

COTTON COLLEGE STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

POST GRADUATE PSYCHOLOGY SYLLABUS

TWO-YEAR PROGRAM

AFFILIATION

The proposed programme shall be governed by the Department of Psychology, Faculty of Human and Social Sciences, Cotton College State University, Guwahati- 781001

VISION

To help the students become competent psychologists whose knowledge and expertise in the domain would in turn enable them to contribute to society and enrich the field by carrying out meaningful research of social relevance and high ethical standards.

PREAMBLE

With everyday advancements in the field of Psychology, the Post Graduate Program in Psychology would focus on acquiring knowledge about the psychological functioning at individual and social levels besides emphasizing on the application of the psychological principles in consonance with the changing nature and complexity of society. To meet this objective, the students will be familiarized with plurality in perspectives, pedagogy and their implications. The course would allow students to nurture their academic interests in specialized domains of Psychology and shall equip them with skills and knowledge in their areas of specializations. The attempt has been made to incorporate professional training in two principal domains of the discipline such as: (A) Organizational Behaviour and (B) Clinical Psychology. Emphasis shall also be laid in developing Counseling skills in the students as a compulsory paper to become effective and efficient counselors who could offer services in NGOs, schools, organizations and clinical set-ups. The Department holds the provision for inclusion of new courses and modification of presented ones during a given academic year. In preparation of the courses the element of interdisciplinarity is kept in view and embedded in the courses. Reading material will be made available by concerned faculty.

PROGRAMME STRUCTURE

The M. A. Psychology Programme is divided into Two Parts as under. Each Part will consist of two Semesters to be known as Semester-1 and Semester-2.

Semester-1 Semester-2

Part I First Year Semesterô I-1 Semesterô I-2

Part II Second Year Semesterô II-1 Semesterô II-2

Pedagogy of the Course Work:

As outlined for each paper in the L+T+P format. Evaluation will be as per University Rules and Regulations.

DISTRIBUTION OF PAPERS/CREDITS (L+T+P format)

SEMESTER-I

Code:	Paper	Credits
PSY701C	Foundations of Psychology	3+0+1
PSY702C	Psychological Research	3+0+1
PSY703C	Statistical Methods in Psychological Research	3+1+0
PSY704C	Theories and Systems of Psychology	3+1+0
PSY 1201E	Psychology for Health and Wellbeing	2+1+0

SEMESTER-II

PSY801C	Applied Psychometry	3+0+1
PSY802C	Qualitative Methods	3+0+1
PSY803C	Cognitive Psychology	3+0+1
PSY804C	Social Psychology	3+0+1
PSY 1301 E	Psychology of Peace	2+1+0
PSY 1302 E	Positive Psychology	2+1+0

- *Any one out of the two Electives in Semester II will be offered by the Department*

SEMESTER-III

PSY901C	Basic Organizational Processes	3+0+1
PSY902C	Human Resource Management	3+0+1
PSY903C	Clinical Disorders	3+0+1
PSY904C	Counselling Psychology-I	3+0+1

PSY905C Field-training (Compulsory for all students) 0+1+3

- ***Field training to be undertaken for a period of 50 days during the summer break after the second semester examinations.***

PSY 1401 E Indian Psychology and its Applications 2+1+0
PSY 1402 E Geropsychology 2+1+0

- ***Any one out of the two Electives in Semester III will be offered by the Department***

SEMESTER-IV

PSY1001C (A) Planning, Recruitment & Selection 3+0+1 (OB)
PSY1001C (B) Psychodiagnostics 3+0+1 (Clinical)

PSY1002C (A) Training & Development 3+0+1 (OB)
PSY1002C (B) Cognitive Behavior Therapy 3+0+1 (Clinical)

PSY1003C (A) Stress Management in Organizations 3+0+1 (OB)
PSY1003C (B) Clinical Psychology Prevention and Interventions 3+0+1 (Clinical)

PSY1030C Counseling Psychology- II 3+0+1

PSY1031C Project/Dissertation on area of specialization 0+1+3

- ***Dissertation will be given to top 30 percent students in order of merit who have cleared all the papers of Semester I and Semester II. Dissertation will carry 100 marks. The project work will start from the beginning of third semester and will be completed by the end of fourth semester (one year). There shall be a seminar presentation at the end of the fourth semester. Evaluation will be based on the written dissertation report, seminar presentation and guide's evaluation as per University Rules and Regulations. The non-project students will be offered one optional paper out of following mentioned core optional papers. The non-project students will be offered one optional paper out of the following mentioned CORE Optional papers.***

CORE OPTIONAL PAPERS (ANY ONE FOR NON-PROJECT STUDENTS):

PSY 1050C	Sports Psychology	2+1+0
PSY 1051C	Youth Psychology	2+1+0
PSY 1052C	Community Psychology	2+1+0
PSY 1053C	Emotional Intelligence	2+1+0
PSY 1054C	Psychology of Disability	2+1+0

COURSE CONTENTS FOR EACH COURSE

SEMESTER I

PSY701C Foundations of Psychology

(Credit: 3+0+1)

Objectives:

To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Unit 1:

(10 Lectures)

Introduction: What is psychology? Perspectives on behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India.

Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.

Unit 2:

(10 Lectures)

Learning: Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning

Memory: Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.

Unit 3:

(12 Lectures)

Emotion and Motivation: Emotions: Nature, Components of an emotional reaction, theories of emotion, physiology of emotions, concept of motivation, perspectives on motivation, Types of motivation, Motivational conflicts, relationship between emotion and motivation.

Stress and Coping: Define stress, nature and causes of stress, coping strategies

Unit 4:

(16 Lectures)

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

Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic and social cognitive.

Practicum: Any 2 practicum based on PSY701C

Reading List:

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.

Carr, A. (2011): *Positive psychology*. Routledge.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), *Foundations of Indian Psychology (Vol. 1), Theories and concepts*. Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). *Bridging learning: Unlocking cognitive potential in and out of the classroom*. Corwin.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

PSY702C Psychological Research

(Credit: 3+0+1)

Objectives:

To make the students aware of the research process and the methods of quantitative and qualitative psychological research traditions.

Unit 1:

(12 Lectures)

Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research, Ethics in Psychological Research.

