



# UNIVERSITY OF DELHI

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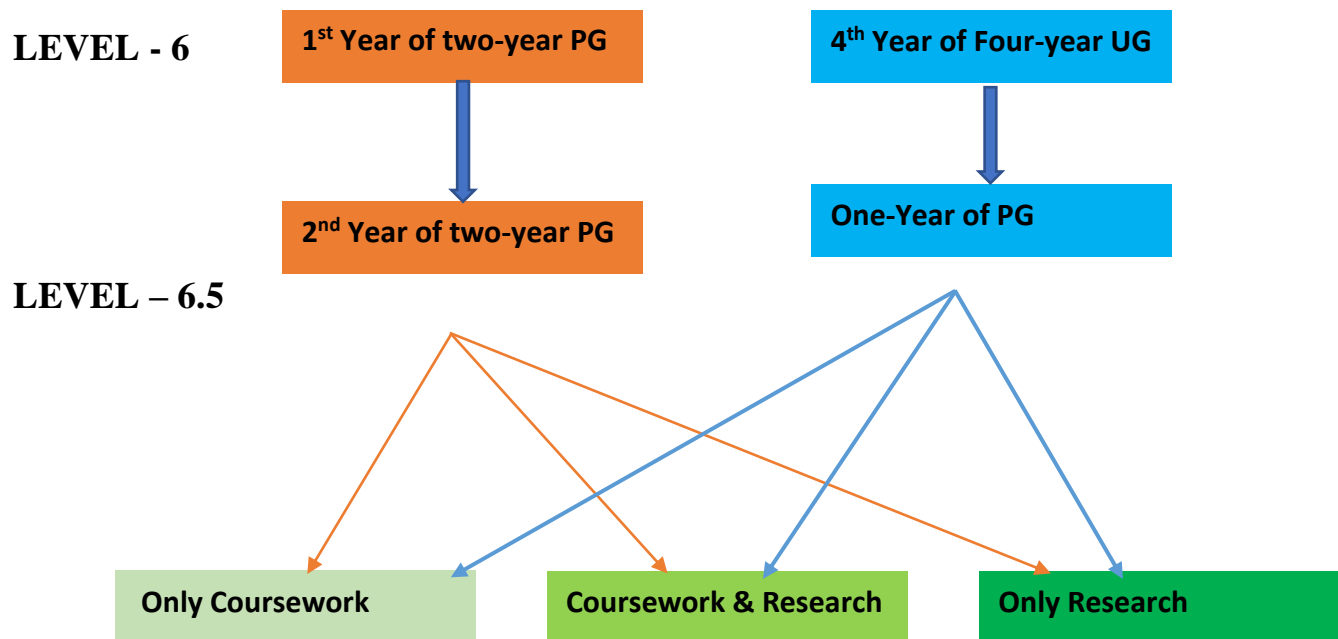
## MASTER OF ARTS

### Psychology

**(Effective from the Year 2026-2027)**

**COURSES FOR TWO-YEARS/  
ONE-YEAR P.G (PSYCHOLOGY)  
PROGRAMME BASED ON NEP-2020  
*(2-Year/ 1-Year PG Program)***

## Postgraduate Curricular Framework 2024 (based on NEP 2020)



2-Year/ 1-Year PG Program (*Structure 1*)**Structure 1 (Level 6.5) : PG Curricular Structure with only course work**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7 DSC -8  (8 credits)	DSE- 5 DSE – 6 DSE - 7  OR DSE-3, DSE-4 & GE-3 (12 credits)	Internship/Skill enhancement/ Specialised Laboratory /Workshop/Apprentice ship/ Hands on Learning (2 credits)	Nil	22
Semester- IV	DSC - 9 DSC -10  (8 credits)	DSE- 7 DSE – 8 DSE - 9  OR DSE-5, DSE - 6 & GE-4 (12 credits)	Internship/Skill enhancement/ Specialised Laboratory /Workshop/Apprentice ship/ Hands on Learning (2 credits)	Nil	22

## Semester-III

<b>Discipline Specific Course (DSC)</b>		
<b>Paper Code</b>	<b>Title</b>	<b>Credit</b>
<b>DSC 301</b>	<b>Advance Research Methods</b>	<b>4</b>
<b>DSC 302</b>	<b>Cultural Psychology</b>	<b>4</b>
<b>Discipline Specific Elective( DSE)</b>		
<b>DSE 301</b>	<b>Cognitive Development Across Lifespan</b>	<b>4</b>
<b>DSE 302</b>	<b>Developmental Assessment</b>	<b>4</b>
<b>DSE 303</b>	<b>Psychotherapeutic interventions</b>	<b>4</b>
<b>DSE 304</b>	<b>Psycho-Diagnostic and Clinical Assessments</b>	<b>4</b>
<b>DSE 305</b>	<b>Psycho-social practices of healthcare</b>	<b>4</b>
<b>DSE306</b>	<b>Counselling in Applied Settings</b>	<b>4</b>
<b>DSE 307</b>	<b>Organizational Theory</b>	<b>4</b>
<b>DSE 308</b>	<b>Psychology of Dreams</b>	<b>4</b>
<b>DSE 309</b>	<b>Notions of Self and Personality in Indian Psychology</b>	<b>4</b>
<b>DSE 310</b>	<b>Yoga psychology: Towards an Integration of East and West</b>	<b>4</b>
<b>General Elective (GE)</b>		
<b>GE 301</b>	<b>Fundamentals of psychological first aid</b>	<b>4</b>
<b>GE 302</b>	<b>Environmental Psychology</b>	<b>4</b>
<b>GE 303</b>	<b>Disability and Society</b>	<b>4</b>
<b>Skill Enhancement Course</b>		
<b>SEC:301</b>	<b>History Taking and Mental Status Examination</b>	<b>2</b>
	<b>Total Credit</b>	<b>22</b>

**SEMESTER IV**

<b>Paper Code</b>	<b>Title</b>	<b>Credit</b>
<b>Discipline Specific Core</b>		
<b>DSC 401</b>	<b>Neuropsychology in Practice</b>	<b>4</b>
<b>DSC 402</b>	<b>Self and Emotions in Everyday Life</b>	<b>4</b>
<b>Discipline Specific Elective Course</b>		
<b>DSE 401</b>	<b>Advanced Developmental Psychology</b>	<b>4</b>
<b>DSE 402</b>	<b>Counseling Children and Adolescents</b>	<b>4</b>
<b>DSE 403</b>	<b>Applied Behavioral Analysis</b>	<b>4</b>
<b>DSE 404</b>	<b>Community Mental Health</b>	<b>4</b>
<b>DSE 405</b>	<b>Neuropsychological Rehabilitation</b>	<b>4</b>
<b>DSE 406</b>	<b>Psychology of Public Health</b>	<b>4</b>
<b>DSE 407</b>	<b>Behavioral Medicine</b>	<b>4</b>
<b>DSE 408</b>	<b>Team Dynamics and High-Performance Work Systems</b>	<b>4</b>
<b>DSE 409</b>	<b>Coaching and Mentoring in Organizations</b>	<b>4</b>
<b>DSE 410</b>	<b>Jungian Psychotherapy</b>	<b>4</b>
<b>DSE 411</b>	<b>Buddhist Psychology</b>	<b>4</b>
<b>DSE 412</b>	<b>Paths Beyond Mind: Psycho-spiritual Insights of Contemporary Mystics and Sages</b>	<b>4</b>
<b>DSC 413</b>	<b>Social Influence and Behavioral Changes</b>	<b>4</b>
<b>General Elective</b>		
<b>GE 401</b>	<b>Psychosocial Care in Disaster Management</b>	<b>4</b>
<b>GE 402</b>	<b>The Science of Happiness</b>	<b>4</b>

**INTERNSHIP**

<b>INT 401</b>	<b>INTERNSHIP</b>	<b>2</b>
	<b>TOTAL CREDITS</b>	<b>22</b>

2-Year/ 1-Year PG Program (*Structure 2*)**Structure 2 (Level 6.5): PG Curricular Structure with Course work + Research**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7 DSC -8  (8 credits)	DSE- 5 DSE – 6 OR DSE-3, GE-3 (8 credits)	Nil	Dissertation (6 credits)	22
Semester- IV	DSC-9 DSC -10  (8 credits)	DSE- 7 DSE – 8  OR DSE-4, GE-4 (8 credits)	Nil	Dissertation (6 credits)	22

## Semester-III

<b>Discipline Specific Course (DSC)</b>		
<b>PaperCode</b>	<b>Title</b>	<b>Credit</b>
<b>DSC 301</b>	<b>Advance Research Methods</b>	<b>4</b>
<b>DSC 302</b>	<b>Cultural Psychology</b>	<b>4</b>
<b>Discipline Specific Elective (DSE)</b>		
<b>DSE 301</b>	<b>Cognitive Development Across Lifespan</b>	<b>4</b>
<b>DSE 302</b>	<b>Developmental Assessment</b>	<b>4</b>
<b>DSE 303</b>	<b>Psychotherapeutic interventions</b>	<b>4</b>
<b>DSE 304</b>	<b>Psycho-Diagnostic and Clinical Assessments</b>	<b>4</b>
<b>DSE 305</b>	<b>Psycho-social practices of healthcare</b>	<b>4</b>
<b>DSE306</b>	<b>Counselling in Applied Settings</b>	<b>4</b>
<b>DSE 307</b>	<b>Organizational Theory</b>	<b>4</b>
<b>DSE 308</b>	<b>Psychology of Dreams</b>	<b>4</b>
<b>DSE 309</b>	<b>Notions of Self and Personality in Indian Psychology</b>	<b>4</b>
<b>DSE 310</b>	<b>Yoga psychology: Towards an Integration of East and West</b>	<b>4</b>
<b>General Elective (GE)</b>		
<b>GE 301</b>	<b>Fundamentals of psychological first aid</b>	<b>4</b>
<b>GE 302</b>	<b>Environmental Psychology</b>	<b>4</b>
<b>GE 303</b>	<b>Disability and Society</b>	<b>4</b>
<b>Dissertation</b>		
<b>DIS 301</b>	<b>Dissertation</b>	<b>6</b>
<b>Total Credit</b>		<b>22</b>

## Semester IV

<b>Paper Code</b>	<b>Title</b>	<b>Credit</b>
<b>Discipline Specific Core</b>		
<b>DSC 401</b>	<b>Neuropsychology in Practice</b>	<b>4</b>
<b>DSC 402</b>	<b>Self and Emotions in Everyday Life</b>	<b>4</b>
<b>Discipline Specific Elective Course</b>		
<b>DSE 401</b>	<b>Advanced Developmental Psychology</b>	<b>4</b>
<b>DSE 402</b>	<b>Counseling Children and Adolescents</b>	<b>4</b>
<b>DSE 403</b>	<b>Applied Behavioral Analysis</b>	<b>4</b>
<b>DSE 404</b>	<b>Community Mental Health</b>	<b>4</b>
<b>DSE 405</b>	<b>Neuropsychological Rehabilitation</b>	<b>4</b>
<b>DSE 406</b>	<b>Psychology of Public Health</b>	<b>4</b>
<b>DSE 407</b>	<b>Behavioral Medicine</b>	<b>4</b>
<b>DSE 408</b>	<b>Team Dynamics and High-Performance Work Systems</b>	<b>4</b>
<b>DSE 409</b>	<b>Coaching and Mentoring in Organizations</b>	<b>4</b>
<b>DSE 410</b>	<b>Jungian Psychotherapy</b>	<b>4</b>
<b>DSE 411</b>	<b>Buddhist Psychology</b>	<b>4</b>
<b>DSE 412</b>	<b>Paths Beyond Mind: Psycho-spiritual Insights of Contemporary Mystics and Sages</b>	<b>4</b>
<b>DSC 413</b>	<b>Social Influence and Behavioral Changes</b>	<b>4</b>
<b>General Elective</b>		
<b>GE 401</b>	<b>Psychosocial Care in Disaster Management</b>	<b>4</b>
<b>GE 402</b>	<b>The Science of Happiness</b>	<b>4</b>
<b>Dissertation</b>		
<b>DIS 401</b>	<b>Dissertation</b>	<b>6</b>
<b>TOTAL CREDITS</b>		<b>22</b>

**SEMESTER-III****DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2- Year/ 1- Year PG Program*****DISCIPLINE SPECIFIC CORE COURSE**  
**SEMESTER III****DSC 301: ADVANCED RESEARCH IN APPLIED CONTEXT****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSC 301: Advanced Research in Applied Context</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M. A/ 4- years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical)****Course Objectives:**

- To understand the advance research methods in the digital and social media context
- To understand ethics and recent trends in high quality publications
- To understand importance and relevance of secondary data analysis
- To understand the evaluation of policy, programmes and their impact

**Learning Outcomes:**

- Students will be able to learn advanced research methods in applied context
- Students will be able to handle ethical tools of research in digital context
- Students will be able to learn the nuances of high-quality publications
- Students will be able to understand the process of programme evaluation and its impact

**Unit 1:Internet based research method:** online sampling strategies, digital trace data, social media research, data quality issues, exit polls, managing missing data, Internet-Based Research Method **(10 Hours)**

**Unit 2: Non-participant research:** archival research, media analysis, secondary research analysis, systematic reviews and meta-analysis, Advanced Data analysis: EFA, CFA, SEM, mediation and moderation analysis **(10 Hours)**

**Unit 3: Program Evaluation and Impact Assessment:** theories of change, process evaluation, outcome evaluation, needs assessment, performance indicators, stakeholder engagement, applied reporting **(10 Hours)a**

**Unit 4: Ethics and publication requirements:** research ethics, authorship criteria, contributor roles, plagiarism, data fabrication, publication ethics, reporting standards, journal selection, publication indices, peer review process, AI and research Ethics **(10 Hours)**

**Unit 5: Two Practicum** based on the above units**(20 Hours)****References:**

- Brough, P. (Ed.). (2019). *Advanced research methods for applied psychology: Design, analysis and reporting*. Routledge.
- Committee on Publication Ethics. (1999). *Guidelines on good publication practice*. COPE.
- Fielding, N. G., Lee, R. M., & Blank, G. (Eds.). (2017). *The SAGE handbook of online research methods* (2nd ed.). SAGE Publications.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). SAGE Publications.
- Mishra, K., & Dabas, A. (2021). Publication ethics. *Indian Pediatrics*, 58(8), 781-785.
- Munn, Z., Peters, M. D., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC medical research methodology*, 18(1), 143.
- Neil J. Salkind (Ed.). (2010). *Encyclopedia of research design*. SAGE Publications.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.
- Mertens, D. M., & Wilson, A. T. (2012). *Program evaluation theory and practice: A comprehensive guide*. Guilford Press.

