

Semester I

DISCIPLINE SPECIFIC CORE COURSES (DSC)

Title of the Course: Psychometrics

Course Code: PSY-500

Number of Credits: 04

Effective from AY: 2022-23

Prerequisites	Students should have basic knowledge of psychological testing.	
Objectives:	<ol style="list-style-type: none"> 1. To familiarize students with psychometric concepts, theory and principles of test construction. 2. To understand the application and contextual interpretation of data from psychological measurement. 	
Content:	I - THEORETICAL - CONCEPTUAL ORIENTATION <ol style="list-style-type: none"> 1. The development of psychometrics: The history of psychometrics, psychometrics today. 2. Test development: The process of test construction, constructing your own questionnaire. 3. Psychometric properties: Item analysis, reliability, validity, standardisation and normalisation. 4. Ethical considerations and future of psychometrics: Issues in intelligence testing, ethical test use and integrity testing, psychometrics in the information technology age. 	15 Hours
	II - INTELLIGENCE, APTITUDE, PERSONALITY AND NEURO-PSYCHOLOGICAL TESTING <ol style="list-style-type: none"> 1. Intelligence: Measurement of Intelligence - Wechsler Intelligence Scales, Ravens Progressive Matrices 2. Aptitude: Measurement of Aptitude – David’s Battery of Differential Abilities (DBDA), Scholastic Aptitude Test 3. Personality: Measurement of Personality-NEO PI-R, MMPI-2 4. Neuropsychology: Neuropsychological Assessment-The Luria-Nebraska Neuropsychological Battery, Screening for alcohol use disorders 	15 Hours
	III- PROJECTIVE TESTING <ol style="list-style-type: none"> 1. Classification of personality tests 2. Inkblot Tests: Rorschach test, Alternative inkblot tests- Holtzman inkblot 3. Apperception Tests: Thematic Apperception Test, Alternative apperception procedures- CAT 4. Non-pictorial Projective procedures: word association test, sentence completion test 	15 Hours
	IV- PSYCHOMETRIC APPLICATIONS <ol style="list-style-type: none"> 1. Using psychometrics in clinical psychology: Identifying specific learning disabilities 2. Using psychometrics in educational settings: Measuring ability and achievement in school children 3. Testing special population: Infant and Preschool assessment 4. Psychometric assessment of personality in occupational settings: The big Five model, Orpheus, The Orpheus scales 	15 Hours

Pedagogy:	Blended Learning, Flipped Classroom/Flipped Learning, Crossover learning&Experiential learning.	
Text Books:	<ol style="list-style-type: none"> 1. Rust, J. &Golombok. (2020). Modern psychometrics: The science of psychological assessment, (4th ed.). New York: Psychology press. 2. Cohen, J.R., Swerdlik, M. E. &Kumthekar, M.M. (2017). Psychological testing and assessment: An introduction to tests and measurement. (9th ed.). New York. w-Hill International edition 3. Anastasi, A. & Urbana, S. (2016). Psychological testing. (7th ed.). Delhi: Pearson Education Pvt. Ltd. 4. Gregory, R. J. (2017). Psychological Testing: History, principles and applications. (7th ed.). New Delhi: Pearson Education 5. Kaplan, R. M.,&Saccuzzo, D. P. (2018). Psychological assessment and theory creating and using psychological tests. (9th ed.). Delhi: Wadsworth Thomson Learning, 6. Murphy, R.K. &Davidshofer, O.C. (2019). Psychological testing: Principles & applications. (6th ed.). New Jersey: Prentice Hall. 	
Learning Outcomes	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. understand psychometric theory and principles of test construction; 2. learn test administration; 3. relate to the application and contextual interpretation of data from psychological measurement; and 4. explain and illustrate concepts in psychometrics. 	

Title of the Course: Practicum: Experiments and Tests

Course Code: PSY-501

Number of Credits: 04

Effective from AY: 2022-23

Prerequisites	Completing at least one core experimental psychology course in the relevant field of psychology.	
Objectives:	<ol style="list-style-type: none"> 1. To equip students with skills in conducting experiments in various areas of psychology. 2. To familiarize students with various types of psychological tests, their administration and interpretation. 	
Content:	<p>PART ONE: EXPERIMENTS</p> <p>I – EXPERIMENTS</p> <p>Any 4 of the following experiments to be conducted</p> <ol style="list-style-type: none"> 1. Divided Attention 2. Finger Dexterity 3. Frustration on Performance 4. Maze Learning 5. Mental Fatigue 6. Organization in Memory 7. Problem Solving 8. Selection and Grouping in Perception <p>Coglab Experiments:</p> <p>Any 1 to be conducted</p> <ol style="list-style-type: none"> 1. Memory Judgment 2. Link Word 3. Phonological Similarity Effect 4. Sternberg Search <p>II - DESIGNING AN EXPERIMENT</p> <p>Experimental designs:</p> <ol style="list-style-type: none"> 1. Between-subjects design 2. Within-subjects design 3. Pretest- Post test design 4. AB design 5. ABA design 6. Multiple baseline design <p>Each student has to choose any one area and design an experiment based on the above experimental designs. The areas are: Perception, Memory, Attention, Imagery, Spatial Cognition. The individual experiment designed by each student has to be computerized using open-source package (e.g. PEBL, Open Sesame, etc.) and presented in a CD for internal assessment.</p>	30 Hours
	<p>PART TWO: TESTS</p> <p>I: PSYCHOLOGICAL TESTING</p> <p>Any 5 of the following tests: Administration, analysis and</p>	30 Hours

	<p>interpretation.</p> <ol style="list-style-type: none"> 1. Revised Amsterdam Kinder Intelligence Test (RAKIT) 2. Dr. Bhatia's Battery of Performance Test of Intelligence 3. Wechsler Adult Performance Intelligence Scale (WAPIS) 4. Bender Visual Motor Gestalt Test 5. PGI Battery of Brain Dysfunction 6. David's Battery of Differential Abilities (DBDA) 7. Minnesota Multiphasic Personality Inventory (MMPI) 8. Eight State Questionnaire (8SQ) 9. Rorschach Inkbot Test 10. Thematic Apperception Test (TAT) <p>II: SKILLS TRAINING EXERCISE</p> <p>Developing a Test. The newly developed test has to be administered on a minimum of 10 individuals. The item analysis, reliability, validity and norms are to be computed and reported in the journal.</p> <p>Marking Scheme:</p> <p>Experiments ISA 20 Marks: Journal (10 marks), designing the experiment (10 marks). SEA 30 Marks: Conduct (10 marks), Report writing (10 marks), Viva (10 marks)</p> <p>Tests ISA 20 Marks: Journal (10 marks), test development (10 marks). SEA 30 Marks: Conduct (10 marks), Report writing (10 marks), Viva (10 marks)</p>	
Pedagogy:	Blended Learning, Flipped Classroom & Crossover learning	
Text Books	<ol style="list-style-type: none"> 1. Singh, A.K. (2019). Tests, measurements, and research methods in behavioural sciences. New Delhi: Bharati Bhawan Publishers and Distributers. 2. Mohsin, S.M. (2016). Experiments in psychology. New Delhi: Motilal Banarsidass 3. Hussain, A. (2014). Experiments in psychology. Delhi: PHI Learning Private Limited. 4. Hussain, A. (2012). Psychological testing. New Delhi: Pearson Education India 5. Miller, L.A., Lovler, R.L., & McIntire, S.A. (2015). Psychological testing: A practical approach. (4th ed.). New Delhi: Sage Publications 6. Shergill, H.K. (2012). Experimental psychology. New Delhi: Prentice hall India Learning Private Limited. 	
Learning Outcomes	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. conduct experiments in various areas of psychology and have the necessary skills required; 	

	<ol style="list-style-type: none">2. understand various types of psychological tests;3. conduct psychological administration of test and4. interpret psychological test data.	
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Title of the Course: PSYCHOPATHOLOGY

Course Code: PSY-502

Number of Credits: 04

Effective from AY: 2022-2023

Prerequisites	The student should have an understanding of the term 'mental illness', should be aware of the purpose and history of DSM classification and ICD classification, be fairly read on the bio-psycho-socio model and diathesis-stress model of psychological illnesses.	
Objectives:	<ol style="list-style-type: none"> 1. To understand the nature of maladaptive behaviour and etiology of psychopathology 2. To analyze symptoms and understand the clinical presentation of psychological disorders according to DSM V. 3. To apply the treatments suitable for the psychological disorders 	
Content:	<p>I – NEURODEVELOPMENTAL DISORDERS</p> <ol style="list-style-type: none"> 1. Intellectual disabilities 2. Communication disorders 3. Autism spectrum disorders 4. Attention-Deficit/Hyperactivity disorder 5. Specific learning disorders <p>II – SCHIZOPHRENIA SPECTRUM, MOOD, & ANXIETY-RELATED DISORDERS</p> <ol style="list-style-type: none"> 1. Schizophrenia spectrum and other psychotic disorders 2. Bipolar and related disorders 3. Depressive disorders 4. Anxiety, Obsessive-compulsive, trauma and stressor-related disorders <p>III – DISSOCIATIVE, SOMATIC, SEXUAL AND PERSONALITY DISORDERS</p> <ol style="list-style-type: none"> 1. Dissociative disorders 2. Somatic symptom and related disorders 3. Sexual dysfunctions 4. Personality Disorders <p>IV – FEEDING, ELIMINATION, SLEEP & SUBSTANCE RELATED DISORDERS</p> <ol style="list-style-type: none"> 1. Feeding and Eating disorders 2. Elimination disorders 3. Sleep-wake disorders 4. Substance-related and addictive disorders <p>NOTE: All the disorders will cover the following:</p> <ul style="list-style-type: none"> • Clinical presentation • Diagnostic criteria • Etiology • Treatment 	<p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p>

Pedagogy:	Blended learning, Flipped learning Crossover learning & Experiential learning.	
Text Books	<p>1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.</p> <p>2. Butcher, J. N., Mineka, S., & Hooley, J. M. (2018). Abnormal psychology (17th edition). Boston: Pearson.</p> <p>3. Dziegielewski, S. F. (2014). DSM-5 in action (3rd ed.). Hoboken, NJ: John Wiley & Sons.</p> <p>4. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2014). Abnormal psychology. New Jersey: John Wiley & Sons.</p> <p>5. Mulherin, K. L. (2014). Introduction to abnormal psychology. USA: Asia Pacific holdings Private Limited.</p> <p>6. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry. Philadelphia: Wolters Kluwer.</p> <p>7. Whitbourne, S. (2021). Abnormal Psychology: Clinical Perspectives on Psychological disorders. (9th Edition). Noida, U.P.: Mc Graw Hill</p> <p>SUGGESTED READINGS:</p> <p>1. Comer, R.J. (2012). Abnormal psychology. New York, NY: Worth.</p> <p>2. Craighead, W. E. (2017). Psychopathology: History, diagnosis, and empirical foundations (2nd ed.). John Wiley & Sons.</p> <p>3. Davison, G. C., & Neale, J. M. (2001). Abnormal psychology. New York: John Wiley.</p> <p>4. Sperry, L., Carlson, J., & Sperry, J. (2014).</p> <p>4. Psychopathology and psychotherapy: DSM-5 diagnosis, case conceptualization, and treatment (3rd ed.). Routledge</p>	
Learning Outcomes	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. evaluate the nature and etiology of maladaptive behavior; 2. classify symptoms of psychological disorders as per DSM V categorization; 3. correlate the clinical presentation of the psychological disorders and 4. identify and apply treatment modalities suitable for the psychological disorders. 	