Research Traditions :Quantitative& Qualitative orientations towards research & their steps, Comparing Qualitative& Quantitative Research Traditions, Formulating a problem & developing a testable research question / research hypothesis.

Unit 2: Sampling: Probability & Non probability sampling methods **(10 Lectures)**

Unit 3: **(12 Lectures)**
Methods of Data Collection: Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data

Unit 4: Psychological testing: **(14 Lectures)**
Characteristics of a test ó standardization, reliability, validity, norms, applications & issues

Practicum

Any 2 practicum based on PSY702C using any of the following:

Interview

FGD

Survey

Observation

Case Study

Semi Projective Techniques

Reading List:

Bryman, A.(2004). Quantity and Quality in Social Research.Routledge.

Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4thEd.)*.New Delhi: Pearson Education.

Kerlinger, F.N.& Lee, H.B.(1999). Foundations of Behavioral Research. Wadsworth

Murphy , K.R. & Davidshofer, C.O. (2004). Psychological Testing : Principles and Applications (6th Edition) , New Jersey : Prentice Hall

Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Edition): Boston: Pearson Education .

Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method.Philadelphia : Open University Press.

PSY703C Statistical Methods for Psychological Research (Credit: 3+1+0)

Objectives:

To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive & inferential statistics for quantitative research.

Unit 1: (12 Lectures)

Introduction & Relevance of Statistics in Psychological Research, Measures of Central Tendency, Measures of Variability

Unit 2: (10 Lectures)

Standard (z) Scores, The Normal Probability Distribution, Correlation & Regression

Unit 3: (14 Lectures)

t-test & ANOVA

Unit 4: (12 Lectures)

Chi square, Nonparametric Statistics, Introduction & Application of SPSS

Reading List:

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall .

Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi :Sage.

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

Mangal, S.K. (2012). *Statistics in Psychology & Education*.(2nd Ed). New Delhi: PHI learning Pvt. Ltd.

PSY704C Theories and Systems of Psychology (Credit: 3+1+0)

Objectives:

This course aims at helping the students to:

- (i) Appreciate the basic assumptions, principles and historical roots of modern scientific psychology.
- (ii) Understand the main theoretical perspectives in Psychology.
- (iii) Have an appraisal of the contemporary theoretical developments in modern psychology.

Unit 1: (8 Lectures)
Nature, History and Status of Psychology as a Science.

Unit 2: (12 Lectures)

Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestalt, Classical Psychoanalysis (Freud).

Unit 3: (16 Lectures)

Theoretical Perspectives in Psychology: Psychodynamic (Neo Freudians ó Adler, Jung, Karen Horney), Behaviouristic (Pavlov and Skinner), Humanistic-Existential (Maslow, Rogers, Rollo May), Field Theory (Lewin).

Unit 4: (12 Lectures)

Current Theoretical Developments: Cognitive (Information processing), Neurocognitive Science, Developmental perspective (Piaget), Social Learning (Bandura), Eastern Models (Indian).

Reading List:

Anastasi, A. (1988), Psychological Testing, New York : Mac Millan.

Chaplin, J.P. and Krawiec, T.S. (1979), Systems and Theories of Psychology, New York : Rinehart Winston.

Corsini, R. (1994), Encyclopaedia of Psychology, New York : Wiley Interscience.

Hall, C.S. and Lindzey, G. (1976), Theories of Personality, New York : John Wiley and Sons.

London, H. and Exner, J.E. Jr. (1978), Dimensions of Personality, New York: A Wiley Inter Science Publication.

Marx, M.H. and Cronan-Hillix, W.A. (1988), Systems and Theories in Psychology, New York :McGraw Hill, International Edition, Psychology Series.

Pervin, L.S. (1979), Personality: Theory, Assessment and Research, New York : John Wiley and Sons.

Wolman, B.E. (1979), *Contemporary Theories and Systems in Psychology*, Delhi : Freeman Book Co.

Woodworth, R.S. and Sheehan, M. (1963), *Contemporary Schools of Psychology*, New York : Methuen.

PSY 1201E Psychology for Health and Wellbeing (Credit: 2+1+0)

Objective:

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

Unit 1: (8 Lectures)

Illness, Health and Wellbeing: Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.

Unit 2: (8 Lectures)

Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

Unit 3: (8 Lectures)

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

Unit 4: (8 Lectures)

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

Readings:

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson.

Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.

Hick, J.W. (2005).*Fifty signs of Mental Health.A Guide to understanding mental health*.Yale University Press.

Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

SEMESTER II

PSY801C Applied Psychometry

(Credit: 3+0+1)

Objectives:

1. To create critical understanding of measurement issues and techniques in psychological inquiry
2. Enable students to develop skills and competencies in test construction and standardization
3. To learn the application and contextual interpretation of data from psychological measurement

Course Contents:

Unit 1:

(14 Lectures)

Foundations of Psychometryô Basics of Measurement theory, Errors in measurement, speed versus power tests; Criterion of parallel tests, nature of psychological testing, ethical issues in psychological testing

Unit 2:

(12 Lectures)

Creating a Testô Test/Scale construction, standardization, adaptation and translation, item analysis and item response theory

Unit 3:

(10 Lectures)

Standardizing a Testô Reliability, validity, normsôissues and challenges

Unit 4:

(12 Lectures)

Application of Testsô Applications of psychological testing in various settings-educations, counselling and guidance, clinical, organizational and developmental

Practicum: Any two based on PSY801C

Reading List:

Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.

Guilford, J. P. (1989) *Psychometric methods*. NJ: John Wiley.

Guilksen, (1988). *Theory of Mental Tests*. California: Wiley.

Jackson, C. (2003) *Understanding Psychological Testing*. Mumbai: Jaico Pub. House

PSY802C Qualitative Methods

(Credit: 3+0+1)

Objectives:

1. To create awareness about the critical aspects of psychological research
2. To appreciate the descriptive methods and their applications
3. To facilitate appreciations of differential interpretation of psychological realities

Course Contents:

Unit 1: (12 Lectures)

Paradigms of Researchô Logical Positivism, Social Construction and Critical. Nature and Assumptions of Qualitative Research, Nature of Reality and Role of Researcher

Unit 2: (10 Lectures)

Issues in Qualitative Researchô Subjectivity, Reflexivity, Power, Validity and Triangulation

Unit 3: (12 Lectures)

Field Methodsô Grounded Theory, Ethnography, Observation, Interview and Cooperative Inquiry

Unit 4: (14 Lectures)

Textual Methodsô Thematic Analysis and Narrative Analysis, Conversational Analysis

Practicum: Any two based on PSY802C

Reading List:

Czmiawska, B. (2004). *Narratives in Social Science Research*. New Delhi: Sage.