**DEPARTMENT OF PSYCHOLOGY**

**M.A. Psychology**  
*2- Year/ 1 Year PG Program*

**DISCIPLINE SPECIFIC CORE COURSE**  
**SEMESTER- III**

**DSC 302- CULTURAL PSYCHOLOGY****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSC: 302 Cultural Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M. A/ 4-year Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical)****Course Objectives:**

- To understand culture, contextualise the concepts, principles and theoretical frameworks of psychology with culture as a foundational organiser of knowing and being.
- To develop understanding and skills around the methodological approaches towards cultural psychology
- Examine the intersections of biology, evolution and culture in individual differences as well as cognitive and socio-emotional development through the lifespan
- Apply culturally contextualised cognitive, socio-emotional and behavioral insights across multi-cultural contexts

**Learning Outcomes:**

On completion of this course, students will be able to:

- Describe the co-constitution of culture and psyche across the life span in cognitive, socioemotional and behavioural domains as intersecting with individual, relational and collective selves/identities.
- Review research evidence from cross-cultural psychology towards universal and particular aspects of culture.
- Explain the individual, social and cultural level differences across the life span in cognitive, socio-emotional and behavioural domains.
- Demonstrate the application of the concepts and principles of psychology across cultural and multi-cultural contexts.
- To acquire intensive knowledge around cultural psychology and its applications in various contexts
- To be able to demonstrate skills of a culturally sensitive researcher and practitioner

## Course Content

**Unit 1: Introduction to Cultural Psychology:** Emergence of cultural psychology: historical background; Person and Culture: Interdependence of self and socio-cultural systems, Relativism and universalism, Culture as an organiser of knowing and being. Culture: Meaning and interdependence with psychology; need to study culture in psychology; Various perspectives: cultural, cross-cultural and indigenous; Cultural Consideration in the digital era; Decolonizing Psychology. **(10 Hours)**

**Unit 2: Theories and Methods of Cultural Psychology:** Theories: Cultural-historical activity theory and social constructivism, ecocultural theory; Cultural Activity Theory; Method: ethnography, participatory action research, interview, Diversity in Research methods –Towards good science! Sampling and cohort studies, Systematic bias in Psychology theory, Critique of the quantitative approaches, Conversation and narratives: how participation in narrative practices co-create persons and cultures; Becoming a cultural psychologist: Sensitivity to intersectionality and diversity and Marginality. **(10 Hours)**

**Unit 3: Cultural Construction of Mind:** Culture, self and identity; Cultural Psychology in Asia and India, Self as a cultural mode of being, Self in the social context, Indian conceptions of self Culture and Personality: Eastern vs Western concepts, Culture, emotions and morality; Culture and cognition, Culture as situated cognition, Culture and Intelligence, Culture and Memory **(10 Hours)**

**Unit 4: Developing in Cultural Communities:** Individuals in Dynamic Cultural Communities: Cultural Practices of Development, Developmental Transitions in Individual Roles. Cultural learning: Ontology and Means of Cultural Learning (Imitation, Instruction, Collaboration); Cultural Learning vs Learning Culture; Biocultural co-construction of developmental plasticity across lifespan; Culture and mental health; application of cultural understanding in contexts (e.g., work, school, health sector) **(10 Hours)**

**Two practicum** based on the above units

**(20 Hours)**

### Essential Readings:

- Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2002). *Cross-cultural psychology: Research and applications*. Cambridge University Press.
- Berry, J. W., Poortinga, Y. H., & Pandey, J. (1997). *Handbook of Cross-cultural Psychology: Theory and method*. John Berry.
- Keith, Kenneth D (Ed) .(2019) *Cross-Cultural Psychology: Contemporary Themes and Perspectives*, Second Edition; Wiley-Blackwell, NJ, USA
- Kitayama, S., & Cohen, D. (Eds.). (2010). *Handbook of cultural psychology*. The Guilford Press, New York and London
- Matsumoto, D., & Hwang, H. C. (2021). Culture and psychology. In *The Oxford handbook of cultural neuroscience and global mental health* (pp. 57–74). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190057695.001.0001>
- McLean, K. C., & McLean, K. C. (2021). *Cultural Methods in Psychology: Describing and Transforming Cultures*. Oxford University Press.
- Stevenson, A. (2009). *Cultural Issues in Psychology: A Student's Handbook* (Standard Edition). Routledge.
- Valsiner, J. (2000). *Culture and Human Development* (First Edition). SAGE Publications Ltd.
- Rogoff, B. (1990). *Apprenticeship in Thinking: Cognitive Development in Social Context*. Oxford University Press. <https://doi.org/10.1093/oso/9780195059731.001.0001>
- Tomasello, M. (2016). Cultural learning redux. *Child development*, 87(3), 643-653.

**DEPARTMENT OF PSYCHOLOGY**

**M.A. Psychology**

*2- Year/ 1-Year PG Program*

**DISCIPLINE SPECIFIC ELECTIVE COURSE**

**SEMESTER III**

**DSE 301 Cognitive Development Across lifespan**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
DSE 301 Cognitive Development Across lifespan	4	3	0	1	Pursuing M. A/ 4-years Graduation

**Marks: 160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical)**

**Course Objectives**

- To understand cognitive development across lifespan: emphasizing early childhood and old age
- To understand cognitive development in social context across lifespan
- To understand the applications of cognition in education and learning contexts
- To understand individual differences in cognitive aging

**Learning Outcome**

- To be able to acquaint oneself with latest development in the field of cognitive training
- To understand cognitive training across domains
- To understand the concept of neuroplasticity and cognitive reserve

**Course Content**

**Unit1: Development of Concept, Memory and Executive Function:** Origins of concept; Category formation, naive and essential theories, conceptual change, development of causal reasoning, scientific reasoning and hypothesis testing in children; neural bases of cognitive development and brain changes in aging, development and aging of memory and executive functions **(10 Hours)**

**Unit 2: Cognitive development in social context:** Knowledge acquisition: Intersubjectivity, joint attention, social referencing and shared intentionality; social construction of memory; problem solving and planning in social context; development of language in social context; learning conventions and conventionality **(10 Hours)**

**Unit 3: Application in education and school learning domains**

Children's scientific reasoning and mathematical concept in classroom teaching; training for improving executive functions: working memory, inhibitory control and cognitive flexibility; social-cognition in classroom: training in empathy and perspective taking, meta-cognition, AI based intervention models in educational settings; Cognitive training for children with neurodevelopmental conditions **(10 Hours)**

**Unit 4: Cognitive training for successful ageing:** Neuroplasticity and Cognitive Training; Individual differences in susceptibility to cognitive decline: Cognitive Reserve Theory; Neurocognitive Training for Mild Cognitive Impairment; Mindfulness and Meditation Training; Metacognitive Training; Training Across Domains: Prospective Memory, Working Memory and Executive Function. **(10 Hours)**

**Two practicum** based on the above units

**(20 Hours)**

**Essential Readings:**

Babu, N., & Khurana, R. (2025). Metacognitive and intuitive strategies in children's learning. In P. Mukhopadhyay, S. Banerjee, & I. U. Bharadwaj (Eds.), *Intuitive Cognition: Multifaceted Paradigms and Applications* (1st ed.). Routledge India. <https://doi.org/10.4324/9781003377757>

Barulli, D., & Stern, Y. (2018). Cognitive reserve: Theory, measurement, and evidence. In G. E. Smith & S. T. Farias (Eds.), *APA handbook of dementia* (pp. 357–368). American Psychological Association. <https://doi.org/10.1037/0000076-018>

Bialystok, E., & Craik, F. I. M. (Eds.). (2006). *Lifespan cognition: Mechanisms of change*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195169539.001.0001>

Carey, S., & Carey, S. (2011). *The Origin of Concepts*. Oxford University Press.

Gauvain, M. (2001). *The social context of cognitive development*. Guilford Press.

Gauvain, M., & Perez, S. M. (2015). The socialization of cognition. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (2nd ed., pp. 566–589). The Guilford Press.

Goswami, U. (2014). *Cognition In Children*. Psychology Press. <https://doi.org/10.4324/9781315804477>

Houdé, O., & Borst, G. (Eds.). (2022). Contents. In *The Cambridge Handbook of Cognitive Development* (pp. v–viii). toc, Cambridge: Cambridge University Press.

Strobach, T., & Karbach, J. (Eds.). (2021). *Cognitive training: An overview of features and applications*. Springer International Publishing/Springer Nature. <https://link.springer.com/book/10.1007/978-3-030-39292-5>

Tomasello, M., & Tomasello, M. (2024). *Agency and Cognitive Development*. Oxford University Press.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2- Year/ 1-Year PG Program*****DISCIPLINE SPECIFIC ELECTIVE COURSE****SEMESTER III****DSE 302 Developmental Assessment****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 302: Developmental Assessment</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-Years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical)****Course Objectives**

To train students with skills and techniques for working with children in research and clinical settings

**Learning Outcomes**

- On completion of the course students will be able to
- Developmentally adapt and conduct interviews and observations with children
- Critically assess the importance of developmental milestones and the use of psychometric testing for the same

**Unit 1: Concept and nature of developmental Assessment:** Significance of developmental milestones; assessment of developmental delays; cognitive, language and socio-emotional assessment; assessment across the life span: Issues and challenges **(10 Hours)**

**Unit 2: Interviewing children:** Theoretical perspective to clinical interviewing, guidelines for conducting clinical interviews, evaluating clinical interviews, clinical interviews as research tools and a way of thinking; Structured/unstructured observations of children's behaviour-recording, analysing and interpreting observation data **(10 Hours)**

**Unit 3: Assessing vulnerable children:** children with disabilities, chronic conditions and trauma. Clinical assessment and its importance in planning intervention **(10 Hours)**

**Unit 4: Designing task for assessment:** Designing tasks to assess development; relevant issues-cultural and developmental appropriateness **(10 Hours)**

**Two practicum based on the above units****(20 Hours)**

**Essential Readings:**

Bentzen, W. R. (2005). Seeing young children: A guide to observing and recording behavior. United Nations Publications.

Ginsburg, H. (1997). Entering the child's mind: The clinical interview in psychological research and practice. Cambridge University Press.

Sonksen, Patriia, M. (2016) Developmental Assessment: Theory, practice and application to neurodisability. Mac Keith Press

Simeonsson, Rune J; Rosenthal, Susan L (2001) Psychological and Developmental Assessment: Children with Disabilities and Chronic Conditions, Guilford

**DEPARTMENT OF PSYCHOLOGY**  
**M.A. Psychology**  
*2- Year / 1-Year PG Program*  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER III**

**DSE 303: PSYCHOTHERAPEUTIC INTERVENTION**  
**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
DSE 303: Psychotherapeutic interventions	4	3	0	1	Pursuing M.A/ 4-years Graduation

**Marks:160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical)**

**Course Objectives:**

- To understand the ethical and professional foundations of clinical practice and research
- To master the theoretical basis and techniques of second wave interventions, techniques and applications
- To understand and apply Cognitive and Third-Wave therapies.
- To understand evidence-based practice and interventions using immersive techniques including systemic approaches.

