DEPARTMENT OF PSYCHOLOGY
M.SC (INTEGRATED) SYLLABUS

Semester I

(Maximum Marks: 100, Total Credits: 4 (3 Theory +1 Practical/Term Paper)
PSY-PG-101: Advances in Psychological Processes-I
PSY-PG-102: Principles of Research Methods
PSY-PG-103: Advanced Social Psychology
PSY-PG-104: Psychology of Self and Personality

PSY-PG-101: Advances in Psychological Processes-I

Unit I: Cognitive Processes
Introduction to cognitive processes;
Cognitive Approach: Origin and current status of cognitive psychology and emergence of cognitive science

Unit II: Attention and Perception
Attention: Definition and mechanism, determinants of attention,
Selective, divided and sustained attention,
Bottleneck Theories, capacity model
Perception: Perceptual organization, figure-ground principle, Gestalt approach, pattern recognition-theories of pattern recognition.

Unit III: Language Processing, Memory Processes, Thinking and Reasoning
Language: language structure: properties of language, Chomsky's theory, neurology of language, language comprehension, speech perception, comprehension of words and sentences, discourses and pragmatics, language Acquisition: stages in language development.
Memory: Sensory memory, STM-LTM, encoding and retrieval, working memory, approaches to memory: information processing, levels of processing, connectionist approach, implicit-explicit memory, semantic, episodic and procedural memory, understanding amnesia
Introduction to thinking and reasoning, Concept formation, Reasoning: Conditional reasoning, syllogistic reasoning, inductive and deductive reasoning, rationality in reasoning, factors affecting reasoning/biases in human reasoning, decision making

Unit IV: Suggested Practicum Activities: Report on any 3 of the following:
1. Selective attention
2. Sustained attention
3. Depth Perception
4. Perceptual Differentiation
5. STM
6. Levels of Processing
7. Episodic Memory
8. Semantic Memory
9. Zeigarnic Effect
10. Perceptual defense
11. Concept formation

Readings:
1. Albert, D. (Eds.) (1994). *Knowledge Structures.* New York: Springer Verlag.
2. Baddeley, A.D. (1996). *Human Memory, Theory and Practice.* Washington, DC: Psychology Press.
3. Brown, J. (1976). *Recall and Recognition.* London: John Wiley.
4. Cohen, G. (1996). *Memory in the Real World.* Washington, DC: Psychology Press.
5. Evans, J.S.B., Newstead, S.E. & Byrne, R.M.J. (1993). *The Psychology of Deduction.* Washington, DC: Psychology Press.
6. Hanson, S.J. & Oldson, C.R. (Eds.) (1991). *Connectionist Modelling and Brain Function: The Developing Interface.* Cambridge, Mass: MIT Press.
7. Johnson-Laird, P.N., & Byrne, R.M.J. (1992). *Deduction.* Washington, DC: Psychology Press.
8. Lamberts, K. & Shanks, D. (1997). *Knowledge, Concepts, and Categories.* Washington, DC: Psychology Press.
9. Lycan, W.G. (1990). *Mind and Cognition.* Oxford: Blackwell.
10. Mayes, A. & Downes, J.J. (1997). *Theories of Amnesia.* Washington, DC: Psychology Press.

PSY-PG-102: Principles of Research Methods

Unit I: Introduction to Research Methods
Scientific approach of research in psychology; theory building
Nature and Types of research: qualitative and quantitative
Paradigms to research: Positivism, interpretive and critical assumptions and perspectives.

Unit II: Experimental Approach and Sampling
Conceptualization and operationalization, nature of variables, manipulation, control, notion of measurement and threats to valid measurement, ethics of research.
Meaning, purpose and types, probability and non-probability, sampling error, Factors influencing sampling decisions: Size, accessibility and cost.

Unit III: Research Designs
Meaning, characteristics, purpose and criteria of good design.
Between groups designs: Equivalent groups, randomized groups, multilevel, factorial (2x2) and multifactor designs.
Within groups designs: Within subjects design, one-group repeated trial, randomized block design (within the same subject), N = 1 design, two-factors within subjects design.
Survey research
Data analysis, interpretation and report.

Unit IV: Assignments: Report on any 1.

Readings:
1. Broota, K. D. 2006. *Experimental Designs in Behavioural Research*. New Delhi: New Age Publishers.
2. Edwards, A. L. 1968. *Experimental designs in Psychological Research* (3rd ed). New Delhi: Oxford and IBH.

3. Freeman, F.S 1972. *Theory and Practice of Psychological Testing*. New Delhi: Oxford & IBH.
4. Garrett, H.E. (1966) Statistics in Psychology and Education. Bombay: Vakils Feefer & Simon Pvt. Ltd.
5. Heiman, G. W. 1995. *Research Methods in Psychology*. Boston: Houghton Mifflin Co.
6. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
7. Kerlinger, F.N 1983. *Foundations of Behavioural Research*, New York: Surjeet Publications.
8. King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioural Sciences. (5th Edition) USA*: John Wiley.
9. Kopala, M., & Suzuki L.A. 1999. *Using qualitative Methods in Psychology* (2nd ed). Thousand Oaks: Sage.

PSY-PG-103: Advanced Social Psychology

Unit I: Historical Background and Theoretical Perspectives
Growth of social psychology as a modern discipline;
Traditions of social psychology: psychological, sociological, societal and applied;
Culture and social psychology; Relationship with other social sciences.
Cognitive, social comparison, reactance, attribution, social identity; Psycho-dynamic; Symbolic interactionism; Social constructionism; Sociobiology.

Unit II: Understanding Relationship and Group Processes
Human relationship; Social motivation; Pro-social behaviours; Aggression; Social emotions; decision making and problem solving in social context; Insights from small group research; Group level behaviours.

Unit III: Social Cognition and Influence Processes
Applied Social Psychology
Person perception and social cognition; Social power and political processes; Mass media, communication and attitude change; Persuasion, propaganda and brain washing; Leadership styles and effectiveness.
Applied Social Psychology
Poverty; Gender issues; Social Institutions; Problems of social change; Population issues; Social movements.

Unit IV: Practicum Activities: Report on any 1:

Readings:
1. Aronson, E., Ellsworth, P., Carlsmith, J., M., & Gonzales, M.H. 1990. *Methods of research in social psychology*. NY: McGraw-Hill.
2. Billig, M. 1976. *Social psychology and intergroup relations*. New York: Academic Press.
3. DeRidder, R. & Tripathi, R.C. 1992. *Norm Violation and Inter group Relations.*
4. Gergen, K.J. 1985. The social constructionist movement in modern psychology. *American Psychologist, 40,* 266275.
5. Hewit, J.P. 1979. *Self and society: A symbolic interactionist social psychology*. Boston: Allyn and Bacon.
6. Himmelweit, H.T., & Gaskell, G. 1990. *Societal Psychology*. New Delhi: Sage.

7. Hogg, M.A. & Abrams, D. 1988. *Social identifications.* London: Routledge.
8. Jowett, G.S. & O'Donnell, V. 1992. *Propaganda and persuasion.* NewvDelhi: Sage.
9. Lindsey, G. & Aronson, E. (Eds.) 1985. *The Handbook of Social Psychology.* NY: Random House.
10. Lorden. Farr, R.M. 1996. *The roots of modern social psychology.* Oxford: Blackwell.

PSY-PG-104: Psychology of Self and Personality

Unit I: Nature and Determinants of Personality
Definition of personality
Physical determinants of personality and behaviour
Social determinants of personality and behaviour
Cultural determinants of personality and behaviour.

Unit II: Learning Approach to Personality and Trait Perspective in Personality
Skinner; Rotter; Bandura; Mischel
Raymond Cattell
Hans J. Eysenck
Five Factor model of personality/Big Five
Cross-cultural/nations empirical research on personality
Experimental personality research: Extraversion
Issues in social desirability.

Unit III: Genes, Behavior, and Personality
Nature-nurture controversy;
Genes; Genetic history;
Personality history, genetics, and environment

Unit IV: Suggested Assignments
Report on any personality test:
Administration of standardized personality tests.

Readings:
1. Allport, G.W. 1961. *Pattern and Growth in Personality.* New York: Holt, Rinehart and Winston.
2. Cheung, F. M. (2004). Use of Western and indigenously developed personality tests in Asia. *Applied Psychology: An International Review. 53*-173-191.
3. Feshbach, S., & Weiner, B. 1991. (3rd edn). *Personality.* Toronto: Heath & Co.
4. Hall, C. S., Lindsey, G., & Campbell, J. B. 1998. *Theories of Personality.* New York: John Wiley & Sons.
5. Kao, H. S. R. & Sinha (eds.) 1997. *Asian Perspectives on Psychology.* New Delhi: Sage.
6. Kline, P. 1983. *Personality Measurement and Theory.* London: Hutchinson.
7. Kundu, C.L. 1989. *Personality Development.* New Delhi: Sterling Publication.
8. Kuppuswamy, B. 1985. *Elements of Ancient Psychology.* New Delhi: Van Educational Books.
9. London, H., & Exner, J. E. 1978. *Dimensions of Personality.* New York: John Wiley & Sons.