Gobo, G. (2008). *Doing Ethnography*. Los Angeles: Sage.

Ricoeur, P. (2004). *The Conflict of Interpretations*. London: Continuum.

Denzian N. K. and Lincoln Y. S. (2011). *The SAGE Handbook of Qualitative Research*. SAGE publications Inc.

Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. London:Sage.

Srivastava, V. K. (2004). *Methodology and Fieldwork*. New Delhi: Oxford.

PSY803C Cognitive Psychology

(Credit: 3+0+1)

Objectives:

1. To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications
2. To help learners understand the importance of these cognitive processes in everyday life

Course Contents:

Unit 1:

(12 Lectures)

Attention and Executive Processes, Current Paradigms; The Frontal Lobe and Executive Processing; Switching Attention; Attention Control, Attention Training

Unit 2:

(12 Lectures)

Memory Processes; Current Models and Directions; Organization of Long-Term Memory; Episodic Memory: The Frontal and Temporal Lobe; Flashbulb Memory; Eyewitness Memory; Traumatic Memory; Everyday Memory; False Memories; Mood and Memory; Aging and Memory; Enhancing Memory

Unit 3:

(12 Lectures)

Language Processes; Language Acquisition; Brain and Language; Models of Reading and Language Comprehension; Meaning and Beyond; Language in Context; Processes of Language Production; Language, Thought and Bilingualism

Unit 4:

(12 Lectures)

Decision Making and Problem Solving; Decision Making: Models and Theories; Complex, Uncertain Decision Making; Human Problem Solving: Strategies and Heuristics; Expert and Novice Problem Solvers; Artificial Intelligence

Practicum: Any two based on PSY803C

Reading List:

Baddley, A. (1997). *Human memory: Theory and practice*. New York: Psychology Press.

Harley, Treror A. (2002). *The psychology of language: From data to theory*. Taylor Francis.

Smith, E.E. & Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.

Tripathi, A.N. & Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). *Psychology in India: Advances in Research*, Vol. 1. New Delhi: Pearson Education.

Vaid, J., & Gupta, Ashum. (2002). Exploring word recognition in a semi-alphabetic script: the case of Devanagari. *Brain and Language*, 81, 679-690.

PSY804C Social Psychology

(Credit: 3+0+1)

Objectives:

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

Course Contents:

Unit 1

(10 Lectures)

Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology

Theoretical Perspectives: Social construction, Social representation, Discursive social psychology, Social Exchange, Social comparison.

Unit 2

(10 Lectures)

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

Unit 3

(14 Lectures)

Social relations: Attraction and intimacy, Prosocial behaviour, Aggression and violence, bystander effect, compliance and persuasion, stereotyping, prejudice, discrimination

Unit 4

(14 Lectures)

Group processes: Groups, Coordination in groups, Social loafing, Decision making and Performance, Intergroup conflict, Crowd and social-movements, Negotiation and peace-making, Sustainable future.

Practicum: Any two based on PSY804C

Reading List:

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
- Burke, Peter J. (2006). *Contemporary social psychological theories*. Stanford: Stanford social sciences.
- Delamater, J. (2003). *Handbook of social psychology*. New York: Kluswer Academic.
- Flick, U. (1998). *The psychology of social*. Cambridge: Cambridge University press.
- Hogg, M.A. & Cooper, Joel (2003). *Sage handbook of social psychology*. Los Angeles: SAGE
- Kakar, S. (2007). *The Indians, Portrait of a People*. New Delhi: Viking Penguin.

PSY 1301E Psychology of Peace

(Credit: 2+1+0)

Objective:

1. To inform students about the efforts to develop sustainable societies through prevention of destruction, conflict and violence.
2. To help students develop a sense of empowerment for individual to promote peace related values
3. To disseminate perspectives to build culture of peace and harmony in community life.
4. Create awareness about peace and conflict process in Kashmir and North-East India and how psychology can play a role.

Course Contents:

Unit 1:

(8 Lectures)

Meaning of peace, Introduction to psychology of peace, causes of violence and its consequences- role of individual and societies, management to transformation - key concepts: peacekeeping, peace-making, peace building, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.

Unit 2:

(8 Lectures)

Peace and nonviolence; perspective from Gandhi, and Martin Luther king, Values of non-cooperation and Indian Experience.

Unit 3:**(8 Lectures)**

Psychology of Specific Conflicts and Peace efforts, war Ethics and Geneva Convention, Role of organizations in promoting Peace; accounts and challenges

Unit 4:**(8 Lectures)****Peace Process and Transformation**

Life, Peace and Culture: Role of Peace education, Collaboration, humility and social values in promoting peace in individual and social living.

Kashmir and North-East India

Reading List:

Blumberg, H.H., Hare, A.P., & Costin, A. (2006). *Peace Psychology: A comprehensive introduction*. Cambridge. University Press

Bose, S. (2005). *Kashmir at the Crossroads: Problems and Possibilities*, In Das, S. K. (Ed.) *Peace Process and Peace Accord*, 142-171, New Delhi: Sage.

Cheistie, D.J. Wagner, R.V. & Winter, D.D. (2001). *Peace Conflict and Violence: Peace Psychology for the 21st Century*. Saddle River, N.J.: Prentice Hall

CQ Researchers (2011). *Issues in Peace and Conflict Studies*, New Delhi, Sage.

Das, S. K. (2005). *Nobody's Comminique: Ethnic Accords in North-East*. In Das, S. K. (Ed.) *Peace Process and Peace Accord*, pp120-141, New Delhi: Sage.

Delahaye, P., & Krishnan, B. (2003). *Imagine Nagaland: The Courage to be Positive*, In Sampson, C., Abu-Nimer, M., et al. (Ed.) *Positive Approaches to Peacebuilding*, pp169-186, Washington, DC: Pact Publications.

Fleischmen, P.R. (2004) *Cultivating Inner Peace: Exploring the Psychology, Wisdom and Poetry of Gandhi Theory and the Buddha*. San Francisco: Jossey-Bass.