**Learning Outcomes:**

- Develop an understanding of the ethical, legal, and professional foundations of clinical practice
- Apply theoretical principles and techniques of humanistic, existential, and systemic therapies in case conceptualization and intervention planning.
- Formulate and apply cognitive and third-wave therapeutic approaches including CBT, REBT, DBT, ACT, and mindfulness-based interventions.
- Integrate evidence-based practice principles by evaluating empirically supported treatments and incorporating research findings into clinical decision-making.

**Course Content**

**Unit 1: Psychotherapy in Practice:** Fundamentals of Psychotherapy; Historical Perspectives, Methodological foundations in quantitative and qualitative methods in psychotherapy research, Efficacy, effectiveness, evidence and practice-based research, Therapeutic Relationship: Ethics in Clinical Practice; RCI Code of Conduct; Current trends and future of psychotherapy.

**(10 Hours)**

**Unit 2: Second Wave Therapies:** Cognitive-Behavioral Therapy (CBT), Rational Emotive Behavior Therapy (REBT) - Approaches, Evidence, Techniques, Research; Cognitive Therapy (Beck) - Theory, Techniques, Process, Research.

**(10 Hours)**

**Unit3: Third Wave Therapies:** Dialectical Behavior Therapy (DBT); Acceptance and Commitment Therapy (ACT); Mindfulness-based Cognitive Therapy (MBCT), Techniques, Evidence Base and Applications **(10 Hours)**

**Unit 4: Immersive Therapies:** Trauma-informed care therapy; Neo-Freudian Approaches: Humanistic Therapies; Existential Therapies; Group Therapy; Family Therapies; Interpersonal Therapy **(10 Hours)**

**Two practicum** based on the above units **(20 Hours)**

**Essential Readings:**

Barkham, M., Lutz, W., & Castonguay, L. G. (Eds.). (2021). *Bergin and Garfield's handbook of psychotherapy and behavior change* (7th ed.). John Wiley & Sons.

Beck, J. S. (2020). *Cognitive behavior therapy: Basics and beyond* (3rd ed.). Guilford Press. .

Dryden, W. (2011). *Rational emotive behaviour therapy: Distinctive features*. Routledge.

Flanagan, J. S., & Flanagan, R. S. (2015). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques* (2nd ed.). John Wiley & Sons.

Gabbard, G. O., & Crisp, H. (Eds.). (2022). *Gabbard's textbook of psychotherapeutic treatments* (2nd ed.). American Psychiatric Association Publishing. <https://doi.org/10.1176/appi.books.9781615375233>

Hanley, T., & Winter, L. A. (Eds.) (2023). *The SAGE Handbook of Counselling and Psychotherapy*. (5th edition ed.) Sage Publications Ltd.

Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions* (4th ed.). Oxford University Press.

Prochaska, J. O., & Norcross, J. C. (2018). *Systems of psychotherapy: A transtheoretical analysis* (9th ed.). Oxford University Press.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan & Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer.

Sperry, L. (2011). *Core Competencies in Counseling and Psychotherapy: Becoming a Highly Competent and Effective Therapist* (1st ed.). Routledge. <https://doi.org/10.4324/9780203893999>

Wolberg, L. R. (2013). *The technique of psychotherapy* (4th ed.). Grune & Stratton.

**DEPARTMENT OF PSYCHOLOGY**  
**M.A. Psychology**  
*2 Year/ 1 Year PG Program*

**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER III**

**DSE 304: PSYCHODIAGNOSTICS AND CLINICAL ASSESSMENT**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 304: Psychodiagnostics and Clinical Assessment</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A Psychology / 4-Year Graduation</b>

**Marks:160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical)**

**Course Objectives:**

- To develop advanced competencies in psychological assessment and psychodiagnostic reasoning
- To integrate test data with clinical interviews and contextual factors
- To apply DSM-5-TR and ICD-11 frameworks responsibly and ethically
- To enhance skills in case formulation, report writing, and feedback
- To promote ethical, culturally responsive, and evidence-based assessment practices

**Learning Outcomes:**

By the end of this course, students will be able to:

- Critically explain the conceptual and ethical foundations of psychodiagnostics and evaluate assessment tools within sociocultural contexts.
- Students will demonstrate proficiency in selecting, administering, and interpreting clinical assessment tools
- Students will be able to formulate coherent diagnostic impressions and develop integrative case formulations
- Students will engage with contemporary perspectives on digital and evidence-based assessment

**Course Content**

**Unit 1: Foundations of Psychodiagnostics:** Concept, scope, and evolution of psychodiagnostics; Psychological assessment vs. testing vs. diagnosis; Models of assessment: nomothetic, idiographic, multimethod–multisource approaches; Cultural, gender, and contextual considerations in psychodiagnostics; Ethical and legal issues in assessment. **(10 Hours)**

**Unit 2: Diagnostic Systems and Case Formulation:** DSM-5-TR and ICD-11: structure, comparison, and critiques; Differential diagnosis and comorbidity; Risk assessment (suicide, violence, self-harm); Case formulation models: biopsychosocial, cognitive-behavioral, psychodynamic, and integrative approaches. **(10 Hours)**

**Unit 3: Clinical Interviewing and Assessment Tools:** Clinical interview: types, structure, and diagnostic utility; Mental Status Examination (MSE); Behavioral assessment and functional analysis; Intelligence testing and Personality assessment: objective and projective techniques; Assessment of psychopathology. **(10 Hours)**

**Unit 4: Advanced Applications and Professional Practice:** Neuropsychological screening and assessment basics; Child, adolescent, geriatric, and special population assessment; Disability assessment and certification; Report writing: structure, language, and ethical communication; Feedback to clients and referral recommendations; Emerging trends: digital assessment and evidence-based assessment. **(10 Hours)**

**Two Practicum** based on the above-mentioned units **(20 Hours)**

**Essential Readings:**

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment* (6<sup>th</sup> ed.). Wiley.

Hunsley, J., Mash, E. J., & Meyer, G. J. (2021). *A Guide to Assessments That Work*. Oxford University Press.

American Psychiatric Association. (2022). *DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders*. APA.

World Health Organization. (2019). *ICD-11: Clinical Descriptions and Diagnostic Guidelines*.

Malhotra, S., & Malhotra, A. (2011). *Clinical Methods in Psychiatry*. CBS Publishers.  
Meyer, G. J., et al. (2001). Psychological testing and psychological assessment. *American Psychologist*, 56(2), 128–165.

Fernandez-Ballesteros, R. (2003). *Encyclopedia of Psychological Assessment*. Sage.

Kaplan, R. M., & Saccuzzo, D. P. (2021). *Psychological Testing: Principles, Applications, and Issues* (10<sup>th</sup> ed.). Cengage.

Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological Assessment* (5<sup>th</sup> ed.). Oxford University Press.

**Suggested Readings:**

Achenbach, T. M. (2006). *Assessment of Psychopathology Using Multiaxial Models*. University of Vermont.

Mash, E. J., & Hunsley, J. (2005). Evidence-based assessment of child and adolescent disorders. *Journal of Clinical Child and Adolescent Psychology*, 34(3), 362–379.

Hunsley, J., & Mash, E. J. (2007). *Evidence-Based Assessment*. Guilford Press.

Butcher, J. N. (2010). *Oxford Handbook of Personality Assessment*. Oxford University Press.

Goldstein, G., & Beers, S. R. (2004). *Comprehensive Handbook of Psychological Assessment*, Vol. 1: Intellectual and Neuropsychological Assessment. Wiley.

Lichtenberg, P. A. (2010). *Handbook of Assessment in Clinical Gerontology*. Elsevier.

Robert F. Bornstein and Christopher J. Hopwood (2014). *Multimethod Clinical Assessment*. Edited by Christopher J. Hopwood and Robert F. Bornstein. Guilford Publications

**DEPARTMENT OF PSYCHOLOGY**  
**M.A. Psychology**  
*2- Year/ 1 Year PG Program*  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER- III**

**DSE 305: PSYCHO-SOCIAL PRACTICES OF HEALTHCARE**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 305: Psycho-Social Practices of Healthcare</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-Year Graduation</b>

**Marks: 160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical)**

**Course Objectives:**

- To integrate allied health concepts and approaches in the field of practice and research.
- To examine how population-level interventions and individual-level clinical care complement each other in health systems.
- To analyze the role of prevention, health promotion, and treatment strategies in improving health outcomes.
- To evaluate the influence of social determinants, epidemiology, and health policy in shaping health interventions.
- To develop critical understanding of integrated models of healthcare that combine clinical and public health perspectives.

**Learning Outcomes:**

- After completing this unit, students will be able to:
- Explain the fundamental approaches to healthcare.
- Identify key components of population-based health interventions, including surveillance, prevention, and health promotion.
- Analyze community-based health strategies using relevant theoretical frameworks.
- Evaluate the strengths and limitations of public health models in addressing major health problems.
- Apply interdisciplinary perspectives to understand how health systems integrate individual treatment and population health strategies.

**Course Contents:**

**Unit1: Integrative Perspectives and Healthcare:** Introduction to health systems, Goals and functions, WHO health system, Health information systems, Structure of health care systems in India, Integrating traditional care with modern medical systems and primary healthcare, Community health worker models, Ethical foundations in health care delivery, Allied health care profession Act **(10 Hours)**

**Unit2: Perspectives in Cultural Healing:**Cultural systems of healing, Relevance of faith healing in the scientific age, Community participation, Culturally competent health communication, Phenomenological approaches and illness narratives, Critical deconstruction of health, Interpretive and cultural perspectives on the body **(10 Hours)**

**Unit3: Contemporary Health Challenges and Psychosocial Interventions:**Behavioural and Device-Linked Conditions, Psychosocial models of addiction, National Action Plan for Drug Demand Reduction (India), Reproductive health in cultural context, Suicide as public health concern, Multidisciplinary and indigenous approaches to pain management, Psychoneuroimmunology and stress–immune interaction, Adjustment in autoimmune conditions, Long term adherence challenges, Barriers and behavioral strategies, Psychoeducation, From treatment to healing: factors and processes, Social exclusion and structural inequities, **(10 Hours)**

**Unit4:Health Assessment, Community Interventions and Rehabilitation:** Health risk appraisal, Assessment of stress, coping and treatment adherence and self-management models, Adjustment and quality of life measures, Behavioral risk screening tools, Designing needs assessment, Program planning and implementation, Community and participatory approaches, Rehabilitation and palliative care models, Outcome and impact evaluation. **(10 Hours)**

**Two practicum** based on the above units **(20 Hours)**

**Essential Readings:**

Allen, L. N., Rechel, B., Alton, D., Pettigrew, L. M., McKee, M., Pinto, A. D., Exley, J., Turner-Moss, E., Thomas, K., Mallender, J., Rajan, D., Dedeu, T., Bailey, S., & Goodwin, N. (2024). Integrating public health and primary care: A framework for seamless collaboration. *BJGP Open*, 8(4). <https://doi.org/10.3399/BJGPO.2024.0096>

Baum, A., Revenson, T. A., & Singer, J. E. (Eds.). (2011). *Handbook of health psychology* (2nd ed.). Psychology Press.

Bodenheimer, T., & Grumbach, K. (2020). *Understanding health policy: A clinical approach* (8th ed.). McGraw-Hill Education.

Dalal, A. K. (2016). *Cultural psychology of health in India: Well-being, medicine and traditional health care*. Sage.

Edberg, M. C. (2012). *Essentials of health, culture, and diversity: Understanding people, reducing disparities* (2nd ed.). Jones & Bartlett Learning.

Government of India, Ministry of Health and Family Welfare. (2017). *National Health Policy 2017*. Government of India.

Government of India, Ministry of Social Justice and Empowerment. (2018). *National Action Plan for Drug Demand Reduction (NAPDDR)*. Government of India.

Kumar, P., & Clark, M. (2020). *Kumar and Clark's clinical medicine* (10th ed.). Elsevier.

Kumar, V., & Cheng, S. C. (2023). A comparative literature review of integrated approach in health care in high- and low-middle-income countries. *Social Development Issues*, 46(1). <https://doi.org/10.3998/sdi.5294>

Morrison, V., & Bennett, P. (2016). *An introduction to health psychology* (4th ed.). Pearson.

Naidoo, J., & Wills, J. (2016). *Foundations for health promotion* (4th ed.). Elsevier.

Ogden, J. (2017). *Health psychology* (5th ed.). McGraw-Hill Education.

Priya, Kumar Ravi. (2019). *The Quest for Promoting Health and Healing: Perspectives on Health Psychology and Community Psychology in India* Perspectives on Health Psychology and Community Psychology in India.

Rose, G. (2008). *The strategy of preventive medicine*. Oxford University Press. (*Classic text explaining population vs high-risk strategies in public health.*)

Sarafino, E. P., & Smith, T. W. (2016). *Health psychology: Biopsychosocial interactions* (9th ed.). Wiley.

Shi, L., & Singh, D. A. (2022). *Delivering health care in America: A systems approach* (8th ed.). Jones & Bartlett Learning.

Spector, R. E. (2002). *Cultural diversity in health and illness* (5th ed.). Journal of Transcultural Nursing / Prentice Hall.