Title of the Course: COUNSELLING ACROSS THE LIFESPAN

Course Code: PSY-503

Number of Credits: 04

Effective from AY: 2022-2023

Prerequisites	The student should have basic knowledge about the human development across the lifespan. with Developmental psychology.	
Objectives:	<ol style="list-style-type: none"> 1. To develop an understanding of specific concerns associated with each stage of the lifespan. 2. To apply knowledge of specific concerns in each stage to design suitable preventive and treatment strategies. 3. To understand the importance of health promotion for numerous contexts over the lifespan 	
Content:	I - COUNSELLING CHILDREN <ol style="list-style-type: none"> 1. Child identity development 2. Fostering resilience in children experiencing developmental disruptions 3. Promoting healthy and effective relationships among school aged children 4. Psychosocial adjustment of children with chronic illness 	15 Hours
	II - COUNSELLING ADOLESCENTS <ol style="list-style-type: none"> 1. Promoting healthy lifestyles 2. Positive identity development among adolescents 3. Fostering adolescent work and career readiness 4. Health disparities and help-seeking behaviour among adolescents 	15 Hours
	III – COUNSELLING ADULTS <ol style="list-style-type: none"> 1. Young adulthood: Promoting healthy relationships, treating behavioural health challenges, positive parenting and child rearing 2. Middle adulthood: Role strain and conflict, supporting adaptation to new family roles, promoting positive career change in midlife 	15 Hours
	IV - GERIATRIC COUNSELLING <ol style="list-style-type: none"> 1. A positive aging framework for counselling older adults 2. Psychosocial crisis and emotional impact of chronic illness and disability 3. Facilitating transitions through retirement 4. Working therapeutically with older adults 	15 Hours
Pedagogy:	<ul style="list-style-type: none"> • Blended learning • Flipped Classroom/ Flipped learning • Cross-over learning • Experiential Learning 	
Text Books/Reference Books:	BOOKS FOR STUDY: <ol style="list-style-type: none"> 1. Capuzzi, D. (2016). Human growth and development across the lifespan: Applications for counselors. John Wiley & Sons. 2. Juntunen, C. L., & Schwartz, J. P. (Eds.). (2015). Counseling Across the Lifespan: Prevention and Treatment (2nd ed.). Sage Publications. 3. Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (2018). Career 	

	<p>development: A life-span developmental approach. Routledge.</p> <p>4. Wong, D. W., Hall, K. R., Justice, C. A., & Hernandez, L. W. (2015). <i>Counselling individuals through the lifespan</i>. Sage Publications.</p> <p>SUGGESTED READINGS:</p> <p>1. Sharry, J. (2004). <i>Counseling children, adolescents and families: A strengths-based approach</i>. Sage Publications.</p> <p>2. Horton-Parker, R. J., & Brown, N. W. (2002). <i>The unfolding life: Counseling across the lifespan</i>. Bergin & Garvey</p> <p>3. Wong, D. W., Hall, K. R., & Hernandez, L. W. (2020). <i>Counseling individuals through the lifespan</i>. Sage Publications.</p>	
Learning Outcomes	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. identify specific concerns and problems at the various stages of human development; 2. design effective strategies to deal with specific concerns and conflicts experienced at various stages across the lifespan; 3. formulate developmentally appropriate counselling strategies and interventions to facilitate optimal health and 4. apply the developmental concepts, theories and specific evidence-based research findings to practical settings. 	

Semester I

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) (ANY ONE)

Title of the Course: Applied Positive Psychology

Course Code: PSY-521

Number of Credits: 04

Effective from AY: 2022-2023

Prerequisites	The student needs to be familiar with the history and important concepts in Positive Psychology	
Objectives:	Course Objectives: 1. To understand the fundamental concepts of positive psychology. 2. To examine established areas of positive psychology. 3. To apply positive psychological interventions.	
Content:	I – INTRODUCTION TO POSITIVE PSYCHOLOGY 1. Positive psychology: Meaning, nature, Core theories and concepts, importance 2. The relationship between counseling psychology and positive psychology 3. General guidelines for developing positive psychological treatment plans 4. Challenges associated with implementing positive psychological interventions	15 Hours
	II - INTERVENTIONS IN POSITIVE PSYCHOLOGY - 1 1. Gratitude interventions: Interventions to increase gratitude in children, adolescents and adults 2. Positive psychological interventions for promoting forgiveness: Efficacious components of forgiveness interventions, unresolved questions about forgiveness interventions 3. Empathy-related interventions	15 Hours
	III - INTERVENTIONS IN POSITIVE PSYCHOLOGY - 2 1. Creativity as a target and tool for positive interventions: Creativity as a tool for increasing well-being, building creativity-based positive interventions 2. Patience interventions to improve well-being: Defining and discriminating patience, possible applications of patience interventions 4. Positive family therapy interventions: Systems theory, positive family therapy, interventions in positive family therapy	15 Hours

	<p>IV- POSITIVE PSYCHOLOGY APPLICATION AMONG INDIVIDUALS, SPECIFIC POPULATIONS AND CONTEXTS</p> <ol style="list-style-type: none"> 1. Applications of Positive Psychology to Individual Therapy. 2. Interventions across populations: Positive psychology for children, Clinical populations, chronic illnesses, substance abuse. 3. Interventions across contexts: Workplace, classroom, rehabilitation, community 4. Other Areas of Application: Online positive psychological interventions, social identity interventions, posttraumatic growth, resilience. 	15 Hours
Pedagogy:	<ul style="list-style-type: none"> • Blended learning • Flipped Classroom/ Flipped learning • Cross-over learning • Experiential Learning 	
Text Books/Reference Books:	<p>BOOKS FOR STUDY:</p> <ol style="list-style-type: none"> 1. Magyar-Moe, J. L. (2009). Therapist's guide to positive psychological interventions. Academic press. Carr, A. (2013). <i>Positive psychology: The science of happiness and human strengths</i>. Routledge.. Joseph, S. (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. John Wiley & Sons. 2. Dunn, D. S. (Ed.). (2017). Positive Psychology: Established and Emerging Issues. Routledge. 3. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications. 4. Parks, A. C., & Schueller, S. (Eds.). (2014). The Wiley Blackwell handbook of positive psychological interventions. John Wiley & Sons. 5. Proctor, C. (Ed.). (2017). Positive psychology interventions in practice. Springer. 6. Warren, M. A., & Donaldson, S. I. (2017). Scientific advances in positive psychology. Westport, Connecticut: Praeger Publishers. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Donaldson, S. I., Csikszentmihalyi, M., & Nakamura, J. (Eds.). (2011). Applied positive psychology: Improving everyday life, health, schools, work, and society. Routledge. 2. Lomas, T., Hefferon, K., & Ivtzan, I. (2014). Applied positive psychology: Integrated positive practice. Sage. 3. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). The Oxford handbook of positive psychology. Oxford university press. 	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. describe the nature, significance and challenges of interventions in positive psychology; 	

	<ol style="list-style-type: none">2. use positive psychological interventions;3. implement a strength-based practice through the use of positive behaviours in interventions in diverse settings and4. design positive psychology interventions based on past theory and research evidence.	
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Title of the Course: Guidance and Counselling in Schools

Course Code: PSY-522

Number of Credits: 04

Effective from AY: 2022-2023

Prerequisites	The student needs to be familiar with basics of psychological concepts and theories, assessment techniques and interventions.	
Objectives:	<ol style="list-style-type: none"> 1. To understand the concepts of guidance and counseling in school settings. 2. To develop knowledge of different types of exceptionalities among children. 3. To design client-specific assessment methods and interventions. 4. To relate the individual's strengths to the best-suited opportunities in the world of work. 	
Content:	I- INTRODUCTION TO GUIDANCE AND COUNSELING <ol style="list-style-type: none"> 1. Guidance: Definition, Characteristics, Nature, Types, Aims. 2. Educational guidance and Vocational guidance. 3. Counseling: Definition, Role of a counselor, Counseling process and interviews. 4. Counseling Process: Intake, Assessment, Intervention and Documentation 	15 Hours
	II- COUNSELORS IN EDUCATIONAL SETTINGS <ol style="list-style-type: none"> 1. Role and functions of counselors in school settings: Elementary, middle, high school, secondary, vocational schools and higher education. 2. Testing techniques: Intelligence, Aptitude, Achievement, Interest, Interpersonal Relationships, Personality, Risk assessment. 3. Psychoeducational interventions in schools. 4. Inclusive education: Concept, Need, Steps for inclusive education at school level, Multicultural Sensitivity. 	15 Hours
	III. COUNSELING CHILDREN WITH SPECIAL CONCERNS <ol style="list-style-type: none"> 1. Counseling children with a physical and learning disabilities. 2. Counseling children with behavioral problems. 3. Counseling children facing abuse and neglect. 4. Counseling children in single-parent families and blended families. 	15 Hours
	IV. COUNSELING FOR CAREER PLANNING AND DECISION MAKING <ol style="list-style-type: none"> 1. The changing nature of the world of work and current interests in career planning. 2. The school counselor's role in student career development, Techniques for career planning and decision making in schools. 3. Career counseling in non-school settings: Community mental health agencies, Community career centers, Employment offices, Employment assistance programs, Private practice. 4. Computerized career assistance systems: Information systems, Guidance systems, Career information and the internet, Ethical considerations. 	15 Hours

Pedagogy:	Power Point Presentations, Role plays, Structured exercises, Group discussions, Crossover Learning.	
Text Books/Reference Books:	<ol style="list-style-type: none"> 1. Aggarwal, J. C. (2014). <i>Essentials of educational psychology</i> (3rd ed.). Noida: Vikas publishing house Private Limited. 2. Gibson, R. L., & Mitchell, M. H. (2014). <i>Introduction to counseling and guidance</i> (7th ed.). New Delhi: PHI Learning Private Limited. 3. Henderson, D. A., & Thompson, C. L. (2011). <i>Counseling children</i> (8th ed.). Spain: Brooks/Cole Cengage Learning. 4. Kolbert, J. B., Williams, R. L., Morgan, L. M. Crothers, L. M., Hughes, T. L. (2016). <i>Introduction to professional school counseling: Advocacy, leadership, and intervention</i>. New York: Routledge. 5. Ziomek-Daigle, J. (2016). <i>School counseling classroom guidance: Prevention, accountability and outcomes</i>. London: Sage Publications. 6. Bor, R., Landy, J. E., Gill, S. & Brace, C. (2002). <i>Counseling in schools</i>. London: Sage Publications. 7. Sharry, J. (2004). <i>Counseling children, adolescents and families: A strength-based approach</i>. London: Sage Publications. 8. Ziomek-Daigle, J. (2017). <i>Counseling children and adolescents: Working in school and clinical mental health settings</i>. New York: Routledge. 	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. explain the concepts of guidance and counseling in school settings; 2. identify exceptionalities among children and use appropriate interventions; 3. develop a step-by-step vocational guidance plan that heed to the requirements in the world of work and 4. create prevention programs to integrate Psychoeducation in school counselling. 	