Fox, M. A. (2014). *Understanding Peace: A Comprehensive Introduction*, New York, Routledge.

Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). *Searching for Peace: The Road to Transcend*, London: Pluto Press.

Gurumayum, L. (2007). *The role of Manipuri Women in Crisis Management during the Extension of Ceasefire between the Government of India and NSCN (IM) without Territorial Limits*, WISCOMP Perspectives, 25.

Herbert, H., Hare P.A., & Costin (2009) *A Peace Psychology: A Comprehensive Introduction*, Cambridge

Macnare, R. M. (2008). *The Psychology of Peace: An Introduction*, Loyola Press

PSY 1302E Positive Psychology

(Credit: 2+1+0)

Objective:

To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

Course Contents:

Unit 1:

(8 Lectures)

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

Unit 2:

(8 Lectures)

Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

Unit 3:

(8 Lectures)

Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, And Mindfulness.

Unit 4:

(8 Lectures)

Application: Work, Education, Ageing and Health

Reading List:

Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

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.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York :Oxford University Press

SEMESTER III

PSY901C Basic Organizational Processes

(Credit: 3+0+1)

Objectives:

1. To enable students to examine relevant concepts of Organizational Behaviour and help them evolve a framework of OB.
2. To help them think critically about Ob concepts and its applications for Indian realities.
3. To take them through the experiential routes of understanding and appreciating OB by use of case-analysis, group exercises and writings of thinkers.

Course Contents:

Unit 1:

(12 Lectures)

Organizational Behavior and Process Organization and Individual: Historical Antecedents and Contemporary context; Importance of Processes. Changing Profile of Employees; Globalization; Informational technology; Diversity Issues and cultural references

Unit 2:

(12 Lectures)

Societal Culture and Organizations; Dimensions of Culture; Model and Approaches; Socialization and Integration of Individual with organizations; Models and Processes; Indian Culture and Modern managements; challenges of Cultural Change

Unit 3:

(12 Lectures)

Organizational Change and Effectiveness: Sequential process. And Change Models; Restructuring processes- Organizational Learning-Diffusion and Institutionalization Conditions for the success of Change management

Unit 4:**(12 Lectures)**

Emerging Challenges of organizational behaviour: Knowledge management and people issues; retention management and individual differences, Competency mapping and psychological processes, Coaching-mentoring and counseling

Practicum based on PSY901C**Reading List:**

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

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

Katz. D and Kahn R.L. (1967) *Social Psychology of Organizations*- Prentice Hall

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

Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.

Nelson L, Debra and Quick Campbell James (2008) *Organizational Behavior: Foundation, Realities and Challenges*: Thompson-South Western, New Delhi

Pareek, U. (2006). *Understanding Organizational Behavior*, Oxford University Press, New Delhi

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

Ribeaux, P. and Poppleton, S.E. (1987). *Psychology and Work: An Introduction*, Macmillan Education.

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

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

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

PSY902C Human Resource Management

(Credit: 3+0+1)

Objectives:

1. To bring out psychology in the central place of human resource practices
2. To develop a comprehensive understanding of HR processes to see and appreciate that employees, organization and communities have linkages with larger society
3. To create awareness about the psychological processes central to major HR practices

Course Contents:

Unit 1: (12 Lectures)
Fundamentals of HRM: Foundation, nature, functions. HRM in changing environment ó strategic human resource management

Unit 2: (12 Lectures)
Strategy and Human resource planning; Vision, mission and values, Environmental analysis- internal analysis, issues of HR in cultural transition

Unit 3: (12 Lectures)
Meeting HR requirements: Job Analysis and job Descriptions, diversity and empowered employees, career management and developing diverse talent pool, competency assessment-Perspective and Techniques, Performance Appraisal

Unit 4: (12 Lectures)
International HRM; Globalization and Individual; communication and team work in international work force, Training and development, talent management. Cultural barriers

Practicum based on topics in PSY902C

Reading List:

Cascio (1998) *Managing Human Resources*. Delhi: Tata McGraw Hill.

Cascio W.F. & Aguinis H. (2008), *Applied Psychology in Human Resource Management*, 6th Edition, Printice-Hall, USA

DeCenzo, D. A., & Robbins, S. P.(1999). *Human resource management* (6th Ed). New York: John Wiley.

Dessler, G. & Varkkey (2009). *Human Resource management*, Delhi: Dorling Kindersley Pvt. Ltd. (India).

Johnson G. & Scholes K. (1996) Exploring Corporate Strategy, 3rd Edition, Prentice-Hall, New Delhi

Snell & Bohlander (2007) Human Resource Management, Thomson South Western

PSY903C Clinical Disorders

(Credit: 3+0+1)

Objectives:

1. To train the students in various psychological assessment techniques.
2. To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training and rehabilitation.

Course Contents:

Unit 1: (8 Lectures)

Nature and scope of Clinical Disorders. Diagnoses and its methods: Case study, projective techniques, interview and observation.

Unit 2: (16 Lectures)

Anxiety disorder, psychosomatic disorder, psychopathic deviation, childhood disorder: Schizophrenia: Nature, types, causes and treatment.

Unit 3: (14 Lectures)

Sex aberration, mood disorder, suicide and loneliness: Nature, types, causes and treatment.

Unit 4: (10 Lectures)

Mental retardation, speech disorders, aging and post-traumatic stress disorder.

Practicum based on topics in PSY903C

Reading Lists :

Achenbach, T.M. (1992). Developmental Psychopathology. New York: John Wiley.

Alpart, M. (Ed.) (1985). Controversies in Schizophrenia: Changes and Constancies. New York: The Guilford Press.

Bourne, L.E. and Ekstrand, B.R. (1986). Psychology: Its Principles and Meanings. New York: Holt, Rinehart and Winston.

Climinero, A.R., Calhoun, K.S. and Adams, H.E. (1986). Handbook of Behavioral Assessment. New York: John Wiley.

Davison, G.C. and Neale, J.M. (1996). Abnormal Psychology: The Experimental Clinical Approach. New York: John Wiley.

Goldenberg, H. (1983). Contemporary Clinical Psychology. Monterey, C.A.: Brooks/Cole.
Hersen, M.; Kazdin, A.E. and Ballack, A.S. (Eds.) (1985). The Clinical Psychology Handbook. New York: Pergamon Press.