World Health Organization. (2020). *Palliative care*. WHO Press.

**DEPARTMENT OF PSYCHOLOGY**  
**M.A. Psychology**  
*2-Year/ 1-Year PG Program*  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER- III**

**DSE 306: COUNSELLING IN APPLIED SETTINGS**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 306: Counselling in Applied Settings</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>M.A Psychology/ 4-years Graduation</b>

**Marks:160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical)**

**Course Objectives:**

- To introduce foundational counselling theories and techniques.
- To develop basic counselling competencies.
- To apply counselling principles in workplace, educational, and other applied settings.
- To understand ethical and professional issues in applied counselling practice.

**Learning Outcomes:**

- Explain major counselling theories, processes, and ethical principles relevant to applied settings.
- Demonstrate foundational counselling skills and basic intervention techniques.
- Apply counselling approaches to address concerns in workplace, educational, and other applied contexts.
- Develop brief assessment-based intervention or preventive mental health plans for applied settings.

**Course Contents:**

**Unit 1: Foundations of Counselling:** Nature and scope of counselling; Counselling vs psychotherapy, coaching and guidance; Counselling process and therapeutic alliance; Overview of major approaches: Person-Centered, CBT, REBT, Psychodynamic, Solution-Focused Brief Therapy, ACT. **(10 Hours)**

**Unit 2: Counselling Techniques and Ethics:** Core counselling skills; Assessment and case conceptualization; Goal setting and intervention planning; CBT and REBT techniques; Solution-focused strategies; Stress management and emotion regulation; Crisis intervention and suicide risk identification; Ethical principles, confidentiality, referral and professional boundaries. **(10 Hours)**

**Unit 3: Workplace Issues and Group Counselling:** Workplace mental health: stress, burnout, role conflict, trauma; Models of workplace counselling (EAP, in-house, external); Harassment, substance use, work-life balance; Group Counselling, diversity-sensitive counselling; Psycho-education and resilience-building **(10 Hours)**

**Unit 4: Counselling in Educational and Other Applied Settings:** Counselling in schools and higher education; Academic stress and adjustment; Career concerns; Counselling adolescents and young adults; Community and healthcare settings; Culturally responsive practice and preventive mental health programs. **(10 Hours)**

**Two practicum** based on the above units **(20 Hours)**

**Essential Readings:**

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). Guilford Press.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

McLeod, J. (2013). *An introduction to counselling* (5th ed.). Open University Press.

Quick, J. C., & Tetrick, L. E. (Eds.). (2011). *Handbook of occupational health psychology* (2nd ed.). American Psychological Association.

**Suggested Readings:**

Carroll, M., & Walton, M. (Eds.). (1997). *Handbook of counselling in organizations*. Sage Publications.

Ellis, A. (2001). *Overcoming destructive beliefs, feelings, and behaviors*. Prometheus.

Maslach, C., & Leiter, M. P. (2016). *Burnout*. Wiley.

Palmer, S., & Cooper, C. (2013). *How to deal with stress at work*. Kogan Page.

Rao, K. (2010). *Cognitive behavior therapy in India*. Pearson.

## DEPARTMENT OF PSYCHOLOGY

**M.A. Psychology**  
**2-Year/ 1-Year PG Program**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER- III**

**DSE 307: ORGANIZATION THEORY, STRUCTURE AND DESIGN**  
**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 307: ORGANIZATION THEORY, STRUCTURE AND DESIGN</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>M.A Pursuing / 4-years Graduation</b>

**Maximum Marks: 160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical)**

**Course Objectives:**

- To develop conceptual clarity regarding major perspectives in organizational theory.
- To examine structural and design determinants influencing organizational functioning.
- To analyze organizational effectiveness using multidimensional models.

**Learning Outcomes:**

- Compare major organizational theory perspectives.
- Identify the factors affecting organization structure and design
- Evaluate stakeholder dynamics and structural consequences.
- Assess organizational effectiveness using theoretical and performance-based indicators.

**Course Contents:**

**Unit 1: Introduction to Organisation Theory:** Introduction to Organisation Theory; Organizations and their environments; Mechanistic and Organic systems; Closed and Open systems perspectives; Bureaucracy and Adhocracy; Classical, systems, and contingency perspectives; Organisations as rational, natural, and open systems; organizational culture and symbolic aspects of organizations; postmodern perspectives on organizations and critique of rational models. **(10 Hours)**

**Unit 2: Organization Structure:** Concept and dimensions of structure: formalization, centralization, complexity; Determinants of Organization Structure: Strategy, Size, Technology, and Power control; Forms of structure: functional, divisional, matrix, network; Authority, coordination, and informal organization. **(10 Hours)**

**Unit 3: Organization Design:** Importance of Organizational Design; differentiation and integration; Strategy–structure alignment; environmental and technological influences; Consequences of poor organizational design; Organizational Stakeholders: Internal and External; stakeholder accountability. **(10 Hours)**

**Unit 4: Organization Effectiveness:** Conceptualizing effectiveness: Goal model, Systems model, Stakeholder model; Organizational performance indicators; Organizational health and climate; Learning organizations: innovation and adaptability; Sustainability and corporate social responsibility; Measuring effectiveness: Balanced scorecard, employee engagement, turnover, productivity. **(10 Hours)**

**Two practicum** based on the above units **(20 Hours)**

**Essential Readings:**

Daft, R. L. (2021). *Organization theory and design* (13th ed.). Cengage Learning.

Donaldson, L. (2001). *The contingency theory of organizations*. Sage.

Gareth, J. (2004). *Organizational Theory, Design and Change*.

Lawrence, P. R., & Lorsch, J. W. (1967). *Organization and environment: Managing differentiation and integration*. Harvard University Press.

Mintzberg, H. (1983). *Structure in fives: Designing effective organizations*. Prentice-Hall.

Pugh, D. S. (2007). *Organization Theory: Selected Classic Readings*. United Kingdom: Penguin Books Limited.

Robbins, S. P. (1990). *Organization Theory: Structure, Design, and Applications*. United Kingdom: Prentice Hall.

Scott, W. R., & Davis, G. F. (2016). *Organizations and organizing: Rational, natural, and open systems perspectives* (2nd ed.). Routledge.

**Suggested Readings**

Burns, T., & Stalker, G. M. (1961). *The management of innovation*. Tavistock.

Hatch, M. J. (2018). *Organization theory: Modern, symbolic, and postmodern perspectives* (4th ed.). Oxford University Press.

Meyer, J. W., & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83(2), 340–363.

Pfeffer, J., & Salancik, G. R. (1978). *The external control of organizations: A resource dependence perspective*. Harper & Row.

Ramnarayan, S, Rao, T.V. (2012). *Organization Development- Accelerating Learning and Transformation*. Sage, New Delhi.

Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.

Shafritz, J.M., Ott, J.S., Jang, Y. S (2015 ) *Classics of Organization Theory*. 8th ed, Cengage Learning,

Strati, A (2000). *Theory and Method in Organization Studies: Paradigms and Choices*. Sage.  
Wheatley, M., Tannenbaum, R., Griffin, P. Y., Quade, K. (2003). *Organization Development at Work: Conversations on the Values, Applications, and Future of OD*. Germany: Wiley.

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**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER- III**

**DSE 308: PSYCHOLOGY OF DREAMS**  
**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
<b>DSE 308: PSYCHOLOGY OF DREAMS</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Graduation</b>	<b>M.A Pursuing / 4-years Graduation</b>

**Marks: 160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical)**

**Course Objectives:**

- To study Carl Jung's theory of dreams
- To study the functions of dreams
- To study the archetypal contents of dreams
- To study the Jungian method of dream work

**Learning Outcomes:**

- Learn Carl Jung's views on dreams
- Learn the two main functions of dreams
- Learn to discern the archetypal contents in dreams.
- Learn how to how interpret dreams from Jungian perspective

**Course Contents:**

**Unit 1: Jung's Theory of Dreams:** Nature of *psyche* and dreams; *apokatastasis* and *entiodramia*; and dream mechanisms **(10 Hours)**

**Unit 2: Functions of Dreams:** Compensatory and prospective functions of dreams **(10 Hours)**

**Unit 3: Archetypes and Dreams:** Concept of archetypes; Discernment of shadow, *anima* and *animus* **(10 Hours)**

**Unit 4: Dream Interpretation:** Dream series; subjective and objective levels of interpretation **(10 Hours)**

**Two practicum** based on the above units

**(20 Hours)**

**Essential Readings:**

Boa, F. (1994). *The Way of the Dreams, Conversations on Jungian Dream Interpretation with Marie-Louise von Franz*. Boston, Massachusetts: Shambhala Publications, Inc.

Jacobi, J. (1999). *Complex/Archetype/Symbol in the Psychology of C. G. Jung*. London: Routledge.

Jung, C. G. (2012). *Dreams*. London: Routledge and Kegan Paul Ltd.

Mattoon, M. A (1984). *Understanding Dreams*. Dallas, Texas: Spring Publications, Inc.

**Recommended References:**

Jacobi, J. (1953). *Psychological Reflections, An Anthology of the Writings of C. G. Jung*. London: Routledge&Kegan Paul Ltd.

Peck, J., Jung, L. & Meyer-Grass, M. (2014). *Dream Interpretation Ancient & Modern, Notes from the Seminar Given in 1936-1941*. Princeton, New Jersey: Princeton University Press.

**DEPARTMENT OF PSYCHOLOGY**  
**M.A. Psychology**  
*2- Year/ 1-year PG Program*  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER- III**

**DSE 309: NOTIONS OF SELF AND PERSONALITY IN INDIAN PSYCHOLOGY**  
**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 309:</b>  <b>Notions of Self and Personality in Indian Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A / 4-years Graduation</b>

**Marks:160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical)**

**Course Objectives:**

- To understand the concept of self and personality in Eastern psycho-philosophical traditions.
- To examine theoretical approaches and models of selfhood across Vedāntic, Yogic, Buddhist and Sufi perspectives.
- To understand the nature, dispositions, typologies of personality through Indian psychology and conceptualize the notion of a healthy personality.
- To analyze the dynamics of process and content structure of conditioned self, its dysfunctionality and the transformative role of self-knowledge in moving toward higher and healthier states of being.

**Learning Outcomes:**

- Describe key understandings of selfhood and personality from the perspective of Indian psychology.
- Compare and interpret diverse theories and models of selfhood developed within knowledge paradigm of Indian psychology.
- Interpret personality structure, dispositions, and typologies through Indian psychological perspectives and articulate the idea of a balanced and healthy personality.
- Evaluate the state of conditioned self, its dysfunctional consequences, and the role of self-knowledge in facilitating psychological transformation.

**Course Contents:**

**Unit 1: Paradigm and perspectives on self:** Self as a biune of *puruṣa*(consciousness) and *prakṛti*(body-mind); Bio-psycho-socio-spiritual paradigm; Self as consciousness embodied *Jīva:jñānendriyas* (organs of perception) and *karmendriyas* (organs of action); States of consciousness of self: *jāgrat* (waking), *svapna* (dream), *suṣupti* (deep sleep) and *turīya* (Fourth); From involution to evolution of self: Beyond Darwinian evolution; From 'self' to Self: conscious evolution from *ahamkāra* (ego) to *satcitānanda* (being, consciousness, bliss). **(10 Hours)**

**Unit 2: Theoretical approaches:** *Panchakoṣa* (five sheath)approach of AdvaitaVedānta;Buddhist perspective: self as *pañca-skandha* (five aggregates), self as continuum of mind (*citta*) and mental episodes (*caitta/caitasika*),self as constituent of *ālaya-vijñāna* (all-ground consciousness), *kleṣṭa-manas* (defiled mentality/egoism), and six *pravṛtti-vijñāna* (six functional consciousness); Sri Aurobindo's integral perspective on gradients of self; Triadic model of Sufism: *nafs* (self), *qalb* (heart) and *ruh* (soul). **(10 Hours)**

**Unit 3: Personality: nature, structure and types:** Āyurvedic perspective (*tridoshas*): *vāta*, *pitta*, and *kapha*; Personality as an interplay of *svabhava* (innate nature), *svadharma* (innate action)and*trigunas*(three disposition/tendencies);Personality typologies: (i) *sāttvik* (balance/luminosity), *rājasik* (action/passion), *tāmasik* (inertia/passivity), (ii) *antarmukhi* (introversion) and *bahirmukhi* (extraversion); Personality dispositions: *daivīsampada*(divine qualities) and *āsurīsampada* (demoniac qualities); Conceptualization of a healthy and balanced personality: *sthitaprajñā*(steady wisdom) and*samatva* (even-mindedness). **(10 Hours)**

**Unit 4: Transforming and transcending the *Ahamkāra* (egoic self):** Self as a process and product of identification; Illusions, dualities and emptiness of 'self; Thought, thinker and the prison of self, Self ('I' or ego) and disorder: conditioned and afflictive states of self; Evolving towards healthier states of consciousness (*citta*): *ksipta* (mind wandering), *mudhd* (forgetfulness), *viksipta* (partially steady/focused), *ekagra* (one-pointed) and *niruddha* (restrained); Self-knowledge as a path to psycho-spiritual transformation and self-awakening. **(10 Hours)**

**Two practicum based on the above units **(20 Hours)****

**Essential Readings:**

Ananda, P., & Prasad, A. (2011). Models of personality in Buddhist psychology. In R. M. M. Cornelissen, G. Misra, & S. Varma (Eds.), *Foundations of Indian psychology: Theories and concepts* (pp. 146–169). Pearson.