Title of the Course: COGNITIVE PSYCHOLOGY

Course Code: PSY-523

Number of Credits: 04

Effective from AY: 2022-2023

Prerequisites	The student should have an understanding of the basic concepts of psychology	
Objectives:	<ol style="list-style-type: none"> 1. To provide students with an understanding of the fundamental concepts of cognitive psychology and the neuropsychological underpinnings of cognitive processes. 2. To enable students to illustrate the significance of cognitive processes for understanding human behaviour. 	
Content:	<p>I - INTRODUCTION TO COGNITIVE PSYCHOLOGY</p> <ol style="list-style-type: none"> 1. Core concepts in Cognitive Psychology: Mental Representations, Stages of Processing, Serial Versus Parallel Processing, Hierarchical Systems, Cognitive Architecture, Memory Stores, Consciousness, Emotion 2. Paradigms of Cognitive Psychology: Information Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach 3. Theories of Cognitive Development – Piaget, Vygotsky 4. Application: Cognitive Style and Cognitive Map 	15 Hours
	<p>II - PERCEPTION, ATTENTION, AND IMAGERY</p> <ol style="list-style-type: none"> 1. Perceiving Objects and Recognizing Patterns: Gestalt Approaches; Bottom-Up Processes – Template Matching, Featural Analysis, Prototype Matching; Top-Down Approaches – Perceptual Learning, Change Blindness, Word Superiority Effect 2. Attention: Filter Theories, Capacity Theories, Automatic Processes, The Central Bottleneck, Visual Attention 3. Mental Imagery: Finke’s Principles of Visual Imagery 4. Neuroscientific Studies of Attention 5. Application: perceptual and attentional disorders 	15 Hours
	<p>III – MEMORY</p> <ol style="list-style-type: none"> 1. Types and Models of Memory: Sensory Memory - Iconic and Echoic Memory; Short Term Memory– Capacity and Coding; Retention Duration and Forgetting; Working Memory; Executive Functioning; Long-Term Memory – Declarative versus Procedural, Episodic versus Semantic, Levels-of-Processing View, Reconstructive Nature of Memory, Flashbulb and Autobiographical Memory, Eyewitness Testimony 2. Forgetting and Mnemonics 3. Neurological Studies of Memory Processes 4. Application – memory disorders 	15 Hours

	<p>IV - HIGHER COGNITIVE PROCESSES</p> <p>1. Language and Cognition: Whorfian and Modularity Hypothesis; Neuropsychological Perspective; Application – Multilingualism</p> <p>2. Problem Solving and Creativity: Problems and Methods of Solution – Generate-and-Test, Means-End Analysis, Working Backward, Backtracking, Reasoning by Analogy; Blocks to Problem Solving – Mental Set, Incomplete Representations, Lack of Problem-Specific Knowledge or Expertise; Stages and Sources of Creativity, Blocks to Creativity</p> <p>3. Reasoning and Decision Making: Types of Reasoning – Deductive, Inductive, and Everyday Reasoning; Phases and Cognitive Illusions in Decision Making;</p> <p>4. Application - Artificial Intelligence</p>	15 Hours
Pedagogy:	<p>1. Blended learning</p> <p>2. Flipped learning</p> <p>3. Crossover learning</p> <p>4. Experiential learning</p>	
Text Books/Reference Books:	<p>1. Galotti, K. M. (2013). Cognitive psychology in and out of the laboratory. (5th ed.). New Delhi: Sage Publications.</p> <p>2. Goldstein, E. B. (2014). Cognitive psychology: Connecting mind, research and everyday experience. Canada: Nelson Education.</p> <p>3. Groome, D. (2013). An introduction to cognitive psychology: Processes and disorders. Psychology Press.</p> <p>4. Groome, D., & Eysenck, M. (2016). An introduction to applied cognitive psychology (2nd ed.). Psychology Press.</p> <p>5. Kellogg, R.T. (2012). Fundamentals of cognitive psychology. (2nd Edition) N.D. Sage Publications.</p> <p>6. Matlin, M.W. & Farmer, T.A. (2016) Cognition (9th ed.). New Jersey, USA: John Wiley & sons</p> <p>7. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive psychology. New Delhi: Pearson education, first Indian reprint 2014</p> <p>8. Sternberg, R. J. & Sternberg, K. (2016). Cognitive psychology (7th ed.). Belmont, CA: Wadsworth.</p>	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. explain the relevance of processes of cognition; 2. appraise the etiology and evaluate the implications of the disorders associated with cognitive processes; 3. apply the principles of cognitive psychology in real-world settings and 4. design techniques to enhance cognitive skills. 	

Semester II

DISCIPLINE SPECIFIC CORE COURSES (DSC)

Title of the Course: Personality Theories

Course Code: PSY-504

Number of Credits: 04

Effective from AY: 2022-2023

Prerequisites:	The student should have completed at least one course paper of Psychology at the higher secondary or graduate level of study.	
Objectives:	<ol style="list-style-type: none">1. To understand the fundamentals of the nature of human personality.2. To understand the various theoretical orientations to the study of personality.3. To apply personality theories in understanding human behaviour.	
Content:	<p>I – INTRODUCTION TO PERSONALITY AND TRAIT THEORIES</p> <ol style="list-style-type: none">1. Definition, Nature and Functions of Personality2. Theoretical orientation to personality study and research: Bio-Psycho-Social and Gestalt Approaches3. Type and Trait Theories: Hippocrates and Body Humors, William Sheldon and body types, Ernest Kretschmer and body physique, Gordon Allport, Raymond Cattell <p>II – HUMANISTIC AND EXISTENTIAL THEORIES</p> <ol style="list-style-type: none">1. Abraham Maslow2. Carl Rogers3. Rollo May <p>III – PSYCHOANALYSIS AND NEO-FREUDIAN THEORIES</p> <ol style="list-style-type: none">1. Sigmund Freud2. Carl Jung3. Alfred Adler4. Erik Erikson <p>IV – SOCIO-COGNITIVE AND BEHAVIOURAL THEORIES</p> <ol style="list-style-type: none">1. B.F. Skinner2. Albert Bandura3. Cognitive Behavioural Approaches: Aaron Beck, Albert Ellis <p>NOTE: All the theories will cover the following:</p> <ul style="list-style-type: none">• Theoretical orientation and concepts• Assessment techniques• Implications: strength, weakness, application	<p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p>
Pedagogy:	<ul style="list-style-type: none">• Audio Visual Teaching tools• Case Conferences• Personality Assessment tools• Quiz	
Text	<ol style="list-style-type: none">1. Carver, C. S., and Scheler, M.F. (2016) <i>Perspectives on</i>	

Books/Reference Books:	<p><i>personality</i> (8th ed.). Pearson.</p> <p>2. Engler, Barbara. (2014). <i>Personality theories</i> (7th ed.). USA: Houghton Mifflin Company.</p> <p>3. Pervin, L.A. (2003). <i>The science of personality</i> (2nd ed.). USA: Oxford University Press.</p> <p>4. Ryckman, R.M., (2014). <i>Theories of personality</i> (10th ed.). New Delhi: Cengage Learning,</p> <p>5. Schultz, D.P., & Schultz, S.E., (2017). <i>Theories of personality</i> (11th ed.). New Delhi: Cengage Learning.</p>	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. appreciate the value of various personality systems; 2. understand the theoretical frameworks of personality development; 3. compare and critically analyse various theories of personality and 4. apply the knowledge gained to various case situations 	

Title of the Course: SUPERVISED PRACTICUM

Course Code: PSY- 505

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites	Student should have completed a course paper in the area of psychometrics.	
Objectives:	<ol style="list-style-type: none"> 1. To understand techniques of assessment and report writing in mental health settings. 2. To develop knowledge to administer and interpret psychological assessment tools. 3. To develop planning and organization skills through interactive and experiential learning. 4. To analyze case studies with respect to problem identification and management plan. 	
Content:	<p>I – THERAPEUTIC INTERVENTION: OVERVIEW</p> <ol style="list-style-type: none"> 1. Rapport building and understanding client distress <ul style="list-style-type: none"> • Taking a case history, conducting Mental Status Examination, Learning Disability Screening • NIMHANS (SLD) Battery, Wechsler Individual Achievement Test (WIAT) III 2. Formulating and executing the intervention plan 3. Case analysis and Case conferences <p>Assessment will be conducted through simulated role-play exercises, movie reviews, group discussions</p> <p>II – OBSERVATION AND COMMUNITY OUTREACH</p> <ol style="list-style-type: none"> 1. Observation in various field settings: NGOs, schools, private practitioner clinics, companies and industrial/ corporate organizations. Observation log book to be maintained. 2. Organizing and conducting workshops for specific target groups (adolescents, parents, educators, employees etc.) To promote awareness and engage in psycho-education on critical psychological issues <p>III - CLIENT INTERACTION AND CASE WRITING</p> <p>6 cases to be assessed: Child – 01, Adolescents – 01, Adults – 02, Geriatric – 01, Special Case-01 (Special case: individuals with any specific pathology e.g. Learning Disability, ADHD, Eating Disorder, Depression)</p> <p>The student has to maintain a journal to include the following: Detailed Case history, Mental Status Examination, testing rationale with basic test details, test interpretation, points to consider, suggested interventions, prognosis</p>	<p align="center">15 Hours</p> <p align="center">15 Hours</p> <p align="center">30 Hours</p>
Pedagogy:	<ul style="list-style-type: none"> • Role plays 	

	<ul style="list-style-type: none"> • Psychological Assessment tools • Brainstorming • Case conferences • Journal Writing • Experiential Experiences. 	
Text Books/Reference Books:	<p>-----</p>	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. examine case studies with respect to problem identification and management plan; 2. administer and interpret psychological assessment tools to target groups; 3. demonstrate planning and organization skills by conducting workshops on selected topics related to mental health and 4. apply appropriate treatment goals in collaboration with the client. 	

Title of the Course: Psychotherapy

Course Code: PSY-506

Number of Credits: 04

Effective from AY: 2022-2023

Prerequisites	The student must have the basic knowledge about psychological disorders.	
Objectives:	<ol style="list-style-type: none"> 1. To understand the therapeutic approaches available in the treatment of psychological disorders 2. To examine the intervention techniques as postulated by the therapeutic approaches. 3. To develop knowledge of the application of various psychotherapeutic techniques in varied techniques 	
Content:	<p>I – PSYCHOTHERAPY: ANALYTICAL APPROACHES</p> <ol style="list-style-type: none"> 1. Counselling theory, competency and treatment planning 2. Psychoanalysis 3. Transactional analysis <p>II – PSYCHOTHERAPY: HUMANISTIC-EXISTENTIAL APPROACHES</p> <ol style="list-style-type: none"> 1. Person centered counselling and psychotherapy 2. Existential counselling and psychotherapy 3. Gestalt counselling and psychotherapy <p>III – PSYCHOTHERAPY: ACTION-ORIENTED APPROACHES</p> <ol style="list-style-type: none"> 1. Behaviour therapy 2. Cognitive –behaviour therapy 3. Rational Emotive behaviour therapy 4. Evidence-based cognitive behavioural approaches: dialectical behaviour therapy and Trauma focused cognitive behavioural therapy <p>IV – PSYCHOTHERAPY: POST MODERN APPROACHES</p> <ol style="list-style-type: none"> 1. Solution-based approach 2. Narrative and Collaborative approaches 3. Feminist and multicultural counselling and psychotherapy <p>NOTE: All the therapies will cover the following:</p> <ul style="list-style-type: none"> • Concepts • Overview of the counseling process • Counselling relationship • Goal setting • Interventions and special concerns in therapy 	<p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p>
Pedagogy:	<ul style="list-style-type: none"> • Audio Visual Teaching Tools • Case Discussion • Experiential Learning • Interactive Activity 	