Wolman, B.B. (1976). The Therapist's Handbook: Treatment Method of Mental Disorders. New York. Van Nostrand Reinhold Co.

PSY904C Counseling Psychology- I

(Credit: 3+0+1)

Objectives:

1. To develop an understanding of basic concepts, processes, and techniques of Counseling.
2. To acquaint the learner with the challenges of Counseling.

Course Contents:

Unit 1:

(8 Lectures)

Introduction: Nature and Goals; Counseling as a profession: professional ethics (Latest version of American Counseling Association ó ACA); The effective counselor: personality characteristics; Counseling status of counseling psychology in India

Unit 2:

(16 Lectures)

Counseling Process: Building counseling relationships; Working in a counseling relationship; Closing counseling relationships

Unit 3: Techniques of Counseling:

(14 Lectures)

Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

Unit 4:

(10 Lectures)

Counseling Applications: Child Counseling; Family Counseling; Career Counseling; Crisis Intervention: suicide, grief, and sexual abuse

Practicum based on topics in PSY904C

Reading List:

- Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8th Ed.) Philadelphia: Mosby.
- Belkin, G. S. (1998). *Introduction to Counseling* (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counseling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counseling Psychology*. New York: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). *Counseling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage.
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counseling and Guidance* (7th Ed.) New Delhi: Pearson.
- Gladding, S. T. (2012). *Counseling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
- Hansen, J.C. (2012). *Contemporary Counseling Psychology*. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counseling Psychology*. New York: Oxford University Press.
- Kapur, M. (2011). *Counseling Children with Psychological Problems*. New Delhi, Pearson.
- Rao, K. (2010). *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson
- Rao, S.N. & Sahajpal, P. (2013) *Counseling and Guidance*. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counseling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning.
- Udapa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

PSY905C Field-training (Compulsory for all students)

(Credit: 0+1+3)

Each student would be placed in the field of their chosen specialization at least for 50 days during the summer vacations. The fieldwork would be carried out under the joint supervision of a Field supervisor and faculty Supervisor. Students would produce a documented evidence of their work. Field report: Each student shall prepare a Field report on the basis of guidelines provided by the Supervisors and submit the same to the supervisors for authentication and further evaluation.

PSY 1401E Indian Psychology and its Application

(Credit: 2+1+0)

Objectives:

1. Understand the concept of Spirituality
2. To enable an in-depth engagement of students with the core psychological concepts available in the Indian traditions.
3. To creatively evolve the applications of Indian psychological concepts.

Course Contents:

Unit 1

(8 Lectures)

Understanding Spirituality; Introduction to Indian Perspectives: Upanishads, Samkhya, Vedanta, Jainism, Buddhism, Nyaya, Charvak, Bhagvadgita; Methods of knowing.

Unit 2

(8 Lectures)

Consciousness and Self and Identity

Unit 3

(8 Lectures)

Yoga, Health and Well-Being

Unit 4

(8 Lectures)

Dynamics of Action: Feeling and Doing (including Bhakti), Work and organizations.

Reading List:

Ajaya, S. (1983). *Psychotherapy east and west: A unifying paradigm*. Pennsylvania: The Himalyan Institute.

Aurobindo Sri (1997). *The human cycle* (Collected Works of Sri Aurobindo, Vol. 25). Pondicherry: Sri Aurobindo Ashram Publication Department

Chakravaborty, S. K. (1991). *Management by values towards cultural consequences*. Delhi Oxford University Press.

Culliford, L. (2010). *The psychology of spirituality; An Introduction*. Jessica Kingsley Publishers.

Dalal, A. S.(2001). *A greater psychology*. Pondicherry: Sri Aurobindo Ashram.

Heiman, B. (1964). *Facets on Indian thought*. London: George Allen and Unwin.

Misra, G. & Mohanty, A.K. (2002). *Perspectives on indigenous psychology*. New Delhi Concept.

PSY 1402E Geropsychology

(Credit: 2+1+0)

Objective:

1. To understand the problems experienced by the elderly in the developed and developing regions of the world.
2. The role of government policies on aging.
3. To develop methodological strong research base for aging issues.

Course Contents:

Unit 1:

(8 Lectures)

Demographics-birth and death rates, sex ratio, dependency ratio, life expectancy, demographic transition, changes in age structure, disability and morbidity patterns. Population aging in the developed and developing world and its impact on the individual and society.

Unit 2:

(8 Lectures)

Methodological issues of aging research- age, cohort-period, life span development, cross-section, longitudinal, sequential strategies. Need of elderly- basic, physiological, psychological, social and economic status.

Unit 3:

(8 Lectures)

Age associated diseases and their manifestations- osteoporosis, arthritis, hypertension, sensory dysfunctions, hormonal changes and their effects. Psychological disorders in later life depression, dementia, panic disorders, phobic disorders, obsessive-compulsive disorders, syndromes of dependence and abuse involving alcohol and other drugs and mood disorders

Unit 4:

(8 Lectures)

National policy on aging and parent maintenance act, types of care-formal and informal, caregivers stress and its management, psychological services of the elderly and institutional services.

Reading List:

Birren, J.E. (1982). *Handbook of Psychology of Aging*. CA: Van Nostrand Reinhold Co.

- Gubrium, J. F., & Sankar, A (1996). *Qualitative Methods in Aging Research*. Sage: Thousand Oaks
- John, K.A. (1997). *Providing Community Based Services to the Rural Elderly*. London: Sage
- Monroe, R. T. (1971). *Diseases in Old Age*. Cambridge: Harvard University Press.
- Van Willigen, J. & Chadha, N. K. (2003). *Social Aging in Delhi Neighbourhood*. NY: Bergin and Garvy.

SEMESTER- IV

- (A) : Organizational Behaviour (OB)**
(B) : Clinical

PSY1001C (A) Planning, Recruitment and Selection

(Credit: 3+0+1)

Objectives:

1. To help understand the applications of various methods for the selection.
2. To understand the job description and specification to fit the right people at the right place.
3. To forecast the future requirement of the organization after the advent of multinational companies.

Course Contents:

Unit 1: (12 Lectures)

Definition of manpower planning, need for manpower planning-organizational and individual; assessing the current human resources, assessing the future demand and supply of manpower; who does manpower planning?

