring:
19-23	Indian perspective on coaching
24-27	Counseling and mentoring: <i>Sneh-shraddha</i> .
28-37	Unit-IV: Developing dyadic relationships
28-32	Guru Shishya Parampara.Samkhya
35-37	Feedback process: Interpersonal and performance.
38-45	Unit-V: Organizational systems: Coaching and mentoring process at work place
38-40	Work-centric nurturant culture
41-43	Views of Arthashastra (Kautilya)
44-45	Cosmic collectivism.
46-60	Tutorials

Essential Readings:

❖ Gupta, R. K., & Awasthy, R. (Eds.) (2015). *Qualitative research in*

management: Methods and experiences. New Delhi, India: Sage Publications.

- ❖ Guptan, S. U. (2006). *Mentoring: A practical guide to touching lives*. New Delhi, India: Response Books.
- ❖ Kakar, S. (1991). The guru as healer. In S. Kakar, *The analyst and the mystic: Psychoanalytic reflections on religion and mysticism* (pp. 35–54). Chicago, IL: The University of Chicago Press.
- ❖ Pareek, U. (2007). *Understanding organizational behaviour* (2nd ed.). Delhi, India: Oxford University Press.
- ❖ Santhosh, B. (2012). *Coaching: The art of developing leaders*. New Delhi: Wiley-India.

Additional/Advance/Further Readings:

- ❖ Garvey, B., Stokes, P., & Megginson, D. (2009). *Coaching and mentoring: Theory and practice*. London: Sage.
- ❖ Ragins, B. R., & Kram, K. E. (Eds.) (2007). *The handbook of mentoring at work: Theory, research and practice*. Los Angeles: Sage Publications.
- ❖ Rock, A. D., & Garavan, T. N. (2006). Reconceptualizing developmental relationships. *Human Resource Development Review*, 5(3), 330-354.

Course Code		Credits	04
L+T+P	3+1+0	Course Duration	One semester
Semester		Contact Hours	45 (L) + 15(T)
Course type	Discipline Based Core Elective		
Nature of the course	Theory		
Special nature/ category of the course	Skill Based		
Methods of Content Interaction	Lectures, Seminars, Presentation, Group Discussion, Practical		
Assessment and Evaluation	30%- continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70%- End term Examination (University Examination)		

Course Objectives:

This course has mainly two objectives:-

- First to help students learn the roles of forensic psychologists, the psychologist in court, eyewitness testimony and false confession as the central issues in forensic psychology
- Second provide knowledge about the subjective experiences of victims and how to solve these issues through psychological intervention

Course Learning Outcomes:

After the completion of the course:

- Students would be able to demonstrate describe the major areas of interests shared by psychology and the law, describe the types of forensic evaluations conducted in criminal and civil cases
- Students would able to get various career opportunities and the training needed to become a forensic psychologists.
- Students would be equipped with some psychological skills to solve the traumatic experiences of the various victims

Course Contents:

Unit I: Introduction

(Weightage 20%)

- Definition
- Historical perspective
- Role of forensic psychologist in different situations especially clinical and experimental

Unit II: Psychology of crime (Weightage 20%)

- Theories and psychobiological bases of crime
- Assessment and violence prediction
- Eyewitness testimony & expert testimony
- False confession

Unit III: Psychological Investigation of Crime (Weightage 20%)

- Different methods of psychological investigations:-Lie detection, Polygraph, hypnosis and narcoanalysis and other methods like profile analysis
- Role of personality in crime

Unit IV: Psychology of Crime (Weightage 20%)

- Violence at different setup like home and workplace
- Abuse: nature, types and cause

Unit V: Recognition of subjective experience of victims (Weightage 20%)

- Subjective experience of victims of crime like rape : psychological consequences
- Psycho-social management of these consequences

Content Interaction Plan:

Lecture cum Discussion(Each session of 1 Hour)	Unit/Topic/ Sub Topic
1-9	Unit I: Introduction
1	Definition
2-4	Historical perspective
5-9	Role of forensic psychologist in different situations especially clinical and experimental
10-18	Unit II: Psychology of crime
10-13	Theories and psychobiological bases of crime
14-15	Assessment and violence prediction
16-17	Eyewitness testimony & expert testimony
18	False confession

19- 27	Unit III: Psychological Investigation of Crime
19-25	Different methods of psychological investigations:- Lie detection, Polygraph, hypnosis and narcoanalysis and other methods like profile analysis
26-27	Role of personality in crime
28-35	Unit IV: Psychology of Crime
28-31	Violence at different setup like home and workplace
32-35	Abuse: nature, types and cause
36-45	Unit V: Recognition of subjective experience of victims
36-38	Subjective experience of victims of crime like rape : psychological consequences
39-45	Psycho-social management of these consequences
46-60	Tutorials

Essential Readings:

- ❖ Batchman,R., & Schutt,R.K.(2008). Fundamentals of reserach in criminology and criminal justice,London:Sage.
- ❖ Crighton.D.A & Towl.G.J.(2021). Forensic Psychology. Wiley Publication
- ❖ Haward.L.(1981). Forensic Psychology. London: Battsford Academic & Educational Ltd.
- ❖ Howitt,D.(2002). Forensic and Criminal Psychology. New Delhi.India Prentice Hall.
- ❖ Sandie.T.(2019). Forensic Psychology: The Basics.Taylor & Francis Ltd
- ❖ Wrightsman,L.S.& Fulero,S.M.(2008). Forensic Psychology(3rd Ed.).Belmont,CA:Wadsworth Publishing Co.

Additional/Advance/Further Readings:

- ❖ Canter.D.V.(2012). Forensic Psychology For Dummies.John Wiley & Sons.
- ❖ Graham.M.D.& Beech.A.R.(2012). Forensic Psychology: Crime , Justice, law, Interventions.John Wiley & Sons.
- ❖ Samenow.S.E.(2014). Inside the Criminal Mind. Broadway Books.

LIST OF VALUE ADDED COURSE

Department offered following courses as value added courses for other departments from the basket of the courses.

Name of the Course	Offered in semester
Counselling Skills	
Research Methodology & Ethical Issues	
Quantitative Method of Data Analysis	
Clinical Assessment	
Psychological Assessment	
Rehabilitation Psychology	
Psychotherapy	
Coaching and Mentoring at work Place	