<p>Text Books/Reference Books:</p>	<p>BOOKS FOR STUDY:</p> <ol style="list-style-type: none"> 1. Bholra, P., Duggal, C., & Isaac, R. (2022). <i>Reflective Practice and Professional Development in Psychotherapy</i>. SAGE Publishing India. 2. Chamberlain, L. L. (2020). <i>Practicing Psychotherapy: Lessons on Helping Clients and Growing as a Professional</i>. Routledge. 3. Corey, G. (2019). <i>Theory and practice of counseling and psychotherapy</i>. (10thed.) Cengage Learning India. 4. Gehart, D. R. (2016). <i>Theory and treatment planning in counseling and psychotherapy</i>. Cengage India. 5. Gehart, D. R. (2017) <i>Mastering competencies in family therapy : A practical approach to theories and clinical case documentation</i>. (3rded.). Belmont, CA : Brooks/Col 6. Seligman, L. &Reichenberg, L.W. (2013). <i>Theories of Counseling and psychotherapy: systems, strategies, and skills</i>. (4thed.). Pearson. 7. Sharf, R. S. (2014). <i>Theories of psychotherapy and counselling: Concepts and cases</i>. Pacific Grove: Brooks/Cole Pub. Co. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. George, R. and Cristiani, T. (1995). <i>Counseling: Theory and practice</i>. Old Tappen, United States: Pearson Education, p.28. 2. James, R. K., & Gilliland, B. E. (2003). <i>Theories and strategies in counseling and psychotherapy</i> (5th ed.). Needham Heights, MA, US: Allyn& Bacon. 3. Prochaska, J. O., & Norcross, J. C. (2003). <i>Systems of psychotherapy: A transtheoretical analysis</i>. Pacific Grove, CA: Brooks/Cole Pub. 	
<p>Learning Outcomes</p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. outline the therapeutic approaches available in the treatment of psychological disorders; 2. explain the intervention techniques as postulated by the therapeutic approaches; 3. apply various psychotherapeutic techniques in varied settings and 4. gain insight of the postmodern approaches to counselling. 	

Title of the Course: Human Resource Management

Course Code: PSY-507

Number of Credits: 04

Effective from AY: 2022-2023

Prerequisites	The student must learn at least one course paper of Psychology at the undergraduate level	
Objectives:	<ol style="list-style-type: none"> 1. To understand the current theory and practice of human resource management. 2. To develop knowledge of the key issues such as motivation, career planning, diversity and training in order to enhance human resource planning and management. 3. To apply motivational techniques and feedback strategies that help employees reach professional and organizational goals. 	
Content:	<p>I - NATURE OF HUMAN RESOURCE MANAGEMENT</p> <ol style="list-style-type: none"> 1. Nature and functions of Human Resource Management. 2. Human resource Models: Fombrun model, Harvard model, Guest model, Warwick model, Ulrich model. 3. Context of Human Resource Management: External forces, Technology, Cultural forces, Internal forces. 4. Integrating HR strategy with Business strategy: Strategic human resource management, Integrating HR with strategic management, Benefits and challenges of strategic management. <p>II - HUMAN RESOURCE PLANNING</p> <ol style="list-style-type: none"> 1. The planning process: Environmental scanning, organizational objectives and policies, HR demand forecast, Managerial judgment, HR supply forecast, HR programming, HR plan implementation, Control and evaluation. 2. Job design and Job evaluation: Job design approaches, Significance, Factors influencing job designs, Job evaluation process, Wage survey, Employee classification. 3. Recruitment: Nature, Process, Evaluation and control. 4. Selection: Nature, Process, Evaluation, Barriers. <p>III - INDUSTRIAL RELATIONS, DISPUTES AND TRADE UNIONS</p> <ol style="list-style-type: none"> 1. Industrial Relations: Nature, Industrial relations strategy, Approaches – Systems approach, Unitary approach, Pluralistic approach, Marxist approach. 2. Industrial disputes: Nature, Manifestation, Settlement. 3. Trade Unions: Movement in India, Major Unions, 	<p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p>

	<p>Trends, Managing trade unions.</p> <p>4. Labor laws: Nature and need of labor laws, Principles of labor legislations, Trade Union legislation, The Industrial Disputes act (1947), The Payment of Wages Act (1936), The Factories Act (1948), The Employee' Compensation Act (1923).</p> <p>IV - DEVELOPMENTS IN HUMAN RESOURCE MANAGEMENT</p> <p>1. New frontiers: Non-hierarchical structure, Attitude and emotions, Team design and analysis, Employee referrals, Employees for lease, Outsourcing, Moon-lighting by employees, Dual career groups, Flextime.</p> <p>2. Knowledge management and Learning organizations: Individual knowledge conversion process, Organizational knowledge creation process, Knowledge management process and benefits; Need for organizational learning, Characteristics, Quality circles, Total Quality Management.</p> <p>3. Virtual organizations and Human resource management: Concept, Characteristics, Human resource trends.</p> <p>4. Managing global human resources: The internalization of business, Global differences and similarities in HR practices, Staffing the global organization, Training and maintaining expatriate employees, Equal employment opportunity responsibilities of multinational employers.</p>	15 Hours
Pedagogy:	<ul style="list-style-type: none"> • Audio-Visual Teaching Tools • Case Discussion • Experiential Exercises • Industry Based Assignments 	
Text Books/Reference Books:	<p>BOOKS FOR STUDY:</p> <ol style="list-style-type: none"> 1. Aswathappa, K. (2017). <i>Human resource management: Text and cases</i> (8thed.).Chennai: McGraw Hill Education (India) Private Limited. 2. Azmi, F. T. (2019). <i>Strategic Human Resource Management: Text and Cases</i>. Cambridge University Press. 3. Bratton, J., & Gold, J. (2017). <i>Human resource management: Theory and practice</i> (6thed.). New York: Palgrave Macmillan. 4. Dessler, G., &Varrkey, B. (2020). <i>Human Resource Management</i>, (16thed). Pearson Education India. 5. Kleiman, L. (2012). <i>Human resource management: A managerial tool for competitive advantage</i> (6thed.). US: Kendall Hunt Publishing. 6. Robbins, S. P., Verhulst, S. L., &Decenzo, D. A. (2016). 	

	<p><i>Human resource management</i> (12th ed.). Singapore: John Wiley & Sons.</p> <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Durai, P. (2016). <i>Human resource management</i> (2ed.). India: Pearson India Education Services Pvt. Ltd. 2. Jain, T. K., &Chugh, P. (2011). <i>Human resource management</i>. Jaipur: Garima Publications. 3. Sinha, P.R., Shekhar,P. S., &Sinha, B. I. (2017). <i>Industrial relations, trade unions and labour legislations</i> (3rded.). India: Pearson India Education Services Pvt. Ltd. 	
<p>Learning Outcomes</p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. outline the current theory and practice of human resource management; 2. identify the key issues such as motivation, career planning, diversity and training that enhance human resource planning and management; 3. explain motivational techniques and feedback strategies that help employees reach professional and organizational goals and 4. understand new developments in Human resource management 	

Semester II

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) (ANY ONE)

Title of the Course: NEUROPSYCHOLOGY

Course Code: PSY-524

Number of Credits: 4

Effective from AY: 2022 - 2023

Prerequisites	Student should have completed Graduate Degree.	
Objectives:	<ol style="list-style-type: none"> 1. To understand the structure and functions of the nervous system. 2. To highlight the link between behavior, mental processes and biological processes. 3. To understand the application of cognitive and biological foundations in clinical practice. 	
Content:	<p>I – FOUNDATIONS OF BIOPSYCHOLOGY & NEUROPSYCHOLOGY</p> <ol style="list-style-type: none"> 1. Structure and Functions of the Nervous System: The Central Nervous System, The Peripheral Nervous System, 2. Communication in the Nervous System: Cells of the Nervous System, How neurons communicate. 3. The Visual System 4. Audition, The Body Senses and Chemical Senses <p>II - NEURO-PSYCHOLOGICAL BASIS OF BEHAVIOR</p> <ol style="list-style-type: none"> 1. Learning, Language and Memory: The nature of learning, Learning and synaptic plasticity; Cortical localization of language, The Wernicke-Geschwind model; Relational learning Human anterograde amnesia, spared learning abilities, declarative and non- declarative memory 2. Emotions: Emotions as response patterns; Facial expression of emotions; Neural basis of the communication of Emotions - Recognition and Expression 3. Sexual and reproductive behavior: Hormonal control of Sexual behavior, Neural mechanisms in sexual behavior 4. Sleep and Biological Rhythms: A physiological and behavioral description of sleep, Physiological mechanisms of sleep and waking. <p>III– NEUROPLASTICITY</p> <ol style="list-style-type: none"> 1. Phases of neural development: Induction of the neural plate, Neural proliferation, migration and aggregation, axon growth and synapse formation, neuron death and Synapse rearrangement. 2. Causes of brain damage: Brain tumors, Cerebrovascular disorders, Closed head injuries, Infections of the brain, 	<p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p>

	<p>Neurotoxins, Genetic factors, Programmed cell death</p> <ol style="list-style-type: none"> 3. Responses to Nervous system damage: Neural degeneration, Neural regeneration and Neural reorganization 4. Neuroplasticity and the treatment of CNS damage: Promotion of recovery from CNS damage by rehabilitative training, Genetic engineering, Neurotransplantation. <p>IV. Neuropsychological Basis of Specific Disorders</p> <ol style="list-style-type: none"> 1. Degenerative Disorders 2. Schizophrenia and Major Affective Disorders 3. Autism and ADHD 4. Stress Disorders 	15 Hours
Pedagogy:	<ul style="list-style-type: none"> • Audio and visual teaching tools, • Case Discussion • Quizzes • Experimental Learning. 	
Text Books/Reference Books:	<ol style="list-style-type: none"> 1. Carlson, N. R. (2007). Foundations of physiological psychology. (7th ed.). New Delhi: Pearson Education. 2. Gazzaniga, M., Heatherton, T., & Halpern, D. (2016). Psychological science. (5thed.). New York: W. W. Norton & Company, Inc. 3. Gupta, G. C. (2001). Cognitive science: Issues and perspectives. New Delhi: Icon publications Pvt. Ltd. 4. Pinel, J. P. J. (2009). Biopsychology. (7thed.). London: Allyn and Bacon. 5. Pinel, J. P. J., & Barnes, S. J. (2018). Introduction to biopsychology. (10thed.). Noida: Pearson India Education Services Pvt. Ltd. 6. Rosenzweig, M. R., Leiman, A. L. & Breedlove, S. M. (2010). Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience. (2nded.). USA: Sinauer Associates, Inc. 7. Wagner, H., & Silber, K. (2007). Physiological psychology. UK: Garland Science/ BIOS Scientific Publishers 	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. identify and describe the structure and functions of the nervous system; 2. understand and analyze the role of biological processes and mental processes in Behavior; 3. apply cognitive and biological foundations in clinical practice and 4. understand the neuropsychological basis of specific disorders. 	

Title of the Course: Psychology of Addiction

Course Code: PSY-525

Number of Credits: 4

Effective from AY: 2022-2023

Prerequisites	The student should have completed their Graduate degree with at least one course paper in psychology.	
Objectives:	<ol style="list-style-type: none"> 1. To develop knowledge and skills useful in working with individuals with addictive behaviors. 2. To examine specific addiction models with suitable counselling approaches. 3. To understand the major classifications of psychotropic drugs of abuse and typical routes of administration. 	
Content:	<p>I – ADDICTION: A COMPREHENSIVE APPROACH</p> <ol style="list-style-type: none"> 1. Addiction: Definition, Signs And Symptoms 2. Models of Addictions: Social Model, Physiological Model, Intrapsychic Model, Behavioral Model, Biopsychosocial Model. 3. Risk and Protective Factors for Addiction 4. Legal and Ethical Aspects of Addiction Counselling <p>II – SUBSTANCE ABUSE AND ADDICTION</p> <ol style="list-style-type: none"> 1. Classification of Drugs of Abuse 2. Substance-related and Addictive Disorders: DSM V Classification 3. Subjective Aspects of Drug Use: Craving, Intoxication, Cognitive Deficits. 4. Physiology and Pharmacology: Body and Alcohol; Ingestion, Absorption, Excretion, Metabolism, Alcohol and Behaviour; Tolerance, Synergism, Effects on Blood Vessels <p>III – ADDICTION: THE FAMILY DISEASE</p> <ol style="list-style-type: none"> 1. Addiction and Mental Health: Association between Substance Misuse and Psychosis, Prevalence, Outcomes Associated with Addiction 2. Short- and Long-term Effects on Health: Fatal Alcohol Effects 3. Substance Misuse in Older Adults: Illicit Drug Use, Medication Misuse, Assessment of Older People with Substance Misuse, Using & Evaluating Health and Social Outcomes 4. Family and Addiction: Impact on Children, Co-Dependency, Family <p>IV – TREATMENT AND RECOVERY PROCESS</p> <ol style="list-style-type: none"> 1. Using CBT to Treat Addictions 2. Alcoholics Anonymous and 12 Steps Therapy 3. Narrative Identity and Change: Addiction & Recovery; Narrative Therapy, Client Talk, Generating Narrative, Narratives of 	<p align="center">15 Hours</p> <p align="center">15 Hours</p> <p align="center">15 Hours</p> <p align="center">15 Hours</p>

	Recovery, Interviewing; Change Talk, The four Motivational Interview Processes, Core Motivational Interview Skills 4. Relapse Prevention: Models and Prevention Counselling, Building a Support System in Communication, Psycho- Social Care	
Pedagogy:	<ul style="list-style-type: none"> • Audio Visual Teaching Tools • Simulated Case discussion • Field trips 	
Text Books/Reference Books:	<p>BOOKS FOR STUDY:</p> <ol style="list-style-type: none"> 1. Abadinsky, H. (2018). <i>Drug use and abuse</i> (9th ed.). Boston: Cengage Learning. 2. Chandler, C. S. (2018). <i>Addiction psychology: Theory, intervention and practical issues</i>. New Delhi: Sage Publications. 3. Davis, P., Patton, Robert., & Jackson, S. (2017). <i>Addiction Psychology and Treatment</i>. New Jersey: John Wiley and Sons. 4. DiClemente, C.C. (2018). <i>Addiction and Change: How Addictions Develop and Addicted People Recover</i> (2nd ed.). New York: Guilford Press. 4. Maisto, S., Galizio, M. & Connors, G. (2019). <i>Drug use and abuse</i> (8th ed.). Boston: Cengage Learning. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Moss, A., & Dyer, K. (2010). <i>Psychology of addictive behavior</i>. London: Red Globe Press. 2. Svanberg, J. (2018). <i>The psychology of addiction</i>. London: Routledge, Taylor & Francis Group. 3. West, R. (2013). <i>Theory of addiction</i>. New Jersey: John Wiley and Sons. 	
Learning Outcomes:	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. discuss knowledge and skills useful in working with individuals with addictive behaviors; 2. classify specific addiction models with suitable counselling approaches; 3. understand the different treatments and recovery process and 4. identify the major classifications of psychotropic drugs of abuse and typical routes of administration. 	

Title of the Course: Psychosocial Rehabilitation

Course Code: PSY-526

Number of Credits: 4.

Effective from AY: 2022-2023

Prerequisites	Student should have completed Graduate Degree.	
Objectives:	<ol style="list-style-type: none"> 1. To develop knowledge of the concepts, nature, scope, theories, models and ethical concerns in psychosocial rehabilitation. 2. To examine the assessment strategies and ways of engaging clients in the process of recovery so as to build a recovery focused therapeutic relationship and collaborative rehabilitation plan. 3. To sketch an understanding of specific skills and interventions such as formulating a rehabilitation goal, strengths assessment and treatment adherence. 4. To evaluate the critical role of life care planning and community support systems in facilitating psychosocial recovery. 	
Content:	<p>I - INTRODUCTION TO PSYCHOSOCIAL REHABILITATION</p> <ol style="list-style-type: none"> 1. Understanding the nature and scope of psychosocial rehabilitation. 2. Concepts of ability, disability, recovery and rehabilitation 3. Theories and models in rehabilitation psychology: Medical, neuropsychological, social, and bio-psychosocial models 4. Ethical issues in rehabilitation <p>II - THERAPEUTIC RELATIONSHIP AND REHABILITATION PLAN</p> <ol style="list-style-type: none"> 1. Components of therapeutic relationship, therapeutic alliance and treatment outcomes 2. Client engagement in the therapeutic process 3. Overcoming strains in the therapeutic alliance and resolving alliance ruptures 4. The assessment strategy 5. The rehabilitation plan <p>III - THERAPEUTIC SKILLS AND INTERVENTIONS</p> <ol style="list-style-type: none"> 1. Deciding on life changes: Role of motivational interviewing 2. Individual recovery planning: aligning values, strengths and goals 3. Activation and related interventions 4. Cognitive remediation 5. Treatment adherence <p>IV - COMMUNITY AND PEER-SUPPORT</p> <ol style="list-style-type: none"> 1. Social skills and employment 2. Promoting healthy lifestyles 3. Living skills 4. Peer support in mental health service context 	<p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p> <p>15 Hours</p>

	5. Supporting families and careers	
Pedagogy:	<ul style="list-style-type: none"> • Audio Visual Teaching Tools • Experiential Learning • Case conferences 	
Text Books/Reference Books:	<ol style="list-style-type: none"> 1. Corrigan, P. W. (2016). Principles and practice of psychiatric rehabilitation: An empirical approach. Guilford Press. 2. Cox, D. R., Cox, R. H., & Caplan, B. (2013). Specialty competencies in rehabilitation psychology. Oxford University Press 3. King, R., Lloyd, C., & Meehan, T. (2013). Handbook of psychosocial rehabilitation. John Wiley & Sons. 4. Pratt, C. W., Gill, K. J., Barrett, N. M., & Roberts, M. M. (2013). Psychiatric rehabilitation. Academic Press. 5. Frank, R. G., Rosenthal, M., & Caplan, B. (2010). Handbook of rehabilitation psychology (2nd ed.). Washington, DC, US: American Psychological Association 6. King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). Manual of psychosocial rehabilitation. John Wiley & Sons. 7. Sunder, S. (2019). Textbook of Rehabilitation (4th ed.). Chennai: Jaypee brothers Medical Publishers. 	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. describe the concepts, nature, scope, theories, models and ethical concerns in psychosocial rehabilitation; 2. demonstrate skills and intervention strategies within the context of comprehensive rehabilitation treatment planning; 3. discuss assessment strategies and the importance of client engagement in the recovery focused therapeutic relationship and rehabilitation plan and 4. formulate a rehabilitation treatment plan that aims at reconnecting/integrating clients into the community through life care planning and community support systems. 	

Semester III

RESEARCH SPECIFIC ELECTIVE COURSES (ANY TWO)

Title of the Course: Quantitative Research Methods

Course Code: PSY-601

Number of Credits: 04

Effective from AY: 2023-24

Prerequisites	Students should have basic knowledge of research in Psychology.	
Objectives:	<ol style="list-style-type: none"> 1. To teach students quantitative research methods useful for pursuing research degrees (Doctor of Philosophy (Ph.D.), Masters in Philosophy) 2. To empower students with quantitative research based knowledge in writing various research reports, thesis, dissertation, research papers, and articles. 3. To apply quantitative fundamentals in psychological research. 	
Content:	<p>I. FUNDAMENTALS OF RESEARCH</p> <ol style="list-style-type: none"> 1. History of scientific research: Definition & Nature, characteristics & objectives, importance of research. 2. Types of research: Descriptive vs. Analytical, Applied vs. Basic, Quantitative vs. Qualitative, and Conceptual vs. Empirical, criteria of good research. 3. Research problem: selecting & defining the problem, importance of literature review: primary and secondary sources, research databases, web as a source, critical literature review, identifying research gaps for further research. 4. Research Process: Model of the research process: Formulation of a problem, Review of the existing literature, development of working hypothesis, Preparation of research design, Data collection & analysis, Testing of hypothesis, Data Interpretation, Report writing. 	15 Hours
	<p>II. PROCESS OF QUANTITATIVE RESEARCH</p> <ol style="list-style-type: none"> 1. Conceptualization, operationalization and measurement; Causality and experimentation; 2. Definition and nature of variables; operational definitions, types of variables; Independent, Dependent, control and subject variables, manipulation and control of variables 3. Steps in quantitative research: hands on experience in developing a problem statement and a working hypothesis in psychological research. 4. Quantitative analysis in psychological research 	15 Hours
	<p>III. SAMPLING TECHNIQUES AND DATA COLLECTION</p> <ol style="list-style-type: none"> 1. Population and sample: Basic assumptions; Sampling distribution; Sampling techniques: probability and non-probability sampling methods 	15 Hours

	<p>2. Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests.</p> <p>3. Uses of Computers in Research: Internet, Data Organization, Computer and its role in research.</p>	
	<p>IV. EXPERIMENTAL DESIGNS</p> <p>1. Types of Research Designs</p> <p>2. Pre-Experimental Designs</p> <p>3. True Experimental Designs</p> <p>4. Quasi Experimental Designs</p> <p>5. Small n Designs</p>	15 Hours
Pedagogy:	<p>1. Blended Learning</p> <p>2. Flipped Classroom/Flipped Learning</p> <p>3. Experiential learning</p>	
Text Books/Reference Books:	<ol style="list-style-type: none"> 1. Gravetter, F. J., & Forzana, L. A. (2015). Research methods for behavioral sciences (5 ed.). Stamford, CT: Wordsworth Cengage Learning. 2. Bordens, K. S., & Abbott, B. B. (2010). Research design and methods: A process approach (8th ed.). New Delhi: Tata McGraw-Hill Company Limited 3. Goodwin, C. J. (2016). Research in psychology: Methods and design (8th ed.). New Jersey: John Wiley & Sons, Inc. 4. Coolican, H. (2004). Research methods and Statistics in Psychology. London: Hodder Arnold 5. Kerlinger, N. (2017). Foundations of behavioural research. India: Prentice Hall 6. Elmes, David, Kantowitz, Barry H., & Roediger, Henry L. III, (2011). Research methods in psychology (9th revised ed.). Cengage Learning Custom Publishing. 7. Gondane, G. G., (2015). Research methodology. New Delhi: Chandralok Prakashan. 8. Goodwin, J. C., (2010). Research in psychology (6th ed.). USA: Wiley and Sons. 9. Kerlinger, F. N. (2010). Foundations of behavioral research (12th Indian reprint). New Delhi: Surjeet Publications,. 10. Kothari, C. R., & Garg, G. (2014). Research methodology: Methods and techniques (4th ed.). New Delhi: New Age International limited. 11. Kumar, R. (2014). Research methodology: A step – by – step guide for beginners (4th ed.). New Delhi: Sage Publications. 12. Shaughnessy, John; Zechmeister, Eugene B. Zechmeister, Jeanne S., (2010). Research methods in psychology (8 th ed.). New York: The McGraw Hill Companies, Inc. 	