Unit 2: (12 Lectures)

Job analysis: job description and specification, methods of job analysis, errors in job analysis, its application

Unit 3: (12 Lectures)

Recruitment process; definition, internal and external sources with advantages and disadvantages, special recruiting process, techniques Selection process, cost of selection, assessing selection procedures and effectiveness, selection methods: tests, interviews, apprenticeship and job preview.

Unit 4: (12 Lectures)

Barriers to effective selection, selection feedback and decision, contextual factors in selection, induction of new employees.

Practicum based on topics in PSY1001C (A)

Reading List:

Bass, B. H. and Barrett, G.V. (1991). *People, work and organizations: An introduction to industrial and organizational psychology*. Boston: Allyn and bacon, Inc

Chadha, N. K. (2005). *Human resource management-case studies and experiential exercises*. Delhi: Shri Sai Printographers.

Chadha, N.K. (2007) *Recruitment and selection* Galgotia , New Delhi

Davis, K and Newstrom, J.W. (1989) *Human behaviour at work*. NY: McGraw Hill

Sekran, U. (1999) *Organizational behavior: Text and Cases*. ND: Tata McGraw Hill

PSY1001C (B) Psychodiagnostics

(Credit: 3+0+1)

Objectives:

1. To train the students in various psychological assessment techniques.
2. To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training and rehabilitation.
3. To impart knowledge and skills required for diagnosis of psychopathological conditions.

Course Contents:

Unit 1:

(8 Lectures)

Nature and scope of a Psychodiagnostics, Roles of clinical psychologists and ethical issues in testing. Nomothetic vs Idiographic, Clinical vs Statistical prediction.

Unit- 2:

(10 Lectures)

Diagnosis and its methods: Case study, interview and observation- Application, advantages and limitations. Training of a clinical psychologist.

Unit- 3:

(16 Lectures)

Theoretical issues, administration, scoring and interpretation of the following tests:

- (a) Wechsler's Adult Intelligence Scale.
- (b) Wechsler's Intelligence Scale for Children.
- (c) Cattell's Culture Fair Intelligence Tests.

(d) Alexander's Pass A long Test.
Advantages and limitations of above tests

Unit- 4 **(14 Lectures)**
Theoretical issues, administration, scoring and interpretation of personality questionnaire and projective techniques.

Practicum based on topics in PSY1001C (B)

Reading List :

- Anastasi, A. (1988). Psychological Testing. New York: MacMillan Publishing Company.
Brown, F.G. (1976). Principles of Educational and Psychological Testing. New York: Holt, Rinehart and Winston.
- Guilford, J.P. (1968). Psychometric Methods. New York: McGraw Hill.
- Jensen, A.R. (1980). Bias in Mental Testing. New York: The Free Press.
- Kerlinger, F.N. (1974). Foundations of Behavioural Research. New York: Holt Rinehart and Winston.
- Puhan, B.N.(1982). Issues in Psychological Measurement. National Psychological Corporation.
- Sehfar, R. (1977). Projective Testing and Psychoanalysis. New York: International University Press.
- Singh, A.K.(2001). Tests, Measurements and Research Methods. New Delhi: Tata McGraw Hill.
- Wigdor, A.K. and Garner, W.R. (Eds.) (1982). Ability Testing: Uses, Consequences and Controversies, Washington, D.C.: National Academic Press.
- Edwards, A.L. (1957). The Social Desirability Variable in Personality Assessment and Research. New York: Dryden.

PSY1002C (A) Training and Development **(Credit: 3+0+1)**

Objectives:

1. To understand the role of training as a tool for organizational goal attainment.
2. To develop training modules for different organizational needs.

3. To develop the required skills as a trainer.

Course Contents:

Unit 1: (12 Lectures)
Training Process An overview, role, responsibilities and challenges to Training Managers; organization and Management of Training Function, principles underlying training. Training Needs Assessment and Action research

Unit 2: (12 Lectures)
Instructional objectives and lesson planning. Learning process; Training climate and pedagogy; Developing training Modules

Unit 3: (12 Lectures)
Training Methods and Techniques; facilities planning and training aids; training communication

Unit 4: (12 Lectures)
Training Evaluation; training and development in India

Practicum based on topics in PSY1002C (A)

Reading List:

Buckley, R. & Caple, J. (1995). *The Theory and Practice of Training*. London: Kogan and Page.

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

Lynton, T & P, U (1990). *Training for Development*, 2nd edition. New Delhi: Vistaar.

Pepper, A. D. (1984). *Managing the Training and Development Function*. Aldershot: Gower

Rae, L. (1984). *How to Measure Interventions: Managing Employee Development* 3rd ed. London: IPM.

PSY1002C (B) Cognitive Behaviour Therapy (Credit: 3+0+1)

Objectives:

To provide in-depth understanding of cognitive behaviour therapies and their applications.

Course Contents:

Unit 1: (12 Lectures)
Beck's Cognitive Therapy – Approaches, Research Evidence and Applications

Unit 2: (12 Lectures)
Ellis's Rational Emotive Behaviour Therapy – Techniques, Effectiveness, research and applications

Unit 3: (12 Lectures)
Meichenbaum's Cognitive Therapy – Self-Instructional Training; Stress Inoculation; Imagery Training; Research and Applications

Unit 4: (12 Lectures)
Critical Evaluation and Comparative Analysis of different cognitive behaviour therapies

Practicum based on topics in PSY1002C (B)

Reading List:

Beck, J.S (1995). *Cognitive therapy: Basic and beyond*. New York: Guilford Press.

Ellis, A. (1970). *The essence of rational psychotherapy: A comprehensive approach to treatment*. New York: Institute for Rational Living.

Meichenbaum, D. (1978). *Cognitive-behavior modification: An integrative approach*. New York: Plenum Press.

Meichenbaum, D. (1985). *Stress inoculation training*. New York: Pergamon Press

Walen, S.R., Digiuseppe, R., & Dryden, W. (1992). *A practitioner's guide to rational-emotive therapy*. Oxford University Press. Inc.

PSY1003C (A) Stress Management in Organizations (Credit: 3+0+1)

Objectives:

1. To create awareness about the concept of stress and its various perspectives
2. To understand the causes and effects of job related stress
3. The application of various stress intervention strategies to manage stress effectively.