Arasteh, A. R. (1980). *Growth to selfhood: The Sufi contribution*. Routledge & Kegan Paul.

Auluck, S. (2002). Self and identity. In G. Misra& A. K. Mohanty (Eds.), *Perspectives on indigenous psychology* (pp. 374–398). Concept Publishing Company.

Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2011). *Foundations of Indian psychology* (Vols. 1–2). Pearson.

Dalal, A. S. (Ed.). (2001). *A greater psychology: An introduction to the psychological thought of Sri Aurobindo*. Sri Aurobindo Ashram.

- Fragar, R. (1999). *Heart, self & soul: The Sufi psychology of growth, balance, and harmony*. Quest Books.
- Jha, A. K. (2008). Personality in Indian psychology. In K. R. Rao, A. C. Paranjpe, & A. K. Dalal (Eds.), *Handbook of Indian psychology* (pp. 348–360). Foundation Books.
- Leary, M. R. (2004). *The curse of the self: Self-awareness, egotism, and the quality of human life*. Oxford University Press.
- Misra, G. (2001). Culture and self: Implications for psychological inquiry. *Journal of Indian Psychology, 19*(1–2), 1–20.
- Murthy, P. K., & Kumar, S. K. K. (2007). The concept of triguna: A critical analysis and synthesis. *Psychological Studies, 52*, 103–113.
- Organ, T. W. (1964). *The self in Indian philosophy*. Mouton & Co.
- Paranjpe, A. C. (1998). *Self and identity in modern psychology and Indian thought*. Plenum Press.
- Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. Springer. <https://doi.org/10.1007/978-81-322-2440-2>
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.). (2008). *Handbook of Indian psychology*. Foundation Books.
- Salagame, K. K. K. (2011). Ego and ahamkara: Self and identity in modern psychology and Indian thought. In R. M. M. Cornelissen, G. Misra, & S. Varma (Eds.), *Foundations of Indian psychology: Concepts and theories* (pp. 133–145). Dorling Kindersley India Pvt. Ltd.
- Sethy, D. K. (2021). Reconceptualising selfhood and identity in Indian tradition: A philosophical investigation. *Tattva–Journal of Philosophy, 13*(2), 19–39. <https://doi.org/10.12726/tjp.26.2>
- Shafii, M. (1985). *Freedom from the self*. Human Sciences Press.
- Sharma, R. P. (2001). *Human personality in ancient Indian thought*. Kanishka Publishers.
- Shilpa, S., & Murthy, C. G. V. (2011). Conceptualizing personality dynamics from Indian thought. *Indian Social and Psychological Studies, 4*(1), 6–20.
- Srivastava, K. (2012). Concept of personality: Indian perspective. *Industrial Psychiatry Journal, 21*(2), 89–93. <https://doi.org/10.4103/0972-6748.119586>
- Varma, S. (2005). From the self to the Self: An exposition on personality based on the works of Sri Aurobindo. In K. R. Rao & S. M. Bhatt (Eds.), *Towards a spiritual psychology*. Samvad.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology  
2- Year/ 1-Year PG Program****DISCIPLINE SPECIFIC ELECTIVE COURSE SEMESTER-  
III****DSE 310: YOGA PSYCHOLOGY: INDIAN PERSPECTIVES****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 310: Yoga Psychology: Indian Perspectives</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A / 4-years Graduation</b>

**Marks:100****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical)****Learning Objective:**

- To understand Yoga as a quintessence of Indian psychology and its relevance to mental health and subjective well-being.
- To explore the concepts of structure, states,(dys)functions of mind from lens of yoga psychology
- To address *kleśas as a psychological concept* (mental afflictions/dysfunctions) and application of Yogic practices in dealing with psychological pain and mental suffering.
- To explore the transpersonal, therapeutic, and integrative applications of Yoga psychology in psycho-spiritual development and integral psychotherapy.

**Learning Outcomes:**

- Understand Yoga as a foundational system of Indian psychology, including its historical, metaphysical, and psycho-spiritual aspects and its relevance to modern psychology.
- Examine Patañjali's Yoga sūtras as a system of psychological thought in understanding overt and covert states of the mind and the transformative potential of Aṣṭāṅga Yoga.
- Analyze the nature of psychological suffering through the concept of *kleśas* and appreciate the relevance of Yogic methods such as *abhyāsa*, *vairāgya*, and *dhyāna* in dealing with the ills and afflictions of the mind.
- Explore the metapsychological, transpersonal and therapeutic dimensions of Yoga psychology and its integrative psychotherapeutic applications.

**Course Contents:**

**Unit 1: Yoga: Quintessence of Indian psychology** - the study of mind in Yoga; Principles (*sūtras*) and practices (*sādhana*) of yoga; *Sāṃkhya-Yoga* metaphysics: Psycho-philosophical and practical foundations of yoga psychology; Emerging confluence between Yoga and western psychology; Integral yoga: Sri Aurobindo perspective; application of yoga psychology in mental health and subjective well being. **(10Hours)**

**Unit 2: Psychological interpretation of Yoga-sutras:** Overview of Patanjali's Yoga as a system of psychology; Yogic theory of mind and consciousness; Functional aspects of *citta* (consciousness): *buddhi* (intellect), *ahaṃkāra* (ego), and *manas* (mind); Classifications of *cittavrttis* (fluctuating states of mind); Five different states of *cittabhumi* (mental field); Aṣṭāṅga Yoga as therapeutic and transformative potential. **(10 Hours)**

**Unit 3: From klesa (affliction) to kaivalya (awakening)** -*Klesa*: the nature and aspects of disordered mind; *Avidya* (ignorance): the mother of all *klesa* (mental afflictions); Types of *klesas*: *avidyā* (ignorance/lack of self-knowledge), *asmitā* (egoism), *rāga* (passion/greed), *dveṣa* (aversion), *abhiniveśa* (fear of death of 'me'); Yogic practices for stilling the mind (*chittavrittinirodha*): disciplined effort (*abhyāsa*), dispassion (*vairāgya*) and meditation (*dhyān*). **(10 Hours)**

**Unit 4: Metapsychology of Yoga** - Transpersonal and parapsychological dimensions of Yoga psychology: Interrelationships of *Yoga-sutras*, *siddhis* (trans-cognitive/supernormal abilities) and psi research; empirical psycho-physiological researches of Yogic Practices;; Yoga as a medium for psycho-spiritual evolution; Yoga and Integral psychotherapy. **(10 Hours)**

**Two practicum** based on the above units **(20 Hours)**

**Suggested Readings:**

Assagioli, R. (1965). *Psychosynthesis: A manual of principles and techniques*. Arkana/Penguin.

Aurobindo, S. (1955). *The synthesis of yoga*. Sri Aurobindo Ashram.

Bailey, A. (1997). *The light of the soul: The Yoga-Sutras of Patañjali*. Lucis Publishing.

Braud, W. G. (2008). Patañjali yoga and siddhis: Their relevance to parapsychological theory and research. In K. R. Rao, A. C. Paranjpe, & A. K. Dalal (Eds.), *Handbook of Indian psychology* (pp. 217–243). Cambridge University Press India/Foundation Books. <https://doi.org/10.1017/UPO9788175968448.012>

Chaudhuri, H. (1975). Yoga psychology. In C. T. Tart (Ed.), *Transpersonal psychologies* (pp. 231–280). Harper & Row.

Coster, G. (1935). *Yoga and Western psychology: A comparison*. Oxford University Press.

Feuerstein, G. (1974). *The essence of yoga*. Grove Press.

Feuerstein, G. (2014). *The psychology of yoga: Integrating Eastern and Western approaches for understanding the mind*. Shambhala Publications.

- Green, E., & Green, A. (1977). *Beyond biofeedback*. Delacorte Press/S. Lawrence.
- Jung, C. G. (1996). *The psychology of Kundalini yoga: Notes of the seminar given in 1932 by C. G. Jung* (S. Shamdasani, Ed.). Routledge.
- Kishan, P. (2020). Yoga and spirituality in mental health: Illness to wellness. *Indian Journal of Psychological Medicine*, 42(5), 411–420.
- Krishna, G., & Hillman, J. (1971). *Kundalini: The evolutionary energy in man*. Shambhala Publications.
- Lombard, C. A. (2017). Psychosynthesis: A foundational bridge between psychology and spirituality. *Pastoral Psychology*, 66(4), 461–485. <https://doi.org/10.1007/s11089-017-0753-5>
- Mishra, R. S. (1963). *The textbook of yoga psychology*. Julian Press.
- Paranjpe, A. C. (2021). Patañjali: The most distinguished psychologist from India. *Psychological Studies*, 66(3).
- Parker, A., & Brusewitz, G. (2003). A compendium of the evidence for psi. *European Journal of Parapsychology*, 18, 29–48.
- Rao, K. R. (2010). *Yoga and parapsychology: Empirical research and theoretical studies*. Motilal Banarsidass.
- Rao, K. R. (2017). *Foundations of yoga psychology*. Springer. <https://doi.org/10.1007/978-981-10-5409-9>
- Rao, K. R., & Paranjpe, A. C. (2008). Yoga psychology: Theory and application. In K. R. Rao, A. C. Paranjpe, & A. K. Dalal (Eds.), *Handbook of Indian psychology* (pp. 186–216). Cambridge University Press India/Foundation Books.
- Salmon, D., & Maslow, J. (2007). *Yoga psychology and the transformation of consciousness: Seeing through the eyes of infinity*. Paragon House.
- Shannahoff-Khalsa, D. S. (2010). *Kundalini yoga meditation for complex psychiatric disorders: Techniques specific for treating the psychoses, personality, and pervasive developmental disorders*. W. W. Norton & Company.
- Smith, H. (1966). Parapsychology in the Indian tradition. *International Journal of Parapsychology*, 8, 248–263.
- Taimni, I. K. (1975). *The science of yoga*. Theosophical Publishing House.
- Tart, C. T. (2009). *The end of materialism: How evidence of the paranormal is bringing science and spirit together*. New Harbinger Publications/Noetic Books.
- Taylor, E., & Sugg, J. G. (2008). Yoga psychology and the Samkhya metaphysic. In K. R. Rao, A. C. Paranjpe, & A. K. Dalal (Eds.), *Handbook of Indian psychology* (pp. 244–252). Cambridge University Press India.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2- Year/ 1-Year PG Program*****GENERAL ELECTIVE****SEMESTER – III****GE 301: FUNDAMENTALS OF PSYCHOLOGICAL FIRST AID  
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>GE 301: Fundamentals of Psychological First Aid</b>	4	4	0	0	<b>Graduation</b>

**Marks-160****Hours: 60****Credit: 4 (Lectures + Internal Assessment)****Course objectives:**

- Promote hope, positive outlook and Self-Efficacy
- Address immediate practical needs
- Ensure safety and security
- Promote emotional stabilization
- Enhance connectedness and social support
- Support and Empowerment
- Identify Individuals needs with special care

**Course Contents:**

**Unit 1: Foundation of Psychological First Aid:** Concept, Nature, importance and evolution of PFA; Purpose and scope of PFA, difference between PFA, counseling and psychotherapy; Psychological reactions in crises and trauma; Historical development of PFA **(15 Hours)**

**Unit 2: Principles and models of Psychological First Aid:** Communication skills: Types, role and importance; The RAPID Model of PFA; Look, Listen, Link model-WHO; Psychological Triaging: Generate a Psychosocial triage matrix; Core principles of PFA **(15 Hours)**

**Unit 3: Applications and Implications of Psychological First Aid:** Linking survivors to services and social supports; Nature and issues of crisis, disaster, and trauma; Trauma-Informed Care: issues and challenges ; Prevention of Long-Term Mental Health Crises; Disasters and emergency responses: Importance of PFA **(15 Hours)**

**Unit-4: Monitoring, Evaluation and sustainability of PFA:** Process v/s outcome indicators of PFA;PFA research tools for Qualitative and mix method approach; Purpose and types of; evaluation of PFA;Dimensions of Sustainable PFA: Core actions, community volunteers and integration into public health systems **(15 Hours)**

**Essential readings:**

Bisson, JI & Lewis, C. (2009), Systematic Review of Psychological First Aid. Commissioned by the World Health Organization (available upon request).

Brymer, M, Jacobs, A, Layne, C, Pynoos, R, Ruzek, J, Steinberg, A, et al. (2006). *Psychological First Aid: Field operations guide* (2nd ed.). Los Angeles: National Child Traumatic Stress Network and National Center for PTSD. <http://www.nctsn.org/content/psychological-first-aid> and <http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp>

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., ... Watson, P. (2012). *Psychological first aid: Field operations guide* (2nd ed.). National Child Traumatic Stress Network & National Center for PTSD.

Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid. *PLOS Currents Disasters*, 1–17.

Everly, G. S., & Mitchell, J. T. (2008). *Critical incident stress management (CISM): A new era and standard of care in crisis intervention*. Chevron Publishing.

Everly, G. S., & Mitchell, J. T. (2017). *Psychological first aid: Rapid proliferation and evidence*. *Disaster Health*, 4(3), 1–6.

Fox, J. H., Burkle, F. M., Bass, J., et al. (2012). The effectiveness of psychological first aid as a disaster intervention tool. *Disaster Medicine and Public Health Preparedness*, 6(3), 247–252.

Freeman, C, Flitcroft, A, & Weeple, P. (2003) *Psychological First Aid: A Replacement for Psychological Debriefing*. Short-Term post Trauma Responses for Individuals and Groups. The Cullen-Rivers Centre for Traumatic Stress, Royal Edinburgh Hospital.

Hobfoll, S, Watson, P, Bell, C, Bryant, R, Brymer, M, Friedman, M, et al. (2007) Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry* 70 (4): 283-315.

Inter-Agency Standing Committee. (2007). *IASC guidelines on mental health and psychosocial support in emergency settings*. IASC.

James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies* (8th ed.). Cengage Learning.

Ruzek, J. I., & Watson, P. J. (2007). Intervention following mass violence and disaster. In E. B. Foa, T. M. Keane, M. J. Friedman, & J. A. Cohen (Eds.), *Effective treatments for PTSD* (2nd ed., pp. 427–454). Guilford Press.

Shultz, J. M., & Forbes, D. (2014). Psychological first aid: Rapid proliferation and the evidence. *Disaster Health*, 2(1), 3–12.

WHO & UNICEF. (2020). *Doing What Matters in Times of Stress: An illustrated guide*. World Health Organization.

World Health Organization, War Trauma Foundation, & World Vision International. (2011). *Psychological first aid: Guide for field workers*. WHO.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2- Year/ 1-Year PG Program*****GENERAL ELECTIVE  
SEMESTER – III****GE 302: ENVIRONMENTAL PSYCHOLOGY****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
GE 302: Environmental Psychology	4	4	0	0	Graduation

**Marks-160****Hours: 60****Credit: 4 (Lectures + Internal Assessment)****Course Objectives:**

- To analyze and explain human-environment transaction .
- To identify the factors related to environmental degradation and their impact on human life.
- To trace out the factors and facilitators of pro-environment behaviour

**Learning Outcomes:**

- Understand the influence of people's attitude, beliefs, and values in their responses to environmental problems.
- Chart out the strategies and methods to tackle environmental degradation
- Suggest and design interventions to inculcate and enhance pro-environment behaviour.

**Course Content:**

**Unit 1: Introduction:** Definition and scope. Salient features of environmental psychology; Cultural Difference in Environmental Perceptions, Values, Beliefs, and Attitudes about the Environment; Recent trends and future directions in environmental psychology. **(15 Hours)**

**Unit 2: Human-environment transaction:** Personal space, territoriality, crowding. Indian research on crowding and personal space, Theoretical models: stimulus overload, behavioural constraint, ecological and adaptation. **(15 Hours)**

**Unit 3: Environmental stress:** Concept and type of stress, Sources of stressors: Cataclysmic, ambient stressors, daily hassles, Pollutions: noise, air, water, chemical and their consequences. **(15 Hours)**

**Unit 4: Pro-environmental Behaviour:** Changing the environmental destructive mindset; Environmental education, environmental prompts and cues; Reinforcement strategies, Environmental movements. Indian Tradition: Conservation of Nature and Flora in Ancient India, Advocacy in AtharvaVeda, Sustainable practices in Buddhism and Jainism, Ecological sustainability in Mauryan Period **(15 Hours)**

**Essential Readings:**

- De Groot, J. I. (2019). Environmental psychology: An introduction. Delhi: Wiley-Blackwell
- Fisher, J.D., Bell, P.A., and Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart and Winston.
- Gifford, R. (2007). Environmental psychology: Principles and practice. Colville, WA: Optimal Books

- Jain, U. (1987). *The psychological consequences on crowding*. New Delhi, India: Sage.
- Jain, U., & Palsane, M. N. (2004). Environment and behaviour. In J. Pandey (Ed.), *Psychology in India revisited: Developments in the discipline (Vol. 3: Applied social and organizational psychology)*, pp. 261-308). New Delhi, India: Sage.
- Nagar, D. (2006). *Environmental psychology*. New Delhi, India: Concept.
- Steg, L. (2023). Psychology of climate change. *Annual Review of Psychology*, 74(1), 391-421.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2- Year/ 1- year PG Program*****GENERAL ELECTIVE  
SEMESTER – III****GE 303: DISABILITY AND SOCIETY****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Lecture	Tutorial	Practical	Eligibility Criteria / Prerequisite
<b>GE 303: Disability and Society</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>Any Graduation</b>

**Marks-160****Hours: 60****Credit:4 (Lectures + Internal Assessment)****Course Objectives:**

- To know the concept of disability and the psychological issues and challenges of disability.
- To understand the socio-psychological issues and challenges of disability.
- To understand the psychological rehabilitation for disability across different settings.

**Learning Outcome:**

- Explain fundamental concepts and models of disability.
- Describe different types of disabilities and their functional implications.
- Analyze psychosocial experiences of persons with disabilities.
- Understand societal attitudes, stigma, and barriers to inclusion.
- Describe disability rights and legal frameworks.
- Demonstrate respectful, inclusive, and rights-based perspectives.

**Course Content:**

**Unit-1: Introduction to Disability-** Concept and definition of Disability, Types of Disability, Meaning and definition of disability, Concepts of impairment, disability, handicap, and functioning, Disability as diversity and human variation, Disability, Rights, and Inclusion  
**(15 Hours)**

**Unit-2: Models and Frameworks of Disability:** Types and Classification of Disabilities (as per RPwD Act 2016), Psychosocial Experiences of Disability, Psychological impact of disability, Self-concept, identity, and body image, Family reactions and adjustment, Social relationships and participation, Education, employment, and community inclusion, Gender, poverty, and disability intersections  
**(15 Hours)**

**Unit 3: Disability in Society and Culture:** Social attitudes - discrimination and stigma, inclusion and Social Support, Media representation of disability, Cultural beliefs and myths Disability and technology, Emerging issues in disability studies, Career awareness in disability-related fields  
**(15 Hours)**

**Unit 4: Historical Perspective Of Disability In The Indian Context:** Disability Representation in Ancient Indian Thoughts: Depiction of Disability in Ancient Holy books. 'Karma' Model of Disability, Depictions of Characters with Disability in ancient Indian books: Disability in Aitareya Upanishad and Chandogya Upanishad, Ayurveda, Charaka Samhita and Sushruta Samhita. Expression of Disability Through Arts in Ancient India.  
**(15 Hours)**

**Assignment for internal assessment:** Perception towards Empowerment of person with disability through character analysis - Dhritrastra, Shakuni, Asthavakar, Manthra, Vamanavatar of Lord Vishnu. Experiential Component: Media analysis on portrayal of disability

### Essential Readings

Santha Ram Katupalli & Shuchi Kaparwan (2025) Representation of Disability in Hindu Mythology, *Journal of Disability & Religion*, 29:3, 235-252, DOI: 10.1080/23312521.2024.2412766 To link to this article: <https://doi.org/10.1080/23312521.2024.2412766>

Kumari, Neha. "Karmic Philosophy and the Model of Disability in Ancient India." *Shanlax International Journal of Arts, Science and Humanities*, vol. 7, no. 1, 2019, pp. 39-43. DOI: <https://doi.org/10.34293/sijash.v7i1.531>

The early Upanishads: Annotated text and translation. Oxford University Press, 1998.

Miles, M. "India: demystifying disability in Antiquity." In *Disability in Antiquity*, pp. 106-121. Routledge, 2016.

Yashi Bajpai. "Enunciating Transition in Indian Civilization: An Analysis of Disability in Ancient Indian Texts". *Creative Saplings*, vol. 2, no. 07, July 2023, pp. 1-12, <https://doi.org/10.56062/gtrs.2023.2.04.337>.

Shakespeare, T. *Disability Rights and Wrongs* Barnes, C., & Mercer, G. *Disability WHO. ICF Manual Indian Disability Legislation Documents*

### Suggested Readings-

Ghai, A. (2019). *Rethinking disability in India*. Routledge India.

Goodley, D., & Lawthom, R. (Eds.). (2005). *Disability and psychology: Critical introductions and reflections*. Macmillan International Higher Education.

Oliver, M. (1995). *Understanding disability: From theory to practice*. Macmillan International Higher Education.

Srivastava, P., & Kumar, P. (2015). Disability, its issues and challenges: psychosocial and legal aspects in Indian scenario. *Delhi Psychiatry Journal*, 18(1), 195-205.

Vash, C. L., & Crewe, N. M. (2003). *Psychology of disability*. Springer publishing company.

**DEPARTMENT OF PSYCHOLOGY**

**M.A. Psychology**  
**2- Year/ 1-Year PG Program (Structure 1)**  
**2 Credit Course**  
**SEMESTER III**  
**SEC 301:Mental S**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>SEC 301: : History Taking and Mental Status Examination</b>	2	0	NIL	2	<b>Pursuing M. A / Graduation</b>

**Marks:**

**Practical Hours: 60**

**Course Objectives:**

- Understand the principles of Clinical history taking.
- Develop skills to elicit relevant information from patients.
- Learn the structure and components of the Mental Status Examination.

**Learning Outcomes**

After completion of the course, students will be able to:

- Apply knowledge to clinical scenarios for diagnosis and management
- Clinical case presentation

**Unit 1:Introduction:** Importance of history taking in Clinical Psychology, Differences between psychiatric and general medical history, Establishing rapport and therapeutic alliance, Ethical considerations: confidentiality, consent, cultural sensitivity. Psychiatric History Taking Components: Identifying Data, Chief Complaint, History of Present Illness, Past Psychiatric History, Previous episodes, hospitalizations, treatments, Medical & Surgical History, Family History, substance use, Genetic predisposition. Personal & Social History, Substance Use History, History taking in special populations (children, elderly, forensic cases).

**Unit 2:Mental Status Examination (MSE):** Appearance &Behaviour, Speech, Mood & Affect, Thought Process, Thought Content, Perception, Cognition, Insight & Judgment, Diagnostic Formulation, Integration with DSM-5/ICD-11 diagnostic criteria to make diagnosis.

**Practical Skills**

- Role-play exercises with simulated patients.
- Case-based discussions.
- Documentation practice: writing psychiatric case notes.
- Feedback sessions with supervisors.

**Assessment:**

Case presentation, Use of structured interviews

**Essential Readings**

Bol, R, J., Sadock, V, A, . (2022). Kaplan and Sadock's Synopsis of Psychiatry : Behavioral Sciences/ Clinical Psychiatry (12th Edition). New Delhi: Wolters Kluwer.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology****2- Year/ 1-Year PG Program (Structure 2)****SEMESTER III****DIS 300 DISSERTATION****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

<b>Course Title &amp; Code</b>	<b>Total Credits</b>	<b>Credit distribution of the Course</b>	<b>Prerequisite</b>
<b>DIS 301 Dissertation</b>	<b>6</b>	<b>6</b>	<b>Pursuing M. A/ Graduation</b>

The standard NEP criteria will be followed for the dissertation.

The following outcomes must be achieved by the end of semester III:

- Research problem identification
- Review of Literature
- Research design formulation
- Commencement of experimentation, fieldwork, or similar tasks

# **SEMESTER-IV**

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology  
2- Year/ 1-Year PG Program****DISCIPLINE SPECIFIC CORE COURSE  
SEMESTER – IV****DSC 401: NEUROPSYCHOLOGY IN PRACTICE  
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSC 401: Neuropsychology in Practice</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A. Psychology/4-year graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical)****Course Objectives:**

- Develop an understanding of basic concepts of neuropsychology, including its emergence and theories.
- Comprehensive knowledge of the structural and neuropsychological deficits of various neurodevelopmental and neurocognitive disorders such as epilepsy, dementia, TBI, Neurodevelopmental conditions.
- Know basic principles of neuropsychological tests and assessments.
- Learn the principles and goals of neuropsychological rehabilitation to address cognitive impairments.

**Learning Outcomes:**

- To articulate key concepts and emergence of neuropsychology, including the brain hypothesis and lateralization theories.
- To recognize and describe structural and neuropsychological deficits of various neurodevelopmental and neurocognitive disorders.
- To know the basic applications of neuropsychological assessments.
- To understand theories and methods of neuropsychological rehabilitation.