Learning Outcomes	At the end of this course, the student will be able to: <ol style="list-style-type: none">1. understand the fundamentals of research methods used in psychology;2. pursue research degrees in psychology (Doctor of Philosophy (Ph.D.), Masters in Philosophy)3. write various scientific research reports, thesis, dissertation, research papers, articles, essays and4. apply the quantitative research fundamentals to psychological research.	
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Title of the Course: Qualitative Research Methods

Course Code: PSY-602

Number of Credits: 04

Effective from AY: 2023-24

Prerequisites	Students should have basic knowledge of research in Psychology.	
Objectives:	<ol style="list-style-type: none"> 1. To teach students qualitative research methods useful for pursuing research degrees (Doctor of Philosophy (Ph.D.) 2. To empower students with qualitative research based knowledge in writing various research reports, thesis, dissertation, research papers, articles, essays using the qualitative approach. 3. To apply qualitative research concepts in psychological research. 	
Content:	I. FOUNDATIONS OF QUALITATIVE RESEARCH <ol style="list-style-type: none"> 1. Historical development of qualitative research 2. Definition & Purpose of qualitative research 3. Traditions of qualitative research; Grounded theory, Narrative approach, Ethnography ,Action research and Discourse analysis 4. The quantitative-qualitative debate, merits and demerits of qualitative research 	15 Hours
	II. NATURE OF QUALITATIVE RESEARCH <ol style="list-style-type: none"> 1. Nature of qualitative research, Ethnography and participant observation in research, Interview in qualitative research 2. When to use qualitative research method 3. Types of qualitative research 4. Documents as source of data: personal diaries, letters, autobiographies, official documents, and mass media 5. Interpreting documents 	15 Hours
	III. METHODS OF COLLECTING QUALITATIVE DATA <ol style="list-style-type: none"> 1. Methods of collecting qualitative data: Participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies 2. Developing Qualitative Surveys or Questionnaires 3. Holding a Focus Group, Collecting Qualitative Data via Observations, Reviewing Records or Archives for research 4. Data Visualization for Exploratory Analysis and Scientific Communication 	15 Hours
	IV. DATA ANALYSIS IN QUALITATIVE RESEARCH <ol style="list-style-type: none"> 1. Traditions of qualitative data analysis; thematic analysis, Narrative analysis, Discourse analysis, Content analysis 2. Qualitative data analysis software NVivo 3. Systematic review and meta-analysis 	15 Hours

	4. Reporting qualitative research data	
Pedagogy:	<ol style="list-style-type: none"> 1. Blended Learning 2. Flipped Classroom/Flipped Learning 3. Experiential learning 	
Text Books/Reference Books:	<ol style="list-style-type: none"> 1. Creswell, J. W., & Poth, C. N. (2017). Qualitative inquiry and research design: Choosing among five approaches. Los Angeles, CA: Sage. 2. Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). Qualitative research Practice A guide for social science students and researchers (2nd ed.). New Delhi: Sage Publication Limited. 3. Gravetter, F. J., & Forzana, L. A. (2015). Research methods for behavioral sciences (5 ed.). Stamford, CT: Wordsworth Cengage Learning. 4. American Psychological Association, (2012). Publication manual of the American Psychological Association, Washington D.C. 5. Best, John W., & Kahn, James V., (2006). Research in education (10th ed.). New Jersey: Pearson Education, Inc. 6. Broota, D.K., (2008). Experimental design in behavioural research. New Delhi: New Age International limited. 7. Elmes, David, Kantowitz, Barry H., & Roediger, Henry L. III, (2011). Research methods in psychology (9th revised ed.). Cengage Learning Custom Publishing. 8. Gondane, G.G., (2015). Research methodology. New Delhi: Chandralok Prakashan. 9. Goodwin, J. C., (2010). Research in psychology (6th ed.). USA: Wiley and Sons. 10. Kothari, C. R., & Garg, G. (2014). Research methodology: Methods and techniques (4th ed.). New Delhi: New Age International limited. 11. Kumar, R. (2014). Research methodology: A step – by – step guide for beginners (4th ed.). New Delhi: Sage Publications. 12. Shaughnessy, John; Zechmeister, Eugene B. Zechmeister, Jeanne S., (2010). Research methods in psychology (8th ed.). New York: The McGraw Hill Companies, Inc. 	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. understand the nature and nuances of qualitative research; 2. apply the qualitative research fundamentals in psychological research; 3. empowered in writing various research reports, thesis, dissertation, research papers, articles, essays using the qualitative approach and 4. equipped with qualitative research methods essential 	

	for pursuing research degrees (Doctor of Philosophy (Ph.D.), Masters in Philosophy)	
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Title of the Course: Academic Writing: APA Guidelines

Course Code: PSY-603

Number of Credits: 04

Effective from AY: 2023-24

Prerequisites	Students should have a working knowledge of psychological research.	
Objectives :	1. To familiarize students with the theory and principles of academic writing. 2. To equip students with the contextual information and process of academic writing as per the latest APA guidelines. 3. To acquaint students with techniques in academic writing as per the latest APA guidelines.	
Content:	I THEORETICAL - CONCEPTUAL ORIENTATION 1. Scholarly Writing and Publishing Principles 2. Paper elements and Format 3. Journal Article and Reporting Standards	15 Hours
	II CONTENT AND STYLE – APA 7TH Edition 1. Writing Style and Grammar 2. Bias Free Language Guidelines 3. Mechanics of Style	15 Hours
	III TABLES , REFERENCING AND PUBLICATION– APA 7TH Edition 1. Tables and Figures 2. Works credited in the text 3. Publication Process 4. Reference Listing	15 Hours
	IV PREPARING A MANUSCRIPT – APA 7th/ (latest)Edition 1. Writing a Research proposal 2. Manuscript writing for journal 3. Thesis writing *Note: The students will have a to prepare a manuscript for presentation / Publication.	15 Hours
Pedagogy:	1. Blended Learning 2. Flipped Classroom/Flipped Learning 3. Crossover learning 4. Experiential learning	
Text Books/Reference Books:	1. American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7 th ed.). https://doi.org/10.1037/0000165-000 2. Tusting, K., McCulloch, S., Bhatt, I., Hamilton, M., & Barton, D. (2019). <i>Academics writing: The dynamics of knowledge creation</i> . Routledge. 3. Prinz, P., & Arnbjörnsdóttir, B. (2021). <i>The art and architecture of academic writing</i> . John Benjamins Publishing Company. 4. Paltridge, B. (2004). Academic writing. <i>Language teaching</i> , 37(2), 87-105. 5. Oshima, A., & Hogue, A. (2007). <i>Introduction to academic writing</i> (p. 3). Pearson/Longman. 6. Sword, H. (2012). <i>Stylish academic writing</i> . Harvard University Press. 7. Smyth, T. R. (2017). <i>The principles of writing in psychology</i> . Bloomsbury	

	Publishing.	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none">1. understand the theory and principles of academic writing;2. relate to the application and contextual interpretation of the process of academic writing as per the 7TH/ latest APA guidelines;3. experiential learning of manuscript preparation as per latest APA guidelines and4. understand referencing and publication process	

Semester III

GENERIC ELECTIVE COURSES (ANY THREE)

Title of the Course: Indian Perspectives in Psychology

Course Code: PSY-621

Number of Credits: 04

Effective from AY: 2023-24

Prerequisites	Students should have basic knowledge of the emergence of psychology in India.	
Objectives:	<ol style="list-style-type: none"> 1. To familiarize students with the foundations of Indian psychology 2. To acquaint students to view psychology from the Indian perspective 3. To understand the application and implications of Indian psychology. 	
Content:	I – FOUNDATIONS OF INDIAN PSYCHOLOGY <ol style="list-style-type: none"> 1. Psychology in the India Tradition 2. Indian psychological thought in the age of globalization 3. Indian psychology and the scientific method 4. Indian psychology: Implications and applications 	15 Hours
	II - INDIAN PERSPECTIVES: CONCEPTUAL UNDERSTANDING <ol style="list-style-type: none"> 1. Centrality of Consciousness & mind 2. Relationship between humans and nature 3. Self, Person and Personality in Indian Psychology 4. Cognition, Emotion & Volition 5. Self realization: perspectives of B.G.Tilak, Saint Tukaram, Ramana Maharshi & Gandhian Concept of Non-Violence. 	15 Hours
	III- UNDERSTANDING THE INDIAN PERSPECTIVES <ol style="list-style-type: none"> 1. Concept of Karma & Dharma 1. Psychotherapy and Indian thought 2. Healing and Counselling in a traditional spiritual setting 3. Indian Traditions and their Implications for Health and Well-Being 4. Resolution of social conflicts: An Indian model 	15 Hours
	IV- APPLIED INDIAN PSYCHOLOGY: <ol style="list-style-type: none"> 1. Indian Model of applied Psychology 2. Mental Health and Hygiene: Prevention of Illness 3. Positive Psychology and Spirituality 4. Meditation & yoga in therapeutic Psychology. 5. Major challenges and perspectives for future action 	15 Hours
Pedagogy:	<ol style="list-style-type: none"> 1. Blended Learning 2. Flipped Classroom/Flipped Learning 3. Crossover learning 4. Experiential learning 	
Text Books/Reference Books:	<ol style="list-style-type: none"> 1. Rao, K. R., & Paranjpe, A. C. (2016). <i>Psychology in the Indian tradition</i>. India: Springer. 2. Verma, M. C. (2010). <i>Foundations of Indian Psychology, Volume 1: Theories and Concepts</i> (Vol. 1). India: 	

	<p>Pearson Education.</p> <p>3. Cornelissen, M. (2011). <i>Foundations of Indian Psychology Volume 2: Practical Applications</i>. India: Pearson Education.</p> <p>4. Morandi, A., & Narayanan Nambi, A. N. (2013). An integrated view of health and well-being. <i>Cross Cultural Advancements in Positive Psychology</i>.</p> <p>5. Matthijs Cornelissen, R.M., Misra, G., & Varma, S. (2014). <i>Foundations and Applications of Indian Psychology</i>. India: Pearson</p> <p>6. Rao, K.R., Paranjpe, A.C., & Dalal, A.K. (2014). <i>Handbook of Indian Psychology</i>. New Delhi: Cambridge University Press India Pvt. Ltd.</p> <p>7. Bhawuk, D. (2011). <i>Spirituality and Indian psychology: lessons from the Bhagavad-Gita</i>. Springer Science & Business Media.</p>	
<p>Learning Outcomes</p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. understand the foundations of Indian psychology; 2. relate to the contextual influence of psychology in India; 3. gain an understanding of Indian perspective in the field of psychology and 4. obtain an Indian model in the applied field of psychology 	