Course Contents:

Unit 1: (12 Lectures)

Stress: Concept, different perspectives, and symptoms; framework of stress; Occupational stress, P-E fit model of job stress.

Unit 2: (12 Lectures)

Causes of occupational stress: Personal characteristics, organizational structure, properties of work and work setting, job roles.

Unit 3: (12 Lectures)

Effects of occupational stress: Effect on job behavior, job satisfaction, performance, absenteeism. Effects on employees physical and psychological health.

Unit 4: (12 Lectures)

Individual-centered stress management techniques: Cognitive, hypnosuggestive, behavioural and physical (yoga and aerobic exercises) interventions; Coping strategies.

Organization-centered stress management interventions: Preventing, mitigating and moderating stress at organizational level.

Practicum based on topics in PSY1003C (A)

Reading List:

Matteson, M. T. & Ivancevich, J. M. (1987). *Controlling work stress-Effective human resources and management strategies*. San Francisco: Josey Bass

Pestonjee, D. M. (1992). *Stress and coping*. New Delhi: Sage Publications.

Ross, R. R. & Altmair, E. M. (1994). *Interventions in occupational stress*. New Delhi: Sage Publications.

Schafer, W. (2000). *Stress management* (4th Ed.). New Delhi: Cengage.

Srivastava, A. K. (1999). *Management of occupational stress: Theories and practice*. New Delhi: Gyan Publishing House.

PSY1003C (B) Clinical Psychology: Prevention and Interventions (Credit: 3+0+1)

Objectives:

1. To acquaint students with various manifestations of Psychopathology.
2. To impart knowledge and skills required for diagnosis of Psychopathological conditions.
3. To introduce students to the different perspectives and models regarding the causation of mental illness and dysfunctional behaviour and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and behavioural disorders.

Course Contents:

Unit- 1**(8 Lectures)**

Nature and scope of clinical psychology. Goals and limitations of Psychotherapy. Role of psychotherapist, Therapeutic relation

Unit- 2**(18 Lectures)**

Psychoanalysis as a therapeutic technique. Behaviour modification: Systematic desensitization, Aversion therapy, Assertive training, Modelling. Application of these therapies for different maladaptive behaviour.

Unit- 3**(15 Lectures)**

Phenomenological models: Rogers therapy, Gestalt therapy, Existential analysis. Role playing and psychodrama. Overt and covert sensitization. Physio-chemical therapies.

Unit- 4**(7 Lectures)**

Yoga and meditation, Community psychiatry, Hospital care.

Practicum based on topics in PSY1003C (B)**Reading List:**

Achanbach, T.M. (1992). Developmental Psychopathology. New York: John Wiley.

Garfield, S.L. (1984). Clinical Psychology: The Study of Personality and Behaviour. Chicago:Aldine.

Garfield, S.L. and Bergin, A.E. (Eds.) (1986) Handbook of Psychotherapy and Behaviour Change.New York: John Wiley.

O'Leary, K.D. and Wilson, G.T. (1985) Behaviour Therapy: Application and Outcome. Englewood Cliffs, N.J.: Prentice Hall.

Rappaport, J. (1987). Community Psychology: Values, Research and Action. New York: Halt,Rinehart and Winston.

Rosenhan, D.L. and Seligman, M.C.P. (1994). Abnormal Psychology. New York: W.W.E.Norton.

Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill.

Yalom, I.D. (1985). The Theory and Practice of Group Psychotherapy. New York: Basic

PSY1030C Counseling Psychology- II**(Credit: 3+0+1)**

Objectives:

1. To develop an understanding of nature of Counseling.
2. To enable the learner appreciate personal growth and influence of cultural processes on Counseling.
3. To acquaint and equip the learner with the Counseling skills.

Course Contents:

1. Individual & Group Counselling (14 lectures)
 - Definition, characteristics, functions and advantages of individual and group counseling, Types of groups, Stages in groups, Issues in groups, Qualities of effective group leaders, Theoretical approaches in conducting groups
2. Personal Growth (12 lectures)
 - Developing Skills of Observation and listening, Self Awareness, Emotional Development, Communication Skills
3. Counselling and Cultural Processes (7 lectures)
 - Defining Culture and Multicultural Counselling, History of Multicultural counselling, Difficulties in Multicultural counseling, Cultural awareness training for counselors, Gender based counseling,
4. Counselling Skills (12 lectures)
 - Introduction , Interpersonal skill , Personal beliefs and attitudes ,Conceptual ability, Personal soundness, Mastery of technique , Ability to understand and work within social systems ,Openness to inquiry , Developmental model of counsellor competence

Practicum based on topics in PSY1030C

Reading List:

Bhawuk, D.P.S. (2000). Who attains peace ? An Indian model of personal harmony. In J. Prakash &G. Misra (Eds.), *towards a culturally relevant psychology* 9pp. 40-48). Agra: Agra Psychological Research Cell

Anand, J., Srivastava, A., & Dalal, A. K. (2002). Where suffering ends and healing begins. *Psychological Studies*, 46, 114-126.

Fadiman, J., & Frager, R. (2005). *Personality & Personal Growth*. 6th Edition NY:Prentice Hall.

Kiran Kumar, S.K. Raj, A. (1999). Ahamkara and ego functions among meditators and normals, *Journal of Indian Psychology*, 17, 46-56.

McAuliff, G., et. al. (2008). *Culturally Alert Counseling* (6-DVD Set). New Delhi: Sage.

Nelson-Jones, R. (2009). *Introduction to Counseling Skills*. New Delhi: Sage.

PSY1031C Project/Dissertation

(Credit: 0+1+3)

Dissertation will be given to top 30 percent students in order of merit who have cleared all the papers of Semester I and Semester II. Dissertation will carry 100 marks. The project work will start from the beginning of third semester and will be completed by the end of fourth semester (one year). There shall be a seminar presentation at the end of the fourth semester. Evaluation will be based on the written dissertation report, seminar presentation and guide's evaluation as per University Rules and Regulations.

PSY1050C Sports Psychology

(Credit: 2+1+0)

Objective:

1. To trace the development of sports psychology as an independent discipline with its multi-dimensional perspective.
2. To identify the relationship of personality, motivation and situational factors with performance on individual and team events.
3. To discuss the role of training and other psychological interventions towards performance enhancement in sports.

Course Contents:

Unit 1:

(8 Lectures)

Sports Psychology: Definition, Nature and Scope. Brief history of Sports Psychology: International and Indian Perspectives, Role of Sport Psychologist.

Behavioral Principles and their applications in sports; Individual differences and Sports Performance; Motor Skills Learning. Attention, Focusing and concentration.

Unit 2:

(8 Lectures)

Anxiety, Stress and Burnout; Coping Strategies and Interventions. Managing failures.

Motivation: Concepts, Models and Applications. Goal Setting.

Unit 3

(8 Lectures)

Personality: Theories, Measurement and relevance to Sports Performance. Developing Self Efficacy.

Leadership in sports. Team Cohesion and Team Building. Dynamics of Coaching. Elite athletes, Women Athletes and Disabled Players.

Unit 4

(8 Lectures)

Major Problems and Solutions: Sports Injury and rehabilitation, Drug Abuse, Values and Ethics in Sports. Culture of health exercise and sports. Sports and Media.

Psychological Skills Training and Effective Intervention Programs: Imagery Training, Biofeedback, Music and Progressive muscular relaxation therapy. Yoga for sportspersons.

Reading List :

David L., John Krener, Aidan P. Moran and Mark Williams (1994). Sports Psychology: Contemporary Themes.

Mohan, J. (2012). Sports Psychology: Emerging Horizons, New Delhi: Friends Publishers.

Mohan, J. and Sehgal, M. (2005). Readings in Sports Psychology. New Delhi: Friends.

Moran, A.P. (1998). The Psychology of Concentration. East Sussex: Psychology Press.

Murphy, S.M. (1995). Sports Psychological Interventions. Champaign: Human Kinetics.

Nicholas T. Gallucci (2008). Sports Psychology. New York: The Psychology Press.

Richard, H. Cox (2002). Sports Psychology. New York: Palgrave Macmillan (eighth edition).

Thelma, S. H. (1992). Advances in Sports Psychology. Illinois: Human Kinetics.

Stewart, J.H. ; Biddle, A. and Nanette, M. (2008). Psychology of Physical Activity. London: Routledge. India International Congress in Sport Psychology (Proceedings) 2009. Gwalior: LNUPE.

Singer R.N., Murphy, M. and Tennant, L.K. (eds.) 1993. Handbook of Research on Sport Psychology. New York: MacMillan.

PSY 1051C Youth Psychology

(Credit: 2+1+0)

Objective:

To help students understand the notion of youth, youth across cultures, the factors influencing youth identity and sensitivity to issues concerning the youth of today.

Course Contents:

Unit 1: (8 Lectures)

Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

Unit 2: (8 Lectures)

Youth development and Relationships: Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

Unit 3: (8 Lectures)

Today's Youth: Issues and challenges: Youth and risk behaviors; Employment and education

Unit 4: (8 Lectures)

Developing Youth: Positive youth development; Building resources: Hope, Optimism, and Resilience

Reading List:

Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).

Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge

Connidis, I. A. (2010). Family ties and aging. Sage. (Chapters 8 & 10)

PSY 1052C Community Psychology

(Credit: 2+1+0)

Objective:

1. To acquaint the students about the history & present status of community mental health services.
2. To develop a community based orientation towards mental health.

Course Contents:

Unit 1: (8 Lectures)

Historical and social contexts of community psychology: concept, evolution and nature of community mental health.

Unit 2: (8 Lectures)

Models of mental health services: mental, social, organizational and ecological

Unit 3: (12 Lectures)

Community mental health intervention and community based rehabilitation (CBR): Issues, principles and programmes; evaluation of CBR; training the para-professional and non-professionals.

Unit 4: (4 Lectures)

Community mental health in India: Issues & challenges

Reading List

Bloom, B. (1973). *Community Mental Health—A critical analysis*. New Jersey: General Learning Press

Koch, C.H.(ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.

Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.

Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reinhardt and Wingston.

PSY 1053C Emotional Intelligence

(Credit: 2+1+0)

Objective:

To understand the concept of emotional intelligence and learn ways of developing it.

Course Contents:

Unit 1: (8 Lectures)

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

Unit 2: (8 Lectures)

Knowing one's and others' emotions: Levels of emotional awareness; Recognizing emotions in oneself; the universality of emotional expression; Perceiving emotions accurately in others

Unit 3: (8 Lectures)

Managing Emotions: The relationship between emotions, thought and behaviour; Techniques to manage emotions

Unit 4: (8 Lectures)

Applications: Workplace; Relationships; Conflict Management; Effective Leadership

Reading List:

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

Singh, D. (2003). *Emotional intelligence at work (2nd ed.)* New Delhi: Response Books.

PSY 1054C Psychology of Disability

(Credit: 2+1+0)

Objective:

1. The objective of the course is to provide students with an overview of the disability from the psychological perspective.
2. Students will understand knowledge about disability as a social, cultural, historical and political phenomenon.
3. Drawing from the four units students will be exposed to varying disability definitions, cultural meanings and representations
4. What does it mean to be "disabled"? How has this meaning changed over time in India? What factors affect a person's experience of disability? Why should people in psychology learn about these matters?

Unit 1:

(8 Lectures)

Conceptualizing Disability: An Introduction

a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique

b) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust

c) Issues of language and its consequent labeling: How disability gets constructed: the power of language

Unit 2: (8 Lectures)

Making of a disabled Identity

- a) Documenting Disability: Problems of Certification
- b) Issues of Access: Built and Psychological, Issues of Education and Employment
- c) Family, Care & Support Structures
- d) Intimacy and Sexuality : Marriage, Companion relationships

Unit 3: (8 Lectures)

Theorizing Disability:

Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

Unit 4: (8 Lectures)

Designing Interventions

- a) Legislations, Psychotherapeutic approaches
- b) Appreciating heterogeneity of different disabilities
- c) Contemporary debates: euthanasia and prenatal selection

Reading List:

- Chib, M. (2011). *One Little Finger*. New Delhi: Sage Publications Pvt. Ltd.
- Dalal A .K & Misra Girishwar (2010). *The Core and Context of Indian Psychology Psychology and Developing Societies*, 22, (1), 121-155
- Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. *Arab Journal of Rehabilitation*, 5, 15-21.
- Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. *Psychology and Developing Societies*, 12: 67-82.
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