**Course Content**

**Unit 1:Introduction to Neuropsychology:** Brain in antiquity, Theoretical foundation, localization theory, localization verses equipotentiality, integrated theory, information processing model, Research trends and scope of Neuropsychology-Clinical, Forensic, Sports, Military, Terrorism, Artificial Intelligence, Social Cognition and Mental Health. Neuropsychology in India **(10 Hours)**

**Unit 2:Nervous System and Neurons:** Lobular and functional organization, Internal structure of Brain. Neural Mechanism: Sensory and motor systems, Attention, Memory, Language, Executive functions. Bio-chemical basis of behavior: Neuro-transmitter, Neuromodulators and Hormone **(10 Hours)**

**Unit 3: Neuropsychological Evaluation:** Neuropsychological Assessment in Brain dysfunctions, Approaches- Nomothetic and idiopathic, Double dissociation, Mental Status and Neurological examination, Various methods of brain mapping: EEG, Evoked potentials, C.T, fMRI, PET, MEG, Regional Blood Flow studies. Computerized Assessment, Assessment of Children. Ethical Issues in Neuropsychological assessment. **(10 Hours)**

**Unit 4: Neuropsychological Rehabilitation:** Principles of Neuropsychological rehabilitation, Concept of Neuroplasticity, Basic Function Approach, Functional Skill Approach, Holistic Approach, Conceptual Enrichment Therapy for brain dysfunction, Stages of Neuropsychological Rehabilitation and Planning Specific Intervention in Specific conditions, rTMS and Neurofeedback Procedures, Computerized Neuropsychological Intervention. **(10 Hours)**

**Two practicum** based on the above units. **(20 Hours)**

#### **List of Suggested Practical Activities:**

- Administration of neuropsychological tests (MMSE/AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery)
- Interpreting neuropsychological profiles of various brain dysfunctions.
- Analysis of case studies in neuropsychological rehabilitation (e.g. memory disorders, language impairment, visuospatial problems, disorders of reading etc.)
- Movie/Documentary analysis of individuals living with neurological impairment.
- Documenting life stories of individuals and families living with neurological impairment (e.g. Alzheimer, Dementia, Parkinson's, Traumatic Brain Injury etc.)
- Visit to rehabilitation centers/clinics/hospitals

#### **Essential Readings:**

Boyle, G. J., Golden, C. J., Stein, D. J., & Stern, Y. (2023). *The SAGE Handbook of Clinical Neuropsychology: Clinical Neuropsychological Assessment and Diagnosis*.

Johnstone, B., & Stonnington, H. H. (2009). *Rehabilitation of neuropsychological disorders: A practical guide for rehabilitation professionals*. Psychology Press.

Joseph, R. (1990). *Neuropsychology, neuropsychiatry, and behavioral neurology*. Springer Science & Business Media.

Klomjai, W., Katz, R., & Lackmy-Vallée, A. (2015). Basic principles of transcranial magnetic stimulation (TMS) and repetitive TMS (rTMS). *Annals of physical and rehabilitation medicine*, 58(4), 208-213.

Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York: Worth Publishers.

Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.

Rains, G. D. (2001). *Principles of human neuropsychology*. McGraw Hill Higher Education.

Reddy, K. J. (2024). *Essentials of Neuropsychology: Integrating Eastern and Western Perspectives*. Taylor & Francis.

Wilson, B. A., Gracey, F., Evans, J. J., & Bateman, A. (2009). *Neuropsychological rehabilitation: Theory, models, therapy and outcome*. Cambridge University Press.

Zillmer, E. A., Spiers, M.V & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson Wadsworth USA.

### **Suggested Readings:**

Halligan, P.W., Kischka, U., & Marshall, J. C. (2003) *Handbook of clinical neuropsychology*. Oxford University Press.

Morgan, J.E., Joseph H.R. (2017). *Textbook of clinical neuropsychology*. Taylor & Francis.

Rajeswaran, J. (2012). *Neuropsychological rehabilitation: principles and applications*. (First Edition), Elsevier.

Raskin, S. A., & Mateer, C. A. (1999). *Neuropsychological management of mild traumatic brain injury*. Oxford University Press.

Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.

Rao, S. L., Subbakrishna, D. K., & Gopukumar, K. (2004). *NIMHANS neuropsychological battery*. Bangalore: NIMHANS Publications.

Kar, B. R., Rao, S. L., Chandramouli, B. A., & Thennarasu, K. (2004). *NIMHANS neuropsychological battery for children-manual*. Bangalore: NIMHANS Publication division.

Kumar, J. K. (2010). *Neuropsychology in India. The Neuropsychology of Asian Americans*, 219.

Bajaj, M.K. (2020) *Neurotransmitter and Behavior in Examining Biological Foundation of Behaviour* Edited by Vijaya Kumar Barre. IGI Global Publishing House: Hershey PA, USA Chapter -6, pp 80-93.

Bajaj, M.K. (2020) *Neuropsychological Assessment in Examining Biological Foundation of Behaviour* Edited by Vijaya Kumar Barre. IGI Global Publishing House: Hershey PA, USA Chapter -12, pp 213-225.

Goel, P. & Bajaj, M.K. (2022). *Role of computerized software, artificial intelligence, and virtual reality in cognitive and neuromotor rehabilitation therapy after brain injury*. *International Journal of Science and Research* ,11,1357-62.

Gupta, S., Khandelwal, S.K., Tandon, P.N., Maheshwari, M.C., Mehta, V.S., Sundram, K.R., & Jain, S. (2000). *The Development and Standardization of a Comprehensive Neuropsychological Battery in Hindi -Adult form*. *Journal of Personality and Clinical Studies*, 16(2), 75–109.

Tripathi, R., Kumar, K. J., Bharath, S., Marimuthu, P., & Varghese, M. (2013). Clinical validity of NIMHANS neuropsychological battery for elderly: A preliminary report. *Indian Journal of Psychiatry* ,55, 203–206.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology***2- Year/ 1 Year PG Program***DISCIPLINE SPECIFIC CORE COURSE  
SEMESTER – IV****DSC 402: SELF AND EMOTIONS IN EVERYDAY LIFE  
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSC 402: Self and Emotion in Everyday Life</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4- years Graduation</b>

**Maximum Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical)****Course Objectives:**

- The course will direct the participants towards a more focused yet free-flowing awareness and experience of selfhood and the role of conscious emotions in relating them to diverse contexts
- To prepare students to organise their personal lives better by developing a self-reflexive relationship with themselves, understanding themselves and their emotions, so as to enter the challenges of life in a more vibrant and alive manner.

**Learning Outcomes:**

- Explain and critically examine diverse theoretical perspectives on the self, including humanistic, existential, psychoanalytic, and Indian approaches, and reflect on processes of self-realisation and authenticity.
- Analyse the relationship between the self and its socio-cultural context and develop an understanding of relational and interdependent dimensions of selfhood, relationality, and community.
- Understand and compare major psychological and Indian perspectives on emotions, including their biological, cognitive, cultural, and embodied dimensions, and the role of emotions in shaping the self.
- Apply insights from positive emotional states and Indian contemplative traditions to cultivate empathy, compassion, emotional awareness, and well-being in personal and interpersonal contexts.

**Course Contents:**

**Unit 1: The Self Construal and The Experiencing Self:** Diverse theoretical perspectives on the processes of 'becoming' to 'being', and 'self-realisation' - humanistic, existential, psychoanalytic, and Indian. Psychological approaches to engaging with loss, despair, angst, flux, change, transience and emptiness, and the inner search for authenticity, embodiment meaning and choice. **(10 Hours)**

**Unit 2: The Self in and the World:** The socially and culturally conditioned Self. Re-examining My-Self: Towards an 'interdependent' experience of selfhood, relationality, interbeing, and dharma. Self in community. **(10 Hours)**

**Unit.3: Foundations and perspectives on Emotions:** Understanding embodiment in emotions, cultural processes in experience and expression of emotions, Indian perspectives on emotions; Self-conscious emotions - shame, embarrassment (*lajja*), guilt (*pashchataap*), and pride (*garv*). Emotional regulation: ayurveda, yogic and buddhist perspectives, mindfulness and affect regulation. **(10 Hours)**

**Unit 4: Positive Emotions States and Processes:** Empathy, compassion and equanimity (*karuṇā, maitrī, mudita and upekṣā*); creative expressions psychological clarity (*sattva*), forgiveness (*kṣamā*), and gratitude (*kritajñatā*); positive affect - faith, hope and optimism (*shraddhā and asthā*), and flow as absorptive awareness (*dhyāna*); Emotional Creativity and Bliss (*ananda*) through bhava and rasa. **(10 Hours)**

**Two Practicum** based on the above units.

**(20 Hours)**

#### Essential Readings:

Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.

Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822–848. <https://doi.org/10.1037/0022-3514.84.4.822>

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience* (journal derivatives in *Journal of Humanistic Psychology*).

Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations of Indian psychology. *Psychological Studies*, 59, 1–14.

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens. *Journal of Personality and Social Psychology*, 84, 377–389.

Markus, H. R., & Kitayama, S. (2014). Culture and the self: Implications for cognition, emotion, and motivation. In *College student development and academic life* (pp. 264–293). Routledge.

Misra, G., & Ramanathan, P. (2024). Emotions in cultural contexts: An Indian perspective. In G. Misra & I. Misra (Eds.), *Emotions in cultural context* (pp. 33–56). Springer Nature Switzerland AG. [https://doi.org/10.1007/978-3-031-46349-5\\_3](https://doi.org/10.1007/978-3-031-46349-5_3)

Paranjpe, A. C. (2010). Theories of self and cognition: Indian psychological perspectives. *Psychology and Developing Societies*, 22(1), 5–48.

Shweder, R. A., & Bourne, E. J. (1984). Does the concept of the person vary cross-culturally? *Journal of Personality and Social Psychology*, 47, 1200–1213.

Tracy, J. L., & Randles, D. (2011). Four models of basic emotions: A review of Ekman and Cordaro, Izard, Levenson, and Panksepp and Watt. *Emotion Review*, 3(4), 397–405. <https://doi.org/10.1177/1754073911410747>

Tracy, J. L., & Robins, R. W. (2004). Putting the self into self-conscious emotions. *Psychological Inquiry*, 15, 103–125.

#### Recommended Readings:

Bilimoria, P., & Wenta, A. (Eds.). (2020). *Emotions in Indian thought-systems*. Taylor & Francis.

Birney, M. E. (2023). *Self and identity: The basics*. Routledge.

Christopher, J. C., Wendt, D. C., Marecek, J., & Goodman, D. M. (2014). Critical cultural awareness. *American Psychologist*, 69, 645–655.

Dalal, A. K. (2011). A journey back to the roots: Psychology in India. *Psychological Studies*.

Fredrickson, B. L. (2001). The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218–226.

Haidt, J. (2003). The moral emotions. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of affective sciences*.

- Menon, U., & Shweder, R. A. (1994). Kali's tongue: Cultural psychology of shame. *Ethos*, 22, 241–284.
- Menon, U. (2003). Morality and context: A study of Hindu understandings. *Journal of Moral Education*, 32, 431–447.
- Misra, G., & Gergen, K. J. (1993). On the place of culture in psychological science. *International Journal of Psychology*, 28, 225–243.
- Seligman, M. E. P. (2019). Positive psychology: A personal history. *Annual Review of Clinical Psychology*, 15, 1–23. <https://doi.org/10.1146/annurev-clinpsy-050718-095653>
- Worthington, E. L. (2005). Forgiveness and reconciliation. *Journal of Behavioral Medicine*, 28, 443–455.

**DEPARTMENT OF PSYCHOLOGY**  
**M.A. Psychology**  
*2-Year/ 1-year PG Program*  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER- IV**

**DSE 401: ADVANCED  
DEVELOPMENTAL PSYCHOLOGY**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 401: ADVANCED DEVELOPMENTAL PSYCHOLOGY</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A / 4- years Graduation</b>

**Marks: 160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical)**

**Course Objectives:**

- To adopt a critical perspective towards developmental psychology.
- To understand specific methods of data collection and analysis.
- To understand the impact of context on development with specific reference to digital world.
- To adopt a balanced view (opportunities and risks) of development in the digital context.
- To understand issues around vulnerability and resiliency across lifespan.

**Learning Outcome:**

- To be able to think critically about the theories and perspectives in developmental psychology.
- To be able to demonstrate skills of a developmentally sensitive researcher.
- To be able to understand developmental processes in digital context.
- To gain an insight into various issues related to vulnerabilities and development.