10. McCrae, R. R. & Allik, J. (Eds.) .2002. *Five- Factor Model Across Cultures.* Dordrecht: Netherlands: Kluver.

<u>**Semester II**</u>

(Maximum Marks: 100, Total Credits: 4 (3 Theory +1 Practical/Term Paper)
PSY-PG-201: Advances in Psychological Processes-II
PSY-PG-202: Research Methodology: Psychometry and Statistical Applications
PSY-PG-203: Cultural Psychology
PSY-PG-204: Clinical Psychology, **PSY-PG-205:** Organizational Psychology, **PSY-PG-206:** Developmental Psychology, **PSY-PG-207:** Educational Psychology

PSY-PG-201: Advances in Psychological Processes-II

Unit I: Theories and Physiological Bases of Motivation and Emotion
Relationship between motivation and emotion;
Theories of motivation: Murray, Atkinson, and McClelland;
Theories of emotion: James-Lange, Cannon-Bard, Schachter-Singer, Russel, Plutchik, Tomkins, Frijda.
Autonomic nervous system; Hormonal changes; Arousal theory; Role of Central Nervous System and arousal; Limbic system and its role in sex, hunger, thirst, and sleep.
Laterality and emotions; Muscle tension

Unit II: Positive and Negative Emotions
Depression: Conceptualization and its relation to health;
Stress: Immunity, coping and illness;
Anxiety: State-trait model, and its relation to health and performance;
Anger: Causes, state-trait model, and its relation to health;
Positive emotions: Fredrickson's Broaden-and Build Theory of positive Emotions, Undoing effects of positive emotions (Fredrickson), Benefits of positive emotions (Fredrickson), Hope;
Emotional intelligence (Mayer & Salovey, 1997): Issues in conceptualizing emotional intelligence.

Unit III: Cultural Approaches to Motivation and Emotion
Similarities in elicitation and manifestation of emotions across the cultures; Differences in elicitation and manifestation of emotions across the cultures; Affect valuation theory (Tsai, Knutson, & Fung, 2006); Similarities in motivation across cultures; Differences in motivation across cultures.

Unit IV: Suggested Practicum Activities: Report on any psychological tests on motivation or emotion:
Administration of standardized scales on motivation or emotion

Readings:
1. Buck, R. (1988). *Human motivation and emotion*. New York: John Wiley & Sons.
2. Fredrickson, B. (2001). The role of positive emotions in positive psychology: The Broaden-and-Build Theory of Positive Emotions. *American Psychologist, 56,* 218-226.

3. Fredrickson, B. L., Mancuso, R. A., Branigan, Ch., & Tugade, M. M. (2000). The undoing effect of positive emotions. *Motivation and Emotion, 24*, 237-258.
4. Fredrickson, B. L., Tugade, M. M., Waugh, C. E., & Larkin, G. R. (2003). What good are positive emotions in crises? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11th, 2001. *Journal of Personality and Social Psychology, 84,* 365-376.
5. Frijda, N. H. (1986). *The emotions*. London: Cambridge University Press.
6. Gelfand, M. J., Erez, M., & Aycan, Z. (2007). Cross-cultural organizational behavior. *Annual Review of Psychology, 58*, 479-514.
7. Hockenbury, D. H., & Hockenbury, S. E. (1997). *Psychology*. New York: Worth.
8. Mesquita, B., & Frijda, N. H. (1992). Cultural variations in emotions: A review. *Psychological Bulletin, 112,* 179-204.
9. Misra, G. (Ed.) (1999). *Psychological perspectives on stress and health*. New Delhi: Concept Publishing House.
10. Ram, U. (Ed.). (1998). *Suffering and stress management: East versus West.* Pune: Deepa.

PSY-PG-202: Research Methodology: Psychometry and Statistical Applications

Unit I: Quasi-experimental and Correlational Designs
One group designs, non-equivalent control group, and time series designs.
Panel design, cross-sectional and longitudinal designs.

Unit II: Qualitative Methods and Non-parametric statistics:
Qualitative and quantitative perspectives; Collecting qualitative data: Case study, interview, observation method. Discourse analysis, grand narrative analysis, ethnographic methodology. Median test, Wilcoxon test, Mann- Whitney U-test, Kolmogorov Smirnov one and two sample tests, Kruskal- Wallis H test, Kendall's coefficient of concordance. Friedman two-way analysis of variance.

Unit III: Concept and Application of Factor analysis and Multivariate analysis
Factor analysis: Extraction and rotation of factors; Principal component analysis; Discriminant function analysis: Techniques and interpretation.
Nature, Multiple Regression Analysis: Simultaneous, Hierarchical and step wise regression analysis
Introduction to Statistical Analysis through Computers: SPSS

Unit IV: Suggested Practicum Activities: One (1) report on quantitative/qualitative research.

Readings:
1. Breakwell, G.M., Hammond, S., & Fife-Schaw, C. 2000. *Research Methods in Psychology* (2nd ed.).London: Sage Publications.
2. Broota, K. D. 1989. *Experimental Designs in Behavioural Research*. New Delhi: Wiley Eastern.
3. Edwards, A. L. 1968. *Experimental Designs in Psychological Research* (3rd edition).New Delhi: Oxford and IBH.
4. Flick, U. 2002. *An Introduction to Qualitative Research*. Landon: Sage Publications.

5. Kerlinger, F.N. 1973. *Foundations of Behavioural Research* (2nd edition). Delhi: Sanjeet Publications.
6. Kopala, M. & Suzuki, L.A. 1999. *Using Qualitative Methods in Psychology* (2nd edition). Thousand Oaks: Sage.
7. Siegel, S. & Castellon 1988. *Non-paramatic Statistics for the Behavioural Sciences* (2nd edition). New York: McGraw Hill.
8. Smith, J.A. (Ed) (2003). *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage Publication.
9. Winer, B.J., Brown D.R. & Michels, K.M. 1991. *Statistical Principles in Experimental Designs* (3rd edition). New York: McGraw Hill.

PSY-PG-203: Cultural Psychology

Unit I: Philosophical Antecedents
Cultural Psychology definition and meaning; Platonism, positivism, historicism; Methods of cross-cultural research; Cultural Narratives; Methodological Issues

Unit II: Socialization & Development; Cultural Learning
Attribution; Notions of Individuality and relatedness; Intergroup Behaviour
Cultural Ideas; Enculturation and Socialization; Child Rearing, parenting and family; Play, use of symbols and communication

Unit III: Cognition, Intelligence and Emotion
Notion of g and s; Genetic epistemology; Cultural factors in memory and information processing; Ability testing; Emotional Intelligence; Metacognition; Theories of mind and metacognition
Culture and Emotion; Basic emotion theory; Implication for cross cultural research on emotion; Componential model of emotion; Cultural variation in the components of emotion process

Unit IV: Assignments: Report on any one (1):

Readings
1. Berry, J.W., Dasen, P.R. & Saraswathi, T.S. (Eds.) (1997). *Handbook of cross-cultural psychology.* Vol.2. Boston: Allyn & Bacon.
2. Berry, J.W., Poortinga, Y.H. & Pandey, J. (Eds.) (1997). *Handbook of cross-cultural psychology.* Vol.1. Boston: Allyn & Bacon.
3. Berry, J.W., Poortinga, Y.H., Segall, M.H. & Dasen, P.R. (1992). *Cross-cultural psychology: Research and applications.* Cambridge: Cambridge University Press.
4. Berry, J.W., Segall, M.H. & Kagitcibasi, C. (1997). *Handbook of cross-cultural psychology.* Vol.3. Boston: Allyn & Bacon.
5. Carroll, R. (1987). Conversation. In *Cultural misunderstandings: The French-American experience*. (Chapter 2, pp. 22-39). Chicago: University of Chicago Press. (ereserve/WebCT)
6. Cole, M. (1990). Cultural psychology: *A once and future discipline?* In J.J. Berman (Ed.). *Nebraska symposium on motivation, 1989: Cross cultural perspectives.* Vol. 37, (pp. 279-336). Lincoln: University of Nebraska Press.

7. de Munck, V. C. (1998). Lust, Love, and arranged marriages in Sri Lanka. In V. C. de Munck (Ed.), *Romantic Love and Sexual Behavior* (pp. 285-300). Westport, CT: Praeger. (ereserve).
8. Geertz, C. (1973). *The interpretation of cultures.* NY: Basic books.
9. Gergen, K.J., Glurece, A., Lock, A. & Misra, G. (1996). Psychological science in cultural context. *American Psychologist, 51,* 496-503.
10. Goldberger, N.R. & Veroff, J.B. (Eds.) (1995). *The culture and psychology reader.* NY: New York University Press. Kakar, S. (1997). *Culture and Psyche.* Delhi: Oxford University Press.

PSY-PG-204: Clinical Psychology

Unit I: Understanding Clinical Psychology and Classification of Disorders
Introduction to clinical psychology, Ancient and Modern Perspectives
ICD 10 and DSM 5

Unit II: Neurological and Stress Related Disorders
Alzheimer's disease, Huntington's chorea and Parkinson's disease
Nature, Sources, Effects and Management.

Unit III: Therapeutic Processes and Alternative Methods of Recovery
Psycho-dynamic, Psycho-pharmacological, Bahavioural, Cognitive, Humanistic
Eastern therapies,
Multimodal therapy,
Multi-cultural therapies.

Unit IV: Suggested Assignment: Report on any 1 of the following by visiting psychiatric unit/de-addiction center, rehabilitation center, etc.:
Prepare a plan for psychotherapeutic intervention
Mental Status Examination (MSE)
Clinical case history
Use of psychological tests in clinical psychology

Readings:
1. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current Psychotherapies. Ithaca, Ill.:
2. Greenberg, Gary. 1994. *The Self on the Shelf: Recovery Books and the Good Life*. SUNY Press.
3. Greenberg, Gary. 1994. *The Self on the Shelf: Recovery Books and the Good Life*. SUNY Press.
4. Kakar, S. 1991. *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions.* Chicago: University of Chicago Press.
5. Kaplan, H. I. and Benjamin J. Sadock. 1989. *Comprehensive Textbook of Psychiatry*. Baltimore: Williams & Wilkins.
6. Richard, D. and Huprich, S. (2009). Clinical Psychology: Assessment, Treatment and Research. Academic Press.

(Maximum Marks: 100, Total Credits: 4 (3 Theory +1 Practical/Term Paper)
PSY-PG-301: Qualitative Research Methods
PSY-PG-302: Research Planning: Preparing Proposals & Scientific Writing

Clinical Psychology
PSY-PG-303: Psycho Diagnostic Procedures
PSY-PG-304: Psychotherapeutic Interventions
Or
Organizational Psychology
PSY-PG-305: Group Dynamics and Leadership (Open Paper)
PSY-PG-306: Organizational Change and Development
Or
Developmental Psychology
PSY-PG-307: Theories of Human Development
PSY-PG-308: Child Development and Adolescence
Or
Cultural Psychology
PSY-PG-309: Cross-Cultural Psychology
PSY-PG-310: Inter-Cultural Communication
Or
Educational Psychology
PSY-PG-311: Psychology of Education: Socio-Cultural Perspectives
PSY-PG-312: Pedagogy, Curriculum and Classroom Practices

PSY-PG-301: Qualitative Research Methods

Unit I: Paradigms of Research: Qualitative Traditions:
Introduction to qualitative research, Logical Positivism, Social Construction.
Nature and Assumptions of Qualitative Research,
Nature of Reality and Role of Researcher

Unit II: Issues in Qualitative Research
Subjectivity, Reflexivity, Power, Validity and Triangulation

Unit III: Methods
Field Methods
Grounded Theory, Ethnography, Observation, Interview, and Cooperative Inquiry

Textual Methods
Thematic Analysis and Narrative Analysis, Conversational Analysis, media Analysis techniques
Focus Group Methods, Qualitative Report Writing and Ethical Considerations in Research

Unit IV: Assignment: One (1) report on qualitative research by using any qualitative method.

Readings:
1. Agnew, N, McK and Sandra. W. Pyke. 1991. *The Science Game: An Introduction to Research in the Social Sciences*. New Jersey: Prentice Hall.
2. Czrniawska, B. 2004. *Narratives in Social Science Research*. New Delhi: Sage.
3. Denzian and Lincoln. *Handbook of Qualitative Research Method*. Sage Publications, Delhi.
4. Gobo, G. 2008. *Doing Ethnography*. Los Angles: Sage.
5. Marshall, C and Rossman C.B. 1995. *Designing Qualitative Research*. Thousand Oaks: Sage Publications.
6. Newman. P.1991. *Research Methodology in Social Sciences*. Massachusetts: Allyn and Becon.
7. Riecoeur, P. 2004. *The Conflict of Interpretations*. London: Continuum.
8. Smith, J. A. 2008. *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage.
9. Ziman, John.1996. *The Force of Knowledge: The Scientific Dimension of Society*. Cambridge University Press.

PSY-PG-302: Research Planning: Preparing Proposals & Scientific Writing

Unit I: Review of Literature
Developing an argument,
Need and utility of research review,
Conceptual Framework,
Identifying the variables

Unit II: Framing the Research Questions
Research problem and its significance, Focus of research question, and limitations of the study,

Designing Research, Overall Strategy and Rationale
Focusing on setting, identification of population and sample,
Learning the language of variables and hypotheses,
Selecting and refining research topics,
Precaution in designing in conduct of research.

Unit III: Data Collection Methods and Basics of Report Writing
Process of test standardization,
Primary and secondary data collection techniques,
General principles of designing data collection strategies,
Data management and analysis of data,
Managing time and resources.
Defending the value and logic of research, preparing research report, preparing manuscript as per APA manual, Preparing qualitative research report and articles. Ethical issues in research, dissemination and use of research findings.

Unit IV: Suggested Assignment: Preparing a research outline plan and write a report by following the steps given below:

Title of the study
Formulation of research problems
Identification of variables
Formulation of hypotheses
Preparation of research design

Readings:
1. Agnew, N, McK and Sandra. W. Pyke. 1991. *The Science Game: An Introduction to Research in the Social Sciences*. New Jersey: Prentice Hall.
2. Czrniawska, B. 2004**.** *Narratives in Social Science Research*. New Delhi: Sage.
3. Denzian and Lincoln. *Handbook of Qualitative Research Method*. Sage Publications, Delhi.
4. Gobo, G. 2008. *Doing Ethnography*. Los Angles: Sage.
5. Marshall, C and Rossman C.B. 1995. *Designing Qualitative Research*. Thousand Oaks: Sage Publications.
6. Newman. P.1991. *Research Methodology in Social Sciences*. Massachusetts: Allyn and Becon.
7. Riecoeur, P. 2004. *The Conflict of Interpretations*. London: Continuum.
8. Smith, J. A. 2008. *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage.
9. Ziman, John.1996. *The Force of Knowledge: The Scientific Dimension of Society*. Cambridge University Press.

Clinical Psychology

PSY-PG-303: Psycho Diagnostic Procedures
PSY-PG-304: Psychotherapeutic Interventions

PSY-PG-303: Psycho Diagnostic Procedures

Unit I: Nature of Psychological Assessment
Clinical interview and observation,
History taking;
Traditional and contemporary methods of assessment;
Projective and other clinical tests of assessment;
Clinical implications of psychological test results;
Ethics in psychological testing.

Unit II: Assessment of Developmental Progress
Cognitive Assessment
Assessment of Personality and Adjustment
Assessment of motives, traits and types of personality
Neuropsychological Assessment
Psycho-physiological assessment: Assessment of psycho-physiological indices of arousal/anxiety (e.g., GSR, Heart Rate etc.) and to correlate with those of subjective reports of the same.

Unit III: Writing Psychological Reports
Synthesizing and integrating different test results;

Research methods and experimental approaches to psycho-diagnostics;
Recent advances in psycho-diagnostics.

Unit IV: Suggested Assignments: (Any one)
Preparing case study report
Report of clinical psychological tests

Readings:
1. Harsen, M. & Bellack, A.S. (Eds.).1981. *Behavioural Assessment: A Practical Handbook.* New York: Pergamon Press.
2. Winer, B. 1983. *Clinical Methods in Psychology.* New York: John Wiley.
3. Anastasi, A. & Susana, U. 2003. *Psychological Testing.* Prentice Hall.
4. Ciminero, A.R. (Eds.) 1986. *Handbook of Behavioural Assessment.* New York: John Wiley.
5. Gregory, R.J. 2004. *Psychological Testing and Assessment.* Allyn & Bacon.
6. Kaplan R.M. & Saccuzzo D.P. (2005). *Psychological Testing,* Principles, Applications and Issues. Sixth Ed. Cengage Learning India, Pvt. Ltd.
7. Groth-Marnat, G. 2009. Handbook of Psychological Assessment. John Wiley & Sons; 5th Edition.
8. Aiken, L.R. (2002). Psychological Testing and Assessment.

PSY-PG-304: Psychotherapeutic Interventions

Unit I: Introduction
Meaning, nature and objectives of psychotherapy,
Professional Training and skills of psychotherapist;
Ethical issues; planning and recording of therapeutic interventions.

Unit II: Supportive Psychotherapy
Nature and goals;
Client-therapist relationship;
Stages of psychotherapy
Humanistic-Existential Therapies
Historical context and philosophical basis;
Principles and types of therapy, current status.
Cognitive Therapies
Basic principles and assumptions;
Therapeutic techniques; Application issues.
Behaviour Modification Techniques
Techniques based on learning theories

Unit III: Therapy with Special Conditions
Such as therapies with children, family therapy, marital therapy and sex therapy.

Unit IV: Suggested Assignments: (Any one)
Preparing plan for therapy
Evaluating effectiveness of therapy

Readings:

1. Aponte, Joseph F. et al. *Psychological Intervention and Cultural Diversity*.
2. Arthur, E. et al. *The Adolescent Psychotherapy Treatment Planner* (2nd Edn.).
3. Arthur, E. et al. *The Older Adult Psychotherapy Treatment Planner*.
4. Beck, Judith S. et al. 1995. *Cognitive Therapy*.
5. Corey, Gerald. 2000. *Theory and Practice of Counselling and Psychotherapy*.
6. L.Mark Peterson. 1999. *The Complete Adult Psychotherapy Treatment Planner* (2nd Edn.).
7. Sweet, Jerry J. et al. *Handbook of Clinical Psychology in Medical Setting*. New York: Plenum Press.

Organizational Psychology

PSY-PG-305: Group Dynamics and Leadership (Open Paper)
PSY-PG-306: Organizational Change and Development

PSY-PG-305: Group Dynamics and Leadership

Unit I: Introduction to Group Dynamics
Orientation and introduction to group dynamics,
Theories of formation of groups,
Contemporary issues and research in group dynamics.

Unit II: Group Structure and Functions
Norms, Roles in organizations
Status and Power in Groups
Communication in Groups
Structure, functions and cohesion.
Development of group morale
Team Building
Types and causes of conflict
Managing conflict
Negotiation and Conflict management
Group Productivity
Intergroup Relationship.
Group Think
Group decision making and problem solving
Different techniques of group think
Power
Group diversity and risky shift
Application of 'group think' in organizations.
Group and Change
Group approaches to Change – Sources of Change in Groups – Effectiveness of Groups – Crowds and Collective Behavior – Nature of collectives – Collective Dynamics.

Unit III: Leadership
Nature and Importance of Leadership

Traits, motives and characteristics of leaders
Effective leadership behaviors and attitudes
Leadership Theories and Leadership Styles
Classical leadership styles
Contingency and situational leadership
Entrepreneurial leadership
Gender differences in leadership style
Power, politics and leadership.

Unit IV: Assignments: (Any one)

Readings:
1. Andrew J. DuBrin. 1998. *Leadership: Research Findings, Practice and Skills*. Chennai: All India Publishers & Distributors.
2. Burn, S.M. 2004. *Groups, Theory and Practice*. New Delhi: Thompson Wadsworth.
3. Donelson R. Forsyth. 2006. *Group Dynamics*. 4th Edition. New Delhi: Thomson Wadsworth.
4. French, Wendell L. and Cecil Bell. 2007. *Organization Development and Transformation: Managing Effective Change*. 6th Edition. New Delhi: Prentice Hall.
5. Gary A. Yukl. 2005. *Leadership in Organizations*. 6th Edition. New York: Prentice Hall.
6. Harigopal, K. 2006. *Management of Organizational Change: Leveraging Transformation*. New Delhi: Sage Publications.
7. Harvey, Don and Donald R. Brown. 2005. *An Experiential Approach to Organization Development*. 6th Edition. New Delhi: Prentice Hall.
8. Hill, Adrian Thorn, Phil Lewis, Mark Saunders, Mike Millmore. 2005. *Managing Change: A Human Resource Strategy Approach*. New Jersey: Wiley Publishers.
9. Sethi, Vikram and William King. 1998. *Organizational Transformation through Business Process Reengineering: Applying Lessons Learned*. New York: Pearson Education.

PSY-PG-306: Organizational Change and Development

Unit I: Introduction
Meaning and nature of organizational development – History of Organizational Development – Values, assumptions and beliefs of Organizational Development – OD: Yesterday, today and tomorrow.
Theories and Management of OD
Models and Theories of Planned Change – Systems theory – Participation and Empowerment – Teams and Team work – Parallel Learning structures – Applied Behavioral Science – Action Research.
Models of Change
Kurt Lewin's three stage model – The Burke-Litwin Model of Organizational Change-Porras and Robertson Model of Organizational Change-Systems Theory
Strategies of Organizational Development– Empirical rational Strategies-A Normative Re-educative Strategy of Changing – Power Coercive Strategy

Unit II: OD Interventions – Individual
Individual Interventions: Life and career planning activities – Coaching and Counseling – T-Group (sensitivity Training) – Grid OD phase1 – Work redesign.
Dyads / Triads Interventions: Gestalt OD – Third Party peacemaking – Role Negotiation.

OD Interventions – group
Teams and Group Interventions: Team Building – Task Directed, Process Directed – Grid OD Phase2 – Appreciative inquiry – Role Negotiation – Sociotechnical Systems – Instrumented Training through MBTI - Intergroup Interventions: Inter group activities – Process directed, task directed – Process Consultation. MBO (Participation Forms) - Visioning **-** Search Conferences – Total Quality Management-TPM-5S-Kaizen.

Organizational Diagnosis and Change
Managing the OD Process Diagnosis – The Action Component – Resistance to Change Efforts -Planned Change Power and Politics –Issues in Consultant –Client Relationships – Abilities of OD Consultant-The Dependency Issue and Terminating the Relationship – Ethical Standards in OD – The Changing Environment – Transformation implications-Fundamental Strengths of OD.

Unit III: Current trend in OD and Strategic Management
Survey Feedback – Process Consultation – Action Research – Person focused (vs) Role focused change – Value Audit and Effectiveness – Creativity and Innovation and Lateral Thinking. Second generation OD-Organizational Transformation-Organizational Culture-Senge's Learning Organization. Environment uncertainty – Strategic Analysis – Strategy Formulation and Implementations.

Unit IV: Assignments: (Any one)

Readings:
1. French, Wendell L. and Cecil Bell. 2007. *Organization Development and Transformation: Managing Effective Change*. 6th Edition. New Delhi: Prentice Hall.
2. Harigopal, K. 2006. *Management of Organizational Change: Leveraging Transformation*. New Delhi: Sage Publications.
3. Harvey, Don and Donald R. Brown. 2005. *An Experiential Approach to Organization Development*. 6th Edition. New Delhi: Prentice Hall.
4. Hill, Adrian Thorn, Phil Lewis, Mark Saunders, Mike Millmore. 2005. *Managing Change: A Human Resource Strategy Approach*. New Jersey: Wiley Publishers.
5. Sethi, Vikram and William King. 1998. *Organizational Transformation through Business Process Reengineering: Applying Lessons Learned*. New York: Pearson Education.

<u>**Developmental Psychology**</u>

PSY-PG-307: Theories of Human Development
PSY-PG-308: Child Development and Adolescence

PSY-PG-307: Theories of Human Development

Unit I: Human Development
Introduction, importance and characteristics of Development. Need of Interdisciplinary approach to Human Development.

Unit II: History of Child development, Adolescence, Adult development and Aging

Theoretical perspective of Human Development.

Unit III: Early Theories and Ethological Theories
Preformationism, Darwin's theory, Bowlby's theory.
Developmental Theories
Gesell's theory and Baldwin's theory, Bronfenbrenner's Ecological theory.
Personality Theories
Psychoanalytical theories of Freud and Erickson, Jung's and Adler's theory of personality,
Theories of Self
Field theory of Lewin, Self-actualization theory of Abraham Maslow.
Theories of Learning
Pavlov and Watson's classical conditioning, Skinner's operant conditioning, Thorndike's S-R theory, Chomsky theory of Language development.
Social Learning and Social Cognitive Theories
Bandura's social cognitive theory, Selman's theory of peer relations.
Cognitive Development Theories
Piaget's theory of cognitive development, Vygotsky's sociocultural theory.
Theories of Moral Development
Piaget's theory, Kohlberg's theory, Social cognitive theory of morality.

Unit IV: Assignments: (Any one)

Readings:
1. Brabender, Virginia. 2002. *Introduction to Group Therapy*. New York: John Wiley & Sons.
2. *Christner, Ray W .(ed)2000.* Handbook of Cognitive-Behavior Group Therapy with Children and Adolescents. Routledge.
3. Dawn, Viers.2007. The Group Therapist's Notebook. Routledge.
4. Dixon, Patricia.2006. *African American Relationships, Marriages, and Families.* Routledge
5. Hertlein, Katherine M.2008. Systemic Sex Therapy.Sage.
6. John Sommers-flanagan, Rita Sommers-flanagan.2004. *Counseling And Psychotherapy Theories In Context And Practice: Skills, Strategies, And Techniques.* John Wiley & Sons
7. Rao, K. Nagaraja 2005. *Psychotherapy - Choices in the Indian Context*
8. Scott, Fehr.2008. *Interventions in Group Therapy.* Routledge .
9. Scott, Simon Fehr.2003. Introduction to Group Therapy. Routledge.
10. Scuka, Robert F. Relationship Enhancement Therapy: *Healing Through Deep Empathy and Intimate Dialogue.* Routledge.
11. Sori, Catherine Ford.2006. Engaging Children in Family Therapy: Creative Approaches to Integrating Theory and Research in Clinical Practice. Routledge
12. Wetchler, Joseph L.2005.*Handbook of Clinical Issues in Couple Therapy*.

PSY-PG-308: Child Development and Adolescence

Unit I: Life Span Perspective

Importance and Characteristics of life-span development; Principles of Development, Conceptions of Age – chronological, biological, psychological, social age, Developmental issues - nature and nurture.

Unit II: Prenatal Development
Stages of prenatal development, Influence of genetic and environmental actors on prenatal growth and development. The role of teratogens, Fetal abnormalities and diagnostic tests.
Neonate
Birth process, Types of delivery, Complications at birth, Measures of neonatal health and responsiveness, Premature and Low birth weight babies, Physical and Physiological state of neonates adjustments, Reflexes and sensory capacities.
Toddlerhood
Characteristics, Process of physical and motor development and Physiological status, Nutrition and Health, Perceptual development, Emotional, Cognitive and Language development, Social relationships during toddlerhood.
Early Childhood
Importance and Characteristic of early childhood years, Physical and Motor Development – Developmental norms and individual growth patterns, Motor skills, Play, Nutrition and Health. Cognitive, Language and Moral Development – Basic learning process, Perceptual skills and sensorimotor thought, Memory and mental representation. The emergence of Language acquisition and Maturational readiness. The Social and Emotional Development in early childhood. Characteristics and early socialization - Parents, Peers and Cultural processes, Disciplinary method and Play.
Middle Childhood
Characteristics, Developmental tasks, Physical and Motor development – changes and challenges, Cognitive, language and Moral development – Growth trends. Emotional development – Positive and Negative emotions and Personality development. Socialization during middle childhood – Relations with family – parents as socializing agents and Disciplinary methods, influence on gender roles, Relation with siblings, Single child, Single parent, and The Abused child. Relation with Peers and teachers as socializers - The experience of schooling – academic achievement – Gender roles, Socialization by Mass media, Cultural influences.

Unit III: Adolescence: Biological, Social, Cognitive Changes
Characteristics, Puberty and its consequences, Physical and Psychological changes, Health care.
Changes in the self and social behaviour, Issues related to identity formation and Personality, Role of family, Peers, and community– Parenting style, sibling relations Peers relationships and changes in social life, Vocational interests and Adjustments. Development of Emotional maturity, Development of abstract reasoning and Morality b. Problems of Adolescence – Areas of problem – Psychological, Physiological and Sociological problems and Factors associated with the problems - Fear and Phobias, Depression and Aggression, Suicide, Alcoholic and Substance abuse, Tobacco chewing and Smoking, Eating disorders- Obesity, Anorexia Nervosa and Bulimia, Teenage pregnancy, Juvenile delinquency.

Unit IV: Assignments: (Any one)

Readings:
1. Berk, L.E. 1997. *Child Development.* Boston: Allyn and Bacon.

2. Brodzinsky, D.M. *et-al.* 1986. *Life Span human Development.* New Delhi: CBS Publisher.
3. Papalia, D.E.; Olds, S.W., & Feldman, R.D. 2004. *Human Development.* 9th edition. Mc-Graw Hill Publication.
4. Hoffman, L, Scott P, & R. Scholl. 1998. *Developmental Psychology Today.* Mc Graw Hill Publication.
5. James W Vander Z. 1997. *Human Development.* 6th International Edition. Mc Graw Hill Publication.
6. Hurlock, E. (1997). Child Development. Mc-Graw-Hill, New Delhi.
7. Papalia, Olds, & Feldman (2006). Human Development. 9th Edition, Tata-McGraw-Hill.

Cultural Psychology
PSY-PG-309: Cross-Cultural Psychology
PSY-PG-310: Inter-Cultural Communication

PSY-PG-309: Cross-Cultural Psychology

Unit I: Culture and Behaviour
Nature of culture, Cultural relativity and universality of human behaviour, Mechanisms of cultural transmission.
Methodology of Cross-cultural Psychology
Comparability and equivalence. Universals, Ernies and etics; Sampling and measurement issues, Back translation, decentering and subsystem validation.

Unit II: Culture and Cognition
Theoretical positions; Contemporary issues, Cultural influences on perception; Cognition: Learning, Memory, Problem solving, Reasoning and Creativity, Everyday cognition.
Culture and Emotion
Basic emotions, Dimensional and componential models, Subjective experiences, Appraisal, Physiological reactions, and Emotional expressions.
Culture and Organizations
Work value, Commitment, Communication and interpersonal dynamics, Managerial techniques, Organisation development and change, Conflict negotiations.
Culture and Health
Psychopathology across cultures, Culture-bound syndromes and therapeutic models, Cultural factors in health interventions.
Culture and Social Behaviours
Conformity, values, individualism-collectivism, gender roles and socialization processes.

Unit III: Culture Change and Adaptations
Processes of acculturation, Acculturation in plural societies, Acculturation strategies, Acculturation and adaptation of tribal/native peoples and refugees; Behavioural shifts and acculturative stress, Causal and moderating factors.
Cross-cultural Communication
Verbal and non-verbal interactions, Communication incongruence, deceptions, cultural display rules, formulating and managing intercultural interactions.

Unit IV: Assignments: (Any one)

Readings:
1. Berry, J.W., Poortinga, Y.H., Gall, M.H. & Dasen, P.R. (1992). *Cross-cultural Psychology: Research and Applications.* New York: Cambridge University Press.
2. Berry, J.W., *et. al.* (1997). *Handbook of Cross-cultural Psychology* (2"" Edition) (Vol. 1-3). Boston: Allyn & Bacon.
3. Brislin, R. (1990). *Applied Cross-cultural Psychology.* Newbury Park: Sage.
4. Gall, M.H., Dasen, P.R., Berry, J.W. & Poortinga, Y.H. (1999). *Human Behaviour in Global Perspective.* Boston: Allyn & Bacon.
5. Triandis, H.C., *et. al.* (1980). *Handbook of Cross-cultural Psychology, Vol. 1-6.* Boston: Allyn & Bacon.

PSY-PG-310: Inter-Cultural Communication

Unit I: Inter cultural communication
Origin – Need – approaches – Behavioristic– Humanistic – Moderate – Components – definitions – meaning.

Unit II: Models in inter cultural communication
Aristotlean Cybernetic-Biological – Psychological modes – Perception of the World – senses – influence of cultures- Greek – Hindu – Buddhist.
Retention of information
ancient and modern views – verbal communication – Language – Hindu – Buddhist – Greek and Islamic Theories – industrial –nonindustrial cultures.

Unit III: Inter cultural communication
Nonverbal communication – Hindu Theories and modern Theories – Cultural institutions – Family – School – Mass media.

Role of media in intercultural communication
Traditional and mass media – Inter Cultural Broad casting – communication technology – Cultural change – Technology and change.

Unit IV: Practicum Activities (Any 1)

Readings:
1. Kasper, Gabriele. 1997. 'Linguistic etiquette' In Florian Coulmas (ed.), *The Handbook of Sociolinguistics.* Malden, MA: Blackwell Publishers. Pp. 374-385.
2. Ochs, Elinor and Bambi Schieffelin. 1995. Language acquisition and socialization: Three developmental stories and their implications. In Ben Blount (ed.), *Language, Culture, and Society: A Book of Readings.*Prospect Heights, IL: Waveland Press. Pp. 470-512.
3. Sitaram, K. S. & R. T. Cogdelt. *Foundations of Intercultural Communication*.
4. Sitaram, K.S. 1970. *Culture and Communication: A World View*. Mcgraw-Hill.
5. Wright, Charles Robert. 1986. *Mass Communication: A Sociological Perspective.* McGraw-Hill.

Educational Psychology
PSY-PG-311: Psychology of Education: Socio-Cultural Perspectives
PSY-PG-312: Pedagogy, Curriculum and Classroom Practices

PSY-PG-311: Psychology of Education: Socio-Cultural perspective

Unit I: Theorizing about Thinking, Learning & Teaching
Theories of Learning and Development

Unit II: Contrasting Constructivist and Socio-cultural Approaches
Cognitive Science & Learning Sciences Approaches
Situated Cognition
Culture and Emotion

Unit III: Teaching in practice
Formal & informal educational settings: Home, community, work, and school
School success/failure, competence/incompetence, ability/disability

Unit IV: Assignments: (Any one)

Readings:
1. Bransford, J., Brown, A., Cocking, R. (2000*). How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
2. Bruner, J.S. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.
3. Lave, J. and Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, MA: Cambridge University Press.
4. Oakes, J. & Lipton, M. (1999). *Teaching to change the world*. Boston, MA: McGraw-Hill.
5. Vygotsky, L.S. (1978). *Mind in Society: The development of higher psychological functions.* M. Cole, V. John-Steiner, S. Scribner, and E. Souberman (Eds.). Cambridge, MA: Harvard University Press.
6. Wells, G. & Claxton, G. (2002). *Learning for Life in the 21st Century: Socio-cultural Perspectives on the Future of Education.* Oxford: Blackwell.

PSY-PG-312: Pedagogy, Curriculum and Classroom Practices

Unit I: Theory and Models of Curriculum Development
Concept of Curriculum: Meaning and nature of theory, nature of curriculum theory.
Technical scientific models of curriculum development by R.W. Taylor, Hilda Taba, Saylor and Alexander and Hunkins.
Non-technical and non-scientific approaches by Glatthorn, Weinstein and Fantini.

Unit II: Concept-Based Curriculum as Instruction
Concept and process in curriculum design.
Designing integrated, inter-disciplinary units
Conventional models of curriculum design
The integrated concept-process Model for Schools.

Student-Centred, Problem-Based Learning
Student-centred learning
Working with the problem-based approach
Managing problem-based experiences
Problem based student assessment evaluation

Unit III: Educational Technology and Classroom Pedagogy
Educational Technology – Concept, Emerging technologies; synergy of technologies and their cumulative effect on education
Effects of the introduction of new technologies on methodology of teaching, learning experiences and curriculum development.
Action Research
Meaning and nature
Applying action research in the classroom
Improving instruction through action research

Unit IV: Assignments: (Any one)

Readings:
1. Erickson. H. Lynn. 1998. *Concept Based Curriculum Instruction: Teaching Beyond the Facts*. California: Crown Press.
2. Glasgow Neel, A. 1996, *New Curriculum for New Times: A Guide to Student-centred, Problem-based Learning*. California: Crown Press.
3. Maclean, James, E. 1994. *Improving Education through Action Research: A Guide for Administration and Teachers*. California: Crown Press.
4. Ornstein, Allan, C. & Francies Hunkins. 1993. *Curriculum: Foundations, Principles and Theory*. London: Allyn & Bacon.

Semester IV

(Maximum Marks: 100, Total Credits: 4 (3 Theory +1 Practical/Term Paper)
Clinical Psychology
PSY-PG-401: Group Therapy and Family Counseling
PSY-PG-402: Positive Psychology and Mental Health
Or
Organizational Psychology
PSY-PG-403: HRD: Challenges and issues
PSY-PG-404: Training and Development in Organizations
Or
Developmental Psychology
PSY-PG-405: Child Psychopathology
PSY-PG-406: Adulthood and Gero Psychology
Or
Cultural Psychology
PSY-PG-407: Indigenous Psychology
PSY-PG-408: Culture, Self and Cognition

Or
Educational Psychology
PSY-PG-409: Education of the Exceptional Children
PSY-PG-410: Education of the Disadvantaged Communities

PSY-PG-411: Field Training
PSY-PG-412: Dissertation

Clinical Psychology

PSY-PG-401: Group Therapy and Family Counselling
PSY-PG-402: Positive Psychology and Mental Health

PSY-PG-401: Group Therapy and Family Counseling

Unit I: Group Therapy
Historical origins, theoretical models, types and stages of group therapy, process issues including role of the therapist, applications of group therapy.
Family Therapy
The development of family therapy,
Common family problems and their treatment,
Methods of therapy,
Terminating treatment,
Research and ethics in family therapy.
Marital Therapy
Development of marital therapy,
Current approaches,
Divorce and mediation,
Pre- and -post-marital counseling.
Elements of Group & Family Counseling
Individual and Family Life Cycles
Group Stages & Transitions
Group Counseling with Couples & Families
Healthy & Dysfunctional Characteristics of Families

Unit II: Therapy with Children and Adolescents
Introduction to different approaches,
Special Techniques (Behavioral and Play)
Therapy in special conditions such as psycho-physiological and chronic physical illness;
Parent and Family Counseling,
Therapy with adolescents.

Unit III: Ethical, Legal & Professional Issues

Unit IV: Suggested Assignments: (Any one)
Preparing plan for group therapy
Preparing plan for family therapy

Preparing plan for marital counseling

Readings:
1. Brabender, Virginia. 2002. *Introduction to Group Therapy*. New York: John Wiley & Sons.
2. Capuzzi, D., & Gross, D.R. 1998. Introduction to group counseling (2nd. ed.).Denver, CO: Love Publishers.
3. Christner, Ray W. (ed). 2000. *Handbook of Cognitive-Behavior Group Therapy with Children and Adolescents*. Routledge.
4. Dixon, Patricia. 2006. *African American Relationships, Marriages, and Families*. Routledge.
5. Gladding, S.T. 1998. *Family Therapy: History, Theory and Practice*. New York: Merril.
6. John Sommers-flanagan, Rita Sommers-flanagan.2004. *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques*. John Wiley & Sons.
7. Nochi, M. 1996. Family theories for rehabilitation practice: Their "figures" and "grounds." *Journal of Applied Rehabilitation Counseling*, 27(1), 27-32.
8. Rao, K. Nagaraja 2005. *Psychotherapy - Choices in the Indian Context.*
9. Scott, Fehr. 2008. *Interventions in Group Therapy.* Routledge.
10. Scott, Simon Fehr.2003. *Introduction to Group Therapy*. Routledge.
11. Sori, Catherine Ford. 2006. *Engaging Children in Family Therapy:Creative Approaches to Integrating Theory and Research in Clinical Practice*. Routledge.
12. Wetchler, Joseph L.2005.*Handbook of Clinical Issues in Couple Therapy*.

PSY-PG-402: Positive Psychology and Mental Health

Unit I: Mental Health and Illness
Concept of positive mental health;
Psychological well being;
Mental health and illness;
Attitude towards mental illness;
Epidemiological studies and socio-demographic correlates of mental illness in India.

Clinical Psychology & Mental Health:
History of Clinical Psychology and its role in understanding and alleviation of mental illness,
Promotion of mental health and rehabilitation of the mentally ill or handicapped;
Training of Clinical Psychologists and related issues;
Role and function of Clinical Psychologists in community mental health/rehabilitation programme
Broader perspective of clinical psychology to the social disadvantaged and women in special condition.

Unit II: Psychosocial aspects of mental health and illness
The role of self-concept,
Self-image and self-perception in the development of behavior;
Attribution theory;
Social skill and interpersonal models of mental health/illness.

Social Pathology:
Crime and delinquency, suicide, addictive behavior, social aggression with special reference to Indian context.

Unit III: Culture, Mental Illness and Role of Family
Social class, Social change, Culture shock, migration, religion and gender related issues;
Role of family in mental health and illness;
Communication problems and emotional adaptation/ mal-adaptation in family set-up;
Stress-burden/mental illness among care-givers in the family; expressed emotions and relapse.

Disability and Rehabilitation:
Psychosocial aspects of disability and rehabilitation
Role of family and society in the education, training and rehabilitation of disabled.

Ancient Indian Thought:
Ancient Indian concept of cognition, emotion, personality, motivation and disorders;
Social identity and stratification (including Varnashram Vyawastha).

Unit IV: Suggested Assignments: (Any one)
Collecting incidents of antisocial or addictive or suicidal or any other pathological behavior

Readings:
1. Abrahamsen, David.1960. *The Psychology of Crime*. New York: John Wiley & Sons, Inc.
2. Atkinson, Jacqueline .2007.*Advance Directives in Mental Health: Theory, Practice and Ethics*. Jessica Kingsley Publishers.
3. Brannon, L. and Feist, F. (2007). Introduction to Health Psychology. Cengage Learning, New Delhi.
4. Heinemann, Allen.2005. (ed) *Handbook of Applied Disability and Rehabilitation Research.* Springer Publishing Company.
5. Kramer, Geoffrey et-al. 2008. *Introduction to Clinical Psychology*. Pearson.
6. Lefley, Harriet P. 2006.*Family Care giving in Mental Illness*. Sage.
7. Lemert.M. Edwin .1951. *Social Pathology: A Systematic Approach to the Theory of Sociopathic Behavior*. New York: McGraw-Hill.
8. Scheid, L Teresa.2008**.** *Mental Health*. Routledge.

Organizational Psychology

PSY-PG-403: HRD: Challenges and Issues
PSY-PG-404: Training and Development in Organizations

PSY-PG-403: HRD: Challenges and Issues

Unit I: Human Resource Development
Concept and background, HR in organizational development and strategic interventions.

Unit II: Strategic Workforce Planning
Talent inventory and forecasting workforce, Evaluating workforce planning.

Recruitment Planning: Staffing requirement and cost analysis, source analysis, Decision making for selections.

Unit III: Strategic Interventions for HRD
Decentralization and participation, mobilizing resources, empowerment of women, disadvantaged, and minority.
Role of Psychology in HRD Sectors: -Health, education, and science and technology
Entrepreneurial skills for the disadvantaged and unemployed.

Unit IV: Suggested Assignment (1)
Preparing a blue-print of recruitment plan

Readings:
1. Agarwala, T. (2010). Strategic Human Resource Management. New Delhi: Oxford University Press.
2. Bass, B.M. and Barrett, G.V. 1998. *People, Work and Organizations* (2nd Ed.) Boston: Allyn and Bacon.
3. Cascio, W. F. and Agunius. H. 2008 *Applied Psychology and Human Resource Management*. New Delhi: Prentice Hall of India.
4. Goldstien, I.L. 1994. *Training, Program development and Evaluation*. Monterary, CA: Brooks/Cole.
5. Noe, R.A. 2002. *Employees Training and Development* (2nd Ed.) Boston: McGraw Hills.
6. Rao.T.V. 1996. *Human Resource Management: Experience, Intervention and Strategies*. Delhi: Sage Publications.

PSY-PG-404: Training and Development in Organizations

Unit I: Training: An Introduction
Basic concepts of Training and Development (T and D);
Need, purpose, and significance of T and D;
HRM approaches to T and D;
Linkage between business strategy and Training;
Process of T and D; Special forms of T and D
Principles of Learning and Training: Knowledge of results, Transfer of learning, Behavior modeling.

Unit II: Effectiveness of Training and Development
Implementation and Measurement Outcomes
Measuring and development outcomes.
Training Methods: Training and Education: On the job Training and off the job Training,
Out bound Training and, T-Group and sensitivity Training, Moderation Skills.

Unit III: Ethics in Human Resource Management and Research
Ethical Issues in Human resources management, science, advocacy and values in organizational research.

Unit IV: Suggested Assignment (Any 1):

Preparing a training blue-print
Preparing training feedback

Readings:
1. Agarwala, T. (2010). Strategic Human Resource Management. New Delhi: Oxford University Press.
2. Bass, B.M. and Barrett, G.V. 1998. *People, Work and Organizations* (2nd Ed.) Boston: Allyn and Bacon.
3. Cascio, W. F. and Agunius. H. 2008 *Applied Psychology and Human Resource Management*. New Delhi: Prentice Hall of India.
4. Goldstien, I.L. 1994. *Training, Program development and Evaluation*. Monterary, CA: Brooks/Cole.
5. Noe, R.A. 2002. *Employees Training and Development* (2nd Ed.) Boston: McGraw Hills.
6. Rao, T.V. 1996. *Human Resource Management: Experience, Intervention and Strategies*. Delhi: Sage Publications.

Developmental Psychology

PSY-PG-405: Child Psychopathology
PSY-PG-406: Adulthood and Gero Psychology

PSY-PG-405: Child Psychopathology

Unit I: Childhood psychopathology
Historical overview; Models: Medical, behavioural, psychodynamic, cognitive, and developmental.

Unit II: Approaches to classification
Descriptive-behavioural, descriptive-inferential, dynamic-etiological, DSM-IV.

Unit III: Specific disorders in children
Attention deficit hyperactivity disorder, learning disability and mental retardation: Symptoms and causes.
Neurotic disorders
Childhood compulsive, obsessive and phobic reactions.
Childhood psychosis
Autism and childhood schizophrenia: Symptoms and causes.
Mood disorders
Depression and mania: Symptoms and causes.

Unit IV: Assignments: (Any one)

Readings:
1. Clarizio, H.F., & McCoy, G.F. 1983. *Behavior Disorder in Children*. New York: Harper & Row.
2. Kakar, S. 1981. *The inner world: A psycho-analytic study of childhood and society in India.* Delhi: Oxford University Press.

3. Mash, E.J., & Barkly, R.A. (eds.) 1996. *Child Psychology*. New York: Guilford Press.
4. Quay, H.L., & Werry, J.S. (eds.) 1986. *Psychological Disorders of Childhood*. New York: John Wiley.
5. Weiner, I.B. 1982. *Child and Adolescent Psychopathology*. New York: John Wiley.
6. Wenar, C. 1982. *Psychopathology from Infancy through Adolescence: A Developmental Approach*. New York: Random House.

PSY-PG-406: Adulthood and Gero Psychology

Unit I: Concept, characteristic features and developmental tasks of adulthood and aging
Theoretical approaches
Biological: Genetic, cellular and physiological; Psychological: Erikson and Peck; Social: Role theory, activity vs. disengagement theory; Indian theory of Ashramas.

Unit II: Changes and coping with changes in adulthood and aging
Physical aspects, cognitive functions, personality and concept of self, social aspects.
Significant concerns in adulthood
Choosing a career, marriage, family, successful parenting, coping with midlife crisis, work and pre-retirement planning.
Significant concerns for aging persons
Retirement, living arrangement, grand–parenting, coping with bereavement and death, and loneliness.

Unit III: Factors leading to positive mental health in adulthood
Longevity and successful aging

Unit IV: Assignments: (Any one)

Readings:
1. Birren, J.E. (1996). *Encyclopedia of Gerontology* (Vol I & II). California: Academic Press.
2. Botwinick, J. (1973). *Aging and Behaviour*. New York: Springer.
3. Hurlock, J.B. (1997). *Developmental Psychology-The life Span Perspective*. New York: McGraw Hill.
4. Kaluger, G., & Kaluger, M.F. (1984). *Human Development-The span of life*. St. Louis: Times Mirror.
5. Palmore, B.E. (1993). *Developments and Research on Aging: An international handbook*. Westport: Greenwood Press.
6. Rao, V.A. (1989). *Psychology of Old Age in India*. Madras: MacMillan India Press.

Cultural Psychology

PSY-PG-407: Indigenous Psychology
PSY-PG-408: Culture, Self and Cognition

PSY-PG-407: Indigenous Psychology

Unit I: Introduction
Diverse perspectives on the discipline of psychology: Biological, Social, Cultural; The debate on 'scientific paradigm' and its implications for indigenous psychology.
Relationship between Culture and Psychology
Changing perspectives, Emergence of Cultural, Cross-cultural and indigenous psychologies. The non-western perspectives on psychology.
World Views and Perspectives on Reality
Methods of knowing in Indian tradition with reference to Sankhya, Vedant, Yoga and Buddhism.

Unit II: The Notions of Self
The problems of self and understanding. The notions of mind, consciousness and spirituality.
Health and Well-being
Yoga and Meditation: Pranayama, Mudra, Bandhas, Pratyahar, Dharma, Dhyan, Compassionate Action.
Values, Morality and Justice
Indian perspectives.
Conceptualizing Man-Environment Relationship
Social behaviour: The challenges of individuality and relatedness.

Unit III: Insights into Organizational Dynamics
Leadership, values and motivation.
Human Development
The idea of child; Organization of adult life; Process of ageing.
Motivation
Intrinsic motivation, Ideas of Anasakti, Work Happiness.
Cognitive functions

Unit IV: Assignments: (Any one)

Readings:
1. Brahma, N.K. 1993. *Philosophy of Hindu Sadhna.* Delhi: Motilal Banarasidas.
2. Brunner, J. 1990. *Acts of Meaning.* Cambridge, MA: Harvard University Press.
3. Chakraborty, S.K. 1993. *Managerial Transformation by Values.* New Delhi: Sage.
4. Chaudhury, H. 1975. *Yoga psychology.* In CT. Tart (Ed.), *Transpersonal Psychologies.* London: Routledge & Kegan Paul.
5. Datta, D.M. 1972. *The Six Ways of Knowing: A Critical Study of the Advaita Theory of Knowledge.* Calcutta: University of Calcutta.
6. Desai, P. 1989. *Self and Medicine in the Hindu Traditions.* New York: Crossroads.
7. Geertz, C. 1973. The Interpretation of Cultures. New York: Basic Books.
8. Heelas, P. & Lock, A. (Eds.). *Indigenous Psychologies: The Anthropology of the Self.* London: Academic Press.
9. Heimann, B. 1964. *Facets of Indian thought.* New York: Shirken Books.
10. Hiriyanna, M. 1932. *The Essentials of Indian Philosophy.* London: Allen & Unwin.
11. Kakar, S. 1997. *Culture and Psyche.* Delhi: Oxford University Press.

PSY-PG-408: Culture, Self and Cognition

Unit I: Introduction
The role of cognitive processes in social behaviour

Unit II: The Nature of the Self
The Self from a Cognitive Perspective
Culture and the Self
Attribution theory: Explaining our own and other's behavior
Social Cognition and the Self
Social encoding: Attention and consciousness
Social Inference

Unit III: Cognitive approaches to attitudes
Behavior and Cognition

Unit IV: Assignments: (Any one)

Readings:
1. Fiske, S. T., & Taylor, S. E. 1991. (2nd Ed.). *Social Cognition*. New York: McGraw-Hill.
2. Forgas, J. P. & Fiedler, K. (1996). Us and them: Mood effects on intergroup discrimination. *Journal of Personality and Social Psychology*, *70,* 28-40.
3. James, W. 1980. *The principles of psychology* (Vol. 1). NY: Holt.
4. Kunda, Z.1987. Motivated inference: Self-serving generation and evaluation of causal theories. *Journal of Personality and Social Psychology*, 53, 636-647.
5. Linville, P. W. 1987. Self-complexity as a cognitive buffer against stress-related illness and depression. *Journal of Personality and Social Psychology, 52,* 663-676.
6. Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98,* 224-253.
7. Michael Lewis and Jeanne Brooks-Gunn. 1979. *Social Cognition and the Acquisition of Self.* New York: Plenum Press.
8. Moskowitz, Gordon B. 2004. *Social Cognition: Understanding Self and Others*. Guilford Press.
9. Read, S. J., & Miller, L. C. 1989. Inter-personalism: Toward a goal-based theory of persons in relationships. In L. Pervin (Ed.). *Goal concepts in personality and social psychology.* (pp. 413-472). Hillsdale,NJ: Erlbaum.
10. Robert S. Wyer, Jr., Thomas K. 1984. *Handbook of Social Cognition*. Srull. Hillsdale, N.J.: L. Erlbaum Associates.

Educational Psychology

PSY-PG-409: Education of the Exceptional Children
PSY-PG-410: Education of the Disadvantaged Communities

PSY-PG-409: Education of the Exceptional Children

Unit I: Children with Special Needs

Need for recognizing individual difference; various approaches to defining and understanding disability – Philanthropic, Medical, Administrative, Legal and Social approach; Types of disability and Rights of disabled children. b. Special Education Programmes and Policies for Disabled – Need of special education and Philosophy of inclusions, Types of programmes and Recent trends in special education, Policies for persons with disabilities; Role of family and community in management of disabled.

Unit II: Physically Challenged Children
Orthopaedically and Neurologically Impaired – Definition, Classification, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management; Children with Sensory Impairment: Visually and Acoustically challenged – Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management.
Intellectually Challenged Children
Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management. Intellectually Superior Children: Definition, Characteristics, Causes, Identification, Special education and training.
Children with Speech and Language Disorders
Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programmes. Children with Learning Disabilities: Definition, Slow learners, Learning disabilities in reading, writing, spelling and mathematics, Prevalence, Characteristics, Causes, Techniques of identification and assessment, Special educational programmes

Unit III: Socially Disadvantaged Children
Definition, Classification, Characteristics, Causes, Prevalence, Identification, Characteristics, Educational and Rehabilitation Programmes. b. Emotionally Disturbed Children: Definition, Classification, Characteristics Causes, Prevalence, Identification, Educational provisions and Therapy.

Unit IV: Assignments: (Any one)

Readings:
1. Basu, Durga Das. 1993. *Introduction to the Constitution of India*. New Delhi: Prentice Hall.
2. Frerie, P. 1972. *Pedagogy of the Oppressed*. Penguin.
3. Government of India. 1986. National Policy on Education – 1986. New Delhi: Ministry of Human Resource Development, Department of Education.
4. Government of India. 1986. Programme of Action. New Delhi: Ministry of Human Resource Development, Department of Education.
5. Hallahan, Daniel P. & James M. Kauffman. 1991. *Exceptional Children –Introduction to Special Education.* Allyn and Bacon – Boston, London.
6. K.C. Panda 1999. *Socially Disadvantage Children*. New Delhi: Mittal Publications.
7. Riessman, F. 1962. *The Culturally Deprived Child*. New York: Herper and Row.
8. Rosenberg, M.S. & Edward – Rosenberg. I 1994. *The special education source book: A teacher's guide to programmes, material, and information source*. Rockville, M.D. – Woodbine House.

9. Smith, Deborah Deutsch. 1998. *Introduction to Special Education*. Allyn and Bacon – Boston, London.
10. Teacher Education for Disadvantaged Children – Report of National Workshop on Reforms in Teacher Education October 3-12, 1989 Sponsored by UNESCOPROAP, Bangkok – National Council of Educational Research & Training, Regional College of Education, Bhopal, India.
11. Ved Prakash.1993. *School Education in Rural India*. New Delhi: Mittal Publications.
12. Werner David. 1994. *Disabled Village Children – A guide for community health workers, rehabilitation workers and families* – New Delhi: Voluntary Health Association of India.

PSY-PG-410: Education of the Disadvantaged Communities

Unit I: Application of Psychology to Minorities
The concepts of minorities, deprivation; Social, physical, cultural and economic consequences of disadvantaged and deprived groups; Educating and motivating the minorities towards development; Relative and prolonged deprivation.

Unit II: Educating the Girl Child
Imparting gender sensitization, to educational planning and implementation, removing gender bias in education (curriculum and text books) with special reference to social, cultural and education aspects and women empowerment.

Educating the Tribal and Scheduled Caste Children
Designing the curriculum and instruction based on the cognitive and learning styles and designing compensatory education programmes for the tribal and scheduled caste children. - Dealing with learning problems of working children/out of school children – providing alternative schooling practices.
Promoting research in special education and education of the disadvantaged with special references access, enrolment, participation and learning achievement, teaching learning process, preparation of instructional material, teacher supporting material, development of effective instructional strategies, assessment, diagnostic and evaluation devices.
Designing diagnostic prescriptive teaching.

Unit III: Psychological Problems of Social Integration
The concept of social integration; The problem of caste, class, religion and language conflicts and prejudice; Nature and manifestation of prejudice between the in-group and out-group; Causal factors of social conflicts and prejudices; Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.

Equalizing Educational Opportunity
Constitutional provisions regarding equality of opportunity; Meaning of equality of opportunity for the students at primary and secondary stage; Measure to promote equality of opportunity Compensatory Educational programme to meet the needs of special group, socially disadvantaged groups, woman and disabled -role of school and community.

Unit IV: Assignments: (Any one)

Readings:
1. Anand, C. L. et al. 2000.*Teacher and Education in Emerging India*. New Delhi: NCERT.
2. Illich, Ivans. 1971. *De Schooling Society*. Middlesex: Penguin Books,

3. Jagannth, Mohanty. 2002. *Indian Education in Emerging Society*. New Delhi: Sterling Publication.
4. Kneller, G.F.1978.*Foundation of Education*. New York: John Wiley & Sons Inc.
5. Mohanty, J. 1988.*Modern Trend in Indian Education: Current Issues and Strategies in the Context of NEP*. New Delhi: Deep and Deep.
6. Naik, J.P. 1975. *Equality, Quality and Quantity: The Elusive Triangle of Indian Education*. Bombay: Allied Publishers.
7. Naik, J.P. and Syed, N. 1974. *A Students History of Education in India*. New Delhi: MacMillan Co. of India Ltd.
8. Pushpa, S. P. et al: Sociological Foundations of Education in Contemporary India, Dhanpat Rao and Sons, Delhi.
9. Salamtullah. 1979. *Education in Social Context*. New Delhi: NCERT.
10. Sharma, N. 1973. *Education of Future*. Delhi: S. Chand and Co.
11. Skutnabb-Kangas, Tove. 2007. *Bilingualism or Not: The Education of Minorities*. New Delhi: Orient Longman.

PSY-PG-411: Field Training
PSY-PG-412: Dissertation

Note: Records/Case studies/Field Training Reports/Dissertation have to be submitted one week before the commencement of the examination failing which the student shall forfeit the allotted marks.

PSY-PG-411: Field Training

Notes:
1. Each student should attend hospital or rehabilitation centre or industrial organization or similar other set-up as decided and deemed pertinent by the teacher concerned.
2. The student should make a report on the same and submit to the concerned teacher.
3. The student should get a certificate of attendance from the concerned set-up mentioned in (1).

Evaluation: 100 marks
1. The concerned teacher will evaluate the performance and field training of the student with reference to the report submitted by the student.

PSY-PG-412: Dissertation
Dissertation in any area of the specialization

Notes:
1. Each student should select a problem pertinent to his/her specialization area in consultation with the teacher concerned.
2. Sample size should be minimum 30 in each group (e.g., control group and experimental group).
3. Dissertation report should be written in APA format.

Dissertation Assessment – 100 marks
There will be 50 marks for dissertation report; and 50 marks for presentation as well as viva-voce.
Division of marks for dissertation report will be as follows:

A. Evaluation of Dissertation Report (50 marks):

Sl. No.	Steps (To be evaluated by the Supervisor)	Marks (Out of 50)
1	Problem selected, its rationale and significance	5
2	Review work	10
3	Hypothesis	10
4	Methodology: Design and Analysis	10
5	Interpretation, Discussion & Implication	10
6	Overall Quality of the Report	5

B. Presentation & Viva-voce (50 marks):

Sl. No.	Areas (To be evaluated by the External Examiner)	Marks (Out of 50)
1	Presentation by the Candidate	30
2	Viva-Voce	20

Examination (Dissertation Evaluation, Presentation & Viva-voce) – 100 marks:
1. End Semester Dissertation will be evaluated by an external examiner appointed by the CoE on the recommendation of the HoD.