Title of the Course: Human Rights in India

Course Code: PSY-622

Number of Credits: 04

Effective from AY: 2023-2024

Prerequisites	Students should have a graduate degree in Psychology.	
Objectives:	<ol style="list-style-type: none">1. This course helps students to build a good theoretical and practical understanding of human rights law2. To introduce the students to Feminism and its concepts and the larger contemporary context of gender perspective to development and the human rights discourse	
Content:	I - PHILOSOPHICAL AND HISTORICAL FOUNDATION OF HUMAN RIGHTS AND DUTIES <ol style="list-style-type: none">1. Human Values: Individual dignity, Justice and Equality2. Interrelationship between Human Rights, Law and Social Sciences3. Indian Constitution and Human Rights: Civil and Political Rights, Socio-Economic and Cultural Rights.4. Historical Foundation of Human Rights in India- India's Independence Movements-Human Rights and the Constituent Assembly	15 Hours
	II - WOMEN, CHILDREN AND HUMAN RIGHTS <ol style="list-style-type: none">1. Women's Right :Equality and Non- Discrimination, Education and Employment, Marriage, Family and Legal Rights,Health and Reproductive Rights2. Children's Rights : Social and cultural practices regarding girl child: feticide, child marriage,Child labour (in informal sectors), forced labour, sale of children,Child abuse inside and outside homes.	15 Hours
	III- MEDIA, CYBER SPACE AND HUMAN RIGHTS <ol style="list-style-type: none">1. Freedom of expression and the Internet: -Right to freedom of expression and information, -Permissible limitations of the ICCPR right to freedom of expression.2. Definition of Mass Media- Kinds of Media-Technology and Media- Privatization and Growth of Media-Freedom of Press-Law of Defamation-Dignity-Blasphemy-Sedition- digital media3. Current issues of 'Internet censorship'- Cyber-bullying, Cyber-racism, Cyber-sexism/sexual harassment, Cyber-homophobia.	15 Hours

	<p>IV- ENVIRONMENT, RESOURCES AND HUMAN RIGHTS</p> <p>1 Fundamental Right to Environment, Directive Principles relating to Environment, PIL</p> <p>2 .Social movements for protection of environment and ecology.</p> <p>3. Role of various institutions like pollution Control Board; Indian environmental laws – an assessment; Green Tribunal and role of supreme court; Forest Policies and Acts</p> <p>4. Right to Development and its various dimensions; debate around inclusive growth; (case study of Narmada Bachao movement; Sardar Sarobar Project).</p>	15 Hours
Pedagogy:	<p>1 Lecture and discussion</p> <p>2. Case study analysis</p> <p>3. Crossover learning</p> <p>4. Experiential learning</p>	
TextBooks/ReferenceBooks:	<p>1. Bajpai, A. (2018). Child Rights in India: Law, Policy and Practice. India:Oxford University Press India</p> <p>2. Chandrachud, A. (2017) Republic of Rhetoric: Free Speech and the Constitution of India. New Delhi: Penguin.</p> <p>3. Donnelly, J. (2014) Universal Human Rights in Theory and Practice, Jaipur: Rawat.</p> <p>4. Fatima, T. (2017). Cyber Law in India. Netherlands: Wolters Kluwer.</p> <p>5. Leelakrishnan, P. (2021) Environmental Law in India (6th ed.). India: Lexi Nexus</p> <p>6. Rao,K. Human Rights and Cyberspace: Use And Misuse, Manupatra</p> <p>7. Singh, A. (2018). Cyber Law in India Simply In Depth. (n.p.): Independently published.</p>	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. gain a philosophical and historical foundation of human rights and duties; 2. link the theories and empirical understanding to a deeper understanding of protection of human rights; 3. understand rights of freedom of expression in the virtual world and 4. develop techniques and ideas for dealing with attitudes Related to Human Rights. 	

Title of the Course: Consumer Psychology

Course Code: PSY-623

Number of Credits: 04

Effective from AY: 2023-24

Prerequisites	Students should have a working knowledge of psychological research.	
Objectives:	<ol style="list-style-type: none"> 1. To familiarize students with the theory and principles of consumer psychology. 2. To equip students with the application of contextual information of consumer psychology in understanding buying behaviour. 3. To acquaint students with the factors influencing consumer decision process. 	
Content:	I – CONSUMERS, MARKETERS AND CONSUMER DECISION MAKING <ol style="list-style-type: none"> 4. Consumer behaviour and technology 5. Market segmenting and real time bidding 6. Consumer decision making process 7. Consumer research 	15 Hours
	II – CONSUMER PSYCHOLOGY – CONSUMER AS AN INDIVIDUAL <ol style="list-style-type: none"> 1. Consumer motivation and personality 2. Consumer perception and positioning 3. Consumer learning 4. Consumer attitude formation and change 	15 Hours
	III – COMMUNICATION AND CONSUMER BEHAVIOUR <ol style="list-style-type: none"> 1. Persuading consumers 2. From print and broadcast to social media and mobile marketing 3. Reference groups and communities, Opinion leaders and word-of-mouth 	15 Hours
	IV – CONSUMER PSYCHOLOGY – SOCIAL AND CULTURAL SETTIINGS <ol style="list-style-type: none"> 1. Family and its social standing 2. Cultural values and consumer behaviour 3. Cross-cultural consumer behaviour 	15 Hours
Pedagogy:	<ol style="list-style-type: none"> 1. Blended Learning 2. Flipped Classroom/Flipped Learning 3. Crossover learning 4. Experiential learning 	
Text Books/Reference Books:	<ol style="list-style-type: none"> 1. Schiffman, L. G., Wisenblit, J., & Kumar, S. R. (2019). <i>Consumer Behavior By Pearson</i>. Pearson Education India. 2. Jansson-Boyd, C.V. (2010). <i>Consumer Psychology</i>. Open University Press McGraaw hill – UK 3. Mullen, B. & Johnson C. (2013). <i>The psychology of consumer behaviour</i>. Lawrence Earlbaum Associates, New Jersey. 4. Monga, A. & Bagchi R. (2020). <i>Becoming a consumer psychologist</i>. Routledge, New York. 5. Whang, S. (2015). <i>The new consumer psychology</i>. Routledge, Taylor and Francis Group. London, New York. 6. Dimofte, C. V., Haugtvedt, C. P., & Yalch, R. F. (Eds.). (2016). <i>Consumer psychology in a social media world</i>. Routledge. 7. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2018). <i>Handbook of</i> 	

	<i>consumer psychology</i> . Routledge.	
Learning Outcomes	Students will be able to: 1. understand the theory and principles of consumer psychology; 2. relate to the application and contextual interpretation of the consumer decision process and buying behaviour; 3. explain and illustrate the interplay of factors impacting consumer psychology and 4. gain an insight to the cross cultural influences of consumer behaviour	

Title of the Course: Gender and Society: Critical Perspectives

Course Code: PSY-624

Number of Credits: 04

Effective from AY: 2023-2024

Prerequisites	Students should have a graduate degree in Psychology.	
Objectives:	<ol style="list-style-type: none">1. To familiarise the students with the concepts of sex and gender2. To make student understand the concepts of masculinity and femininity as analytical categories.3. To introduce the students to Feminism and its concepts and the larger contemporary context of gender perspective4. To understand gender dimension of Home, work and Health	
Content:	I - SEX AND GENDER:CONCEPTUAL ORIENTATION <ol style="list-style-type: none">1. Sex, gender, sexuality2. Femininities, masculinities and other sexualities3. Theories of gender development – psychoanalytic, evolutionary, socialization and socio-cultural theories, feminist, gender reform and gender resistance theories.4. Gender stereotypes and behaviour	15 Hours
	II - GENDER DIFFERENCES AT WORK <ol style="list-style-type: none">1. Occupational segregation: women and men in different jobs2. Changing patterns and scope of employment discrimination3. Gender and organizational leadership4. Appreciative Action5. Moving toward family-friendly workplaces	15 Hours
	III- GENDER DIFFERENCES AT HOME <ol style="list-style-type: none">1. Gender based violence in family2. Forms of violence against women in family (special focus on India); denial of reproductive rights, female feticide and infanticide, dowry deaths, wife battering, child abuse3. Intimate partner violence against men and transgender4. Accepting Sexual Orientation of children	15 Hours

	IV- GENDER AND HEALTH 1. Gendered patterns of disease 2. Health-related behaviours influenced by gender stereotypes 3. Reproductive health and maternal mortality 4. Commercializing pregnancy and childbirth 5. Gendered aspects of aging and health	15 Hours
Pedagogy:	1. Lecture and Discussion 2. Debate 3. Case study 4. Experiential learning	
Text Books/Reference Books:	8. Beilby, J.K. & Rhodes, E. (2019) Understanding Transgender Identities: Four Views. United States: Baker Publishing Group. 9. Gideon, J. (2016). Handbook on Gender and Health. United Kingdom: Edward Elgar Publishing INC. 10. Lips, H. M. (2018). Gender: The Basics (2 nd ed.). United Kingdom: Taylor & Francis. 11. Marques J. (2021) Exploring Gender at Work: Multiple Perspectives. Germany: Springer International Publishing. 12. McLean, G.N. & Ghosh, R. (2018) Indian Women in Leadership. Germany: Springer International Publishing. 13. Oakley, A. (2016). Sex, Gender and Society. United Kingdom: Taylor & Francis. 14. Sarkar, S. (2016). Gender Disparity in India: Unheard Whimpers. India: Prentice Hall India Pvt., Limited.	
Learning Outcomes	At the end of this course, the student will be able to: <ol style="list-style-type: none"> 1. comprehend gender identity; 2. communicate effectively about gender issues in both writing and speech; 3. develop techniques and ideas for dealing with attitudes related to Human Rights; 4. deal with health-related concerns influenced by gender stereotypes 	

Title of the Course: Social Welfare Administration

Course Code: PSY-625

Number of Credits: 04

Effective from AY: 2023-24

Prerequisites	Students should have basic knowledge of social work.	
Objectives:	<ol style="list-style-type: none"> 1. To acquire knowledge about basic concepts of social welfare and administration. 2. To learn about various social welfare policies at state and national level. 3. To learn about social needs of different communities. 	
Content:	I: INTRODUCTION TO SOCIAL WELFARE ADMINISTRATION <ol style="list-style-type: none"> 1. Social Welfare Administration: Meaning, Concept and Principles 2. Functions and scope of social welfare administration 3. Management by objectives as applied to social welfare administration. 4. Social Welfare: Its Business, History and Future 	15 Hours
	II: SOCIAL WELFARE ADMINISTRATION IN INDIA <ol style="list-style-type: none"> 1. Social Welfare administration at the Union level 2. Central social welfare board 3. National commission for Women 4. Role of Voluntary organizations in Societal welfare 	15 Hours
	III: SOCIAL WORK ADMINISTRATION IN GOA <ol style="list-style-type: none"> 1. Welfare Programmes in Goa – Social Welfare Department, 2. Tribal Welfare, Rural Development Agency 3. Women and Child Department, 4. Educational Schemes, Welfare Programmes in Panchayat 	15 Hours
	IV: WELFARE OF SOCIAL CATEGORIES <ol style="list-style-type: none"> 1. Welfare of the family, women, transgender, child, youth, aged, disabled, drug addicts, ex- service men 2. Welfare of SC's/ST's, 3. Welfare of OBC's 4. Welfare of minorities, marginalized 	15 Hours
Pedagogy:	<ol style="list-style-type: none"> 1. Audio visual teaching tools 2. Interactive activities 3. Field trips 	

TextBooks/Reference Books:	<ol style="list-style-type: none"> 1. BalsaraJal F. (1984). Perspectives on Social Welfare in India. Chand Co. Ltd., New Delhi. 2. Chowdhury P. D. (1979). Social Welfare Administration. Atma Ram Sons. Delhi. 3. Citizen’s Charters, Government of Goa of Social Welfare Department, Tribal Welfare Department, Rural Development Agency, Women and Child Department, Educational Department, Directorate of Panchayat. 4. Goel S.L. (1988). Social Welfare Administration VOL 1 and .2: Theory and Practice. Deep and Deep Publications. 5. Garain, S. (1998). Organizational Effectiveness of NGOs. Jaipur: University Book House. 6. Garain, S., Towards a Measure of Perceived Organizational Effectiveness in Non-Government Organization. Mumbai: Indian Journal of Social Work, 54 (2) 7. Kohli A.S., and Sharma S.R. (1996). Encyclopedia of Social Welfare and Administration Vol. 1-7. Anmol Pub. Pvt. Ltd., New Delhi. 8. Lauffer, A. (1977). Getting the Resources You Need. New Delhi: Sage Publications. 9. Lauffer, A. (1977). Understanding Your Social Agency. London: Sage Publications. 10. Lewis Judith A.(1991). (3rd ed) Management of Human Services, Programs. Broke Cole Publishing Co. 11. Luthans, Fred. (1990) Organizational Behaviour. Boston, Irwin McGraw Hill. 12. Singh, M. (2004). Social Policy and Administration in India. New Delhi: M.D. Publication 13. Sachdeva D.R. (2004). Social Welfare Administration in India, Kitab Mahal Agencies, Allahabad 14. Zastrow C. (2009) Introduction to Social Work and Social Welfare. Empowering People. (10th ed).Wadsworth Publishing Co Inc 	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. gain knowledge about social welfare administration; 2. learn about welfare programs at the national and local levels; 3. understand social welfare for special populations and 4. help and guide people to utilize social welfare policies. 	

Title of the Course: Conservation Psychology

Course Code: PSY-626

Number of Credits: 04

Effective from AY: 2023-24

Prerequisites	Students should have basic knowledge of conservation behaviour	
Objectives:	<ol style="list-style-type: none"> 1. To understand the psychological and social determinants of Conservation behaviour 2. To understand conservation efforts with reference to India 3. Using psychological interventions for conservation and policy matters 	
Content:	I - BASICS OF CONSERVATION PSYCHOLOGY <ol style="list-style-type: none"> 1. Nature and Scope of Conservation Psychology 2. Conservation and Human Nature 3. Methods of Conservation Psychology 4. Theoretical Foundations for the Human Response to Nature 	15 Hours
	II - ATTITUDE TO CONSERVATION: ASSESSMENT AND CHANGE <ol style="list-style-type: none"> 1. Attitude towards Conservation: Promoting Conservation. 2. Attitude assessment. Attitude change 3. Development of Conservation Behaviors in Childhood and Youth 4. Environment and Identity. 	15 Hours
	III- COMMUNITY PSYCHOLOGY AND INTERNATIONAL BIODIVERSITY CONSERVATION <ol style="list-style-type: none"> 1. CPR Framework and CPR Institutions. CPR Experiments 2. Psychology, Culture, and Local Knowledge 3. Psychological aspects CPR. Developing CPR 4. Institutions. Environmental Education 5. Accounting for the Costs and Benefits of Conservation 	15 Hours
	IV- CHALLENGES AND SOLUTION TO CONSERVATION EFFORTS IN INDIA <ol style="list-style-type: none"> 1. Challenges of Space and Corridors 2. Man-Animal Conflict 3. Forest Rights Act. Other legal aspects. 4. Role of Government and Non-Gov sectors 	15 Hours
Pedagogy:	<ol style="list-style-type: none"> 1. Blended Learning 2. Flipped Classroom/Flipped Learning 3. Crossover learning 4. Experiential learning 	
Text Books/Reference	<ol style="list-style-type: none"> 1. Scott, B. A., Amel, E. L., Koger, S. M., & Manning, C. M. (2021). Psychology for Sustainability (5th ed.). Routledge. 	

Books:	<ol style="list-style-type: none"> 2. Clayton, S. D. (2012). <i>The Oxford handbook of environmental and conservation psychology</i>. OUP: NY. 3. Clayto, S. & Myers, G. (2015). <i>Conservation Psychology: Understanding and Promoting Human Care for Nature</i>. Wiley Blackwell. 4. Miller, J. T. (2016). <i>Applied Character Analysis in Human Conservation</i>. Van Duuren Media. 5. Berger-Tal, O., & Saltz, D. (2016). <i>Conservation Behavior: Applying Behavioral Ecology to Wildlife Conservation and Management (Conservation Biology, Series Number 21)</i> (1st ed.). Cambridge University Press. 6. Blumstein, D. T., & Fernández-Juricic, E. (2010). <i>A Primer of Conservation Behavior</i> (1st ed.). Sinauer Associates is an imprint of Oxford University Press. 	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. know the psychological and social determinants of conservation behaviour; 2. comprehend the cultural and local influences in community behaviours; 3. understand conservation efforts with reference to India and 4. use psychological interventions for conservation and policy matters. 	

Semester IV

RESEARCH SPECIFIC ELECTIVE COURSE (RSE)(ANY ONE)

Title of the Course: Applied Statistics in Psychological Research

Course Code: PSY-604

Number of Credits: 04

Effective from AY: 2023-2024

Prerequisites:	The student should have completed their Graduate degree in Psychology	
Objectives:	1. To understand the different statistical methods and their uses 2. To equip students in working with Statistical Package for Social Sciences(SPSS) and AMOS	
Content:	I – CONCEPTS IN STATISTICS AND SOFTWARE PACKAGES 1. Overview of Descriptive Statistics: Measures of Central Tendency & Variability 2. Distributions: discrete distributions- binomial, Poisson; continues distributions: normal, t, F, chi-square, jointly distributed random variables 3. Statistical Inference: Estimation theory, Hypothesis testing 4. SPSS : Understanding SPSS and its functions, Data Entry, Advanced Data Handling in SPSS 5. IBM SPSS - AMOS : Introduction, steps to run AMOS graphics, usage of drawing tools in AMOS graphics, SEM & CFA.	15 Hours
	II – CORRELATION AND REGRESSION 1. Correlation: Product Moment, Special Correlations, Partial and Multiple Correlation 2. Non-parametric Correlations: Kendall’s tau, Spearman’s rho 3. Linear and Multiple Regression 4. Using SPSS for Correlation & Amos for Regression	15 Hours
	III - INFERENCE STATISTICS 1. Multi-group differences: ANOVA – One-way ANOVA for independent means and Two-way ANOVA for independent means 2. Chi Square test - goodness of fit and independence; Mann-Whitney U test - moderate and large samples; Wilcoxon sign-rank test; Kruskal Wallis Test 3. Using SPSS for Parametric & Non-Parametric tests of Significance	15 Hours

	<p>IV - FACTORANALYSIS</p> <ol style="list-style-type: none"> 1. Factor Analysis: General purpose and description, Methods of extraction and rotation 2. Exploratory and Confirmatory Factor Analysis 3. Demonstration of Factor Analysis with the help of a standardized Psychological Test 4. Advantages & Limitations of Factor Analysis 5. Using SPSS for Factor analysis 	15 Hours
Pedagogy:	<ul style="list-style-type: none"> • Audio Visual Teaching tools • Experiential learning 	
Text Books/Reference Books:	<ol style="list-style-type: none"> 1. Bluman, A. G. (2012). Elementary Statistics – a step-by-step approach. (8th ed.). McGraw Hill Publishers. 2. Brace, N., Kemp, R. & Snelgar, R. (2012). SPSS for Psychologists: A guide to data analysis using SPSS for windows (5th ed.). New York: Palgrave MacMillan. 3. Gaur, A. S., & Gaur, S.S (2009). Statistical methods for practice and research: A guide to data analysis using SPSS. (2nd ed.). London: Sage publications. 4. Gupta, S. C. (2004). Fundamentals of statistics. (6th ed.). Delhi: Himalaya Publishing House. 5. Kerlinger, F.N. (2010). Foundations of behavioural research. New Delhi: Surjeet Publications, 12th Indian reprint. 6. Pagano, R. R. (2012). Understanding statistics in the behavioural sciences. (10th ed.). Cengage Learning. 7. Shanthi, R. (2019). Multivariate Data Analysis: Using SPSS and AMOS. India: Amazon Digital Services LLC - KDP Print US. 8. Tabachnick, B. G., Fidell, L.S., & Osterlind, S. J. (2001). Using multivariate statistics. New York: Pearson Education Inc. 	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. have knowledge of the various concepts of applied statistics; 2. understand the different statistical methods and their uses; 3. know the various software packages used in social science research and 4. work with Statistical Package for Social Sciences(SPSS) and AMOS. 	

Title of the Course: Ethics in Research

Course Code: PSY-605

Number of Credits: 04

Effective from AY: 2023-2024

Prerequisite	Completed Graduate degree	
Objectives:	<ol style="list-style-type: none">1. To understand general ethical principles and standards in psychological research2. To apply knowledge of ethical decision-making skills during research	
Content:	I - INTRODUCTION: ETHICS AND RESEARCH <ol style="list-style-type: none">1. Research Ethics: Meaning, Nature and Scope2. Ethics and research aim3. Responsibilities of researchers to fellow researchers, respondents, the public and the academic community4. Areas of research which raise ethical issues: Research with minors, Immigrants, People of diverse sexual orientation and homeless individuals.	15 Hours
	II - RESEARCH AND THE RESPONDENT <ol style="list-style-type: none">1. Ethical issues before the research commences: Procedures for identifying and recruiting potential respondents; The principle of informed consent ; Written information on the research project, and obtaining written consent; Potential disadvantage or harm which might affect respondents2. Ethical issues during the research: Ethics of recording data, research interview, use of questionnaires ,information and communication technology; The right of respondents to end involvement in the research3. Ethical issues when data collection has been completed: The issue of allowing respondents to read, edit and confirm the accuracy of data; Reporting research results to respondents; Potential psychological effects on respondents	15 Hours

	<p>III - PRIVACY OF RESPONDENTS, AND RESTRICTIONS ON THE USE OF DATA</p> <ol style="list-style-type: none"> 1. Anonymity and confidentiality 2. Trying to maintain the social ecology of a research setting 3. Privacy in relation to institutions and organizations 4. The storage of data 5. Intellectual Property Rights (IPR): meaning, types, need & collaborative research. 	15 Hours
	<p>IV - PUBLICATION AND DISSEMINATION OF RESEARCH</p> <ol style="list-style-type: none"> 1. Different audiences for research reports and findings 2. The nature of plagiarism, types, plagiarism software checks, legal issues. 3. The uses of synopses of research 4. Acknowledging the limitations of research conclusions 	15 Hours
Pedagogy:	<ul style="list-style-type: none"> • Audio Visual Teaching tools • Case Conferences • Quiz 	
Text Books/Reference Books:	<ol style="list-style-type: none"> 1. BOS, J. (2021). Research ethics for students in the Social Sciences. Springer International Publishing. 2. Cooper, H. M. (2016). Ethical choices in research: Managing data, writing reports, and publishing results in the Social Sciences. United States: American Psychological Association. 3. Lahman, M. K. E. (2018). Ethics in Social Science Research: Becoming culturally responsive. United States: SAGE Publications, Inc. 4. Flynn, L. R., & Goldsmith, R. E. (2013). Case studies for ethics in academic research in the Social Sciences. United States: SAGE Publications. 5. Israel, M., & Hay, I. (2013). Research ethics for social scientists: Between ethical conduct and regulatory compliance. United States: SAGE Publications. 6. Anderson, S. K. & Kitchener, K. S., (2011). Foundations of Ethical Practice, research, and teaching in psychology and Counseling. United Kingdom: Taylor & Francis. 7. Oliver, P. (2011). The Student's Guide to Research Ethics. United Kingdom: Open University Press. 8. Panicker, S., & Stanley, B. (2021). Handbook of Research Ethics in psychological science. United States: American Psychological Association. \ 	
Learning Outcomes	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate comprehensive knowledge of ethics relevant to psychological research; 	

	<ol style="list-style-type: none">2. deal with respondents ethically;3. use knowledge of ethical decision-making skills during research and4. publish and disseminate research data ethically.	
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