**Unit 1: Critical Developmental:** Critique of classical theories (e.g., Piaget, Vygotsky, Kohlberg, Erikson, Ainsworth's attachment theory) and postcolonial influence, western vs. eastern perspectives of development, development as culturally constructed process; historical, social and political aspects of development; Norms and conventions around child rearing practices, deviations from norms treated as deficiencies, pathologization of differences

**(10 Hours)**

**Unit 2: Going Beyond Traditional Method: Data Collection and:** Rethinking different methods in developmental psychology; Method: Use of context specific methods (home, school, hospital, community, development in digital media ecology), Ecological Momentary Assessment (EMA), Digital Experience Sampling (ESM), Photo-Elicitation, participatory, ethnography, reflexive, developmental neuropsychological assessment; Primary data analysis and secondary data analysis; Reviewing existing literature: Systematic Review and Meta Analysis **(10 Hours)**

**Unit 3: Development in Digital Context Across Lifespan:** Cognitive development in digital context; social development and interpersonal relationship; parasocial relationship in digital context in children; family media ecology: parenting; learning in digital world; digital literacy; proxy parenting in digital context; joint media engagement; early digital literacy **(10 Hours)**

**Unit 4: Vulnerability, Resilience and:** Vulnerability across lifespan: Malnutrition, trauma, abuse, dysfunctional family, old age home/children in shelter homes/observation home, vulnerabilities in digital age; online safety for in children and elderly: policy and practices; developmental science/psychology informed human rights in India. **(10 Hours)**

**Two practicum** based on the above units

**(20 Hours)**

#### References:

Blumberg, F. C., & Brooks, P. J. (Eds.). (2017). *Cognitive development in digital contexts*. Elsevier Academic Press.

Broughton, J. M. (1987). An Introduction to Critical Developmental Psychology. In J. M. Broughton (Ed.), *Critical Theories of Psychological Development* (pp. 1–30). Springer US. [https://doi.org/10.1007/978-1-4757-9886-9\\_1](https://doi.org/10.1007/978-1-4757-9886-9_1)

Burman, E. (2016). *Deconstructing Developmental Psychology* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315727127>

Christakis, D. A., & Hale, L. (Eds.). (2025). *Handbook of Children and Screens: Digital Media, Development, and Well-Being from Birth Through Adolescence*. Springer.

Dagher, D., & Khan, M. (2025). Writing a Systematic Review and Meta-analysis: A Step-by-Step Guide. *Sports Health*, 17(5), 885–890. <https://doi.org/10.1177/19417381251364686>

Geffner, R., White, J. W., Hamberger, L. K., Rosenbaum, A., Vaughan-Eden, V., & Vieth, V. I. (Eds.). (2021). *Handbook of Interpersonal Violence and Abuse Across the Lifespan: A project of the National Partnership to End Interpersonal Violence Across the Lifespan* (1st ed. 2022 edition). Springer International Publishing AG.

Gupta, A. (2015). Using postcolonial theory to critically re-frame the child development narrative. In *The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care* (pp. 147–156). Routledge. <https://doi.org/10.4324/9781315678979-18>

Kutsar, D., Beilmann, M., & Nahkur, O. (Eds.). (2024). *Child Vulnerability and Vulnerable Subjectivity: Interdisciplinary and Comparative Perspectives* (Vol. 27). Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-61333-3>

Russell, M. A., & Gajos, J. M. (2020). Annual Research Review: Ecological momentary assessment studies in child psychology and psychiatry. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 61(3), 376–394. <https://doi.org/10.1111/jcpp.13204>

Singh, S. (2025, June). *Online safety for children: Protecting the next generation from harm*. NITI Aayog.

Quinn, N., & Mageo, J. M. (Eds.). (2013). *Attachment reconsidered: Cultural perspectives on a Western theory* (pp. ix, 261). Palgrave Macmillan/Springer Nature. <https://doi.org/10.1057/9781137386724>

Viruru, R., & Askari, N. (2021). Postcolonial childhoods: historical and contemporary notions. In N. J. Yelland, L. Peters, N. Fairchild, M. Tesar, M. S. Pérez (Eds.) *Postcolonial childhoods: historical and contemporary notions* (pp. 56-69). SAGE Publications Ltd, <https://doi.org/10.4135/9781529757194.n6>

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2- Year/ 1-Year PG Program*****DISCIPLINE SPECIFIC ELECTIVE COURSE  
SEMESTER- IV****DSE 402: COUNSELING CHILDREN AND  
ADOLESCENTS****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 402: COUNSELING CHILDREN AND ADOLESCENTS</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M. A Psychology/ 4-years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical)****Course Objectives:**

To acquaint students with skills, procedure, techniques and issues around counselling children and adolescents.

**Learning Outcomes:**

On completion of the course students will be able to:

- Adapt and apply counselling theories to children and adolescents
- Appreciate issues pertaining to specialized context and intervene accordingly.

**Unit 1: Counselling Processes:** Establishing the relationship; Goals for counselling children and adolescents; adapting counselling theories to children and adolescents; child counsellor relationships; ethical considerations; attributes of a counsellor; cultural factors(**10 Hours**)

**Unit 2: Assessment, Goal-setting and Intervention:** Constructive Understanding- formulation and diagnosis, practice frameworks-understanding internal processes of therapeutic change in children, facilitating change. Terminating the process(**10 Hours**)

**Unit 3: Child and adolescent counselling skills and techniques:** Active listening, use of minimal responses, use of reflection, dealing with resistance and transference, paraphrasing and summarizing, dealing with self-destructive beliefs. Group counselling, play therapy, art therapy, use of narratives(**10 Hours**)

**Unit 4: Counselling in specialized contexts:** Trauma focused care-child abuse and neglect, juvenile-justice involved adolescents, working with suicidal adolescents, school counselling and career planning(**10 Hours**)

**Two practicum** based on the above units

**(20 Hours)****Essential Readings:**

Thompson, C. L., Rudolph, L. B., & Henderson, D. A. (2000). Counseling children. Pacific Grove, CA: Brooks/Cole.

Sharry, J. (2004). *Counselling children, adolescents and families: A strengths-based approach*. Sage.

Geldard, K., Geldard, D., & Foo, R. Y. (2017). *Counselling children: A practical introduction*. Sage.

Underwood, L. A., & Dailey, F. L. (2016). *Counseling adolescents competently*. SAGE Publications.

Henderson, D. A., & Thompson, C. L. (2010). *Counseling children*. Cengage

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2-Year/1-Year PG Program*****DISCIPLINE SPECIFIC ELECTIVE COURSE  
SEMESTER- IV****DSE 403:APPLIED BEHAVIOR ANALYSIS****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 403: APPLIED BEHAVIOR ANALYSIS</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A / 4- Years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical  
Course Structure**

**Unit 1: Introduction to Applied behaviour analysis:** Definition and Characteristics of ABA, Basic concepts and Principles, Selecting, defining and Measuring behaviour, Evaluating and analysing behavioural change, Reinforcement: Positive Reinforcement, Negative reinforcement, schedules of reinforcement. Punishment: Positive punishment and negative punishment, Antecedent variables, Verbal Behaviour **(10 Hours)**

**Unit 2: Functional Behaviour Assessment (FBA):** Identifying functions of behaviour, Role of functional behaviour analysis in prevention and intervention, Conducting interviews and direct observations, Hypothesis development and case example of FBA **(10 Hours)**

**Unit 3: Behavioural Intervention:** Developing New behaviour: Shaping, Chaining and Observational Learning- modelling, imitation. Decreasing Behaviour with Non-punishment Procedures- Extinction, Differential reinforcement and antecedent intervention, Promoting Generalization of the change in behaviour, Self-management methods **(10 Hours)**

**Unit 4: ABA Applications:** Pervasive Developmental Disorders, Neurodevelopmental Disability, Educational Settings, Organizational settings, Evidence Based Research, Ethical issues, training and supervision. **(10 Hours)**

**Unit 5 :Two practicum** based on the above units **(20 Hours)**

**Essential Readings:**

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied behavior analysis (3rd ed.). Pearson.

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.

Skinner, B. F. (1953). *Science and human behavior*. Simon and Schuster.

Leaf, J. B., Leaf, R., McEachin, J., Taubman, M., Ala'i-Rosales, S., Ross, R. K., ... & Weiss, M. J. (2016). Applied behavior analysis is a science and, therefore, progressive. *Journal of Autism and Developmental Disorders*, 46(2), 720-731.

Dillenburger, K., & Keenan, M. (2009). None of the As in ABA stand for autism: Dispelling the myths. *Journal of Intellectual and Developmental Disability*, 34(2), 193-195.

Behavior Analyst Certification Board. (2014). Professional and ethical compliance code for behavior analysts. [https://www.bacb.com/wp-content/uploads/2020/05/BACB-Compliance-Code-english\\_190318.pdf](https://www.bacb.com/wp-content/uploads/2020/05/BACB-Compliance-Code-english_190318.pdf)

Critchfield, T. S., & Reed, D. D. (2017). The fuzzy concept of applied behavior analysis research. *The Behavior Analyst*, 40(1), 123-159.

Slocum, T. A., Detrich, R., Wilczynski, S. M., Spencer, T. D., Lewis, T., & Wolfe, K. (2014). The evidence-based practice of applied behavior analysis. *The Behavior Analyst*, 37(1), 41-56.

Carr, J. E., & Briggs, A. M. (2010). Strategies for making regular contact with the scholarly literature. *Behavior Analysis in Practice*, 3(2), 13-18.

Fryling, M. J., Wallace, M. D., & Yassine, J. N. (2012). Impact of treatment integrity on intervention effectiveness. *Journal of Applied Behavior Analysis*, 45(2), 449-453.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology***2 Year/ 1 Year PG Program***DISCIPLINE SPECIFIC ELECTIVE COURSE  
SEMESTER- IV****DSE 404: COMMUNITY MENTAL HEALTH****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 404: COMMUNITY MENTAL HEALTH</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical****Course Objectives:**

- To acquaint students with the Emergence & current status of community mental health services.
- To foster a community-based approach to understand and promote mental health.

**Learning Outcomes:**

- Analyze Community Mental Health Systems: Assess the structure, function, and challenges of community-based mental health services.
- Apply Community-Based Approaches: Demonstrate the ability to design and implement community-based strategies for mental health promotion and intervention.

**Course Content:**

**Unit 1:Community Mental Health:** Origin and Developments, Determinants of Community Mental Health, need for the Promotion of Community Mental Health, Developing Mental health Policies and Implementations at grass root level and evaluating Programs. World Health Organization Guidelines. **(10 Hours)**

**Unit 2:Mental Health Across Domains:** Mental Health in School and Higher Educational Institutions, Rural and Urban Mental Health, Elderly Mental Health, Women Mental Health, Mental Health of Special Populations: LGBTQA+, Disabled (Divyang), Destitute and Homeless, Migrated population **(10 Hours)**

**Unit 3:Community Mental Health in India:** Issues & Challenges. Treatment gap, Stigma and Discrimination, Knowledge Attitude and Perception about Mental Health, National Mental Health Survey, National Mental Health Program **(10 Hours)**

**Unit 4: Intervention Strategies:** Macro and Micro level interventions in Community Mental Health, Preventive approach, integrating mental health services in general health care- issues and challenges, mental health literacy and education, addressing social stigma and social inclusion, community-based intervention-role of governmental and non-governmental organizations, self-help groups. **(10 Hours)**

**Two practicum based on the above units****(20 Hours)****Suggested/Essential Readings**

Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2013). *Community mental health in India*. Jaypee Brothers Medical Publishers Pvt. Limited.

Agarwal, S. P., Goel, D. S., & India. Directorate General of Health Services. (2004). *Mental health: An Indian perspective, 1946-2003*. Directorate General of Health Services, Ministry of Health & Family Welfare.

Bloom, B. (1973). *Community Mental Health—A critical analysis*. General Learning Press  
 Jadhav S. (1996). The Cultural Origins Western Depression. *International Journal of Social Psychiatry*. 42(4):269-286. doi:10.1177/002076409604200403

Bloom, B. L. (1977). *Community mental health: A general introduction*. Brooks/Cole.  
 de Jong, J. (Ed.). (2006). *Trauma, war, and violence: Public mental health in sociocultural context*. Springer Science & Business Media.

Jacob, K. (2013). Community mental health in India. *Indian Journal of Psychiatry*, 55(2), 209-209.

Jorm, A. F., Korten, A. E., Jacomb, P. A., Christensen, H., Rodgers, B., & Pollitt, P. (1997). 'Mental health literacy. a survey of the public's ability to recognise mental disorders and their beliefs about the effectiveness of treatment. *Med J Aust*, 166(4), 182-186.

Kapur, R. L. (1946). The story of community mental health in India. *Mental health: An Indian Perspective 1946–2003*, 92-100.

Kawachi, I., & Berkman, L. F. (2001). Social ties and mental health. *Journal of Urban health*, 78(3), 458-467.

10. Mosher, L. R., & Burti, L. (1989). *Community mental health: Principles and practice* (pp. 323-346). New York: Norton.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology***2 Year/ 1 Year PG Program***DISCIPLINE SPECIFIC ELECTIVE COURSE  
SEMESTER- IV****DSE 405: NEUROPSYCHOLOGICAL  
REHABILITATION****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 405: NEUROPSYCHOLOGICAL REHABILITATION</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical****Course Objectives:**

- To understand different neuropsychological interventions methods for different levels of brain injury patient for various neuropsychological disorders
- To learn the step by step scientific procedure of applications of neuropsychological interventions and the ethical guidelines.

**Learning Outcomes:**

- Systematically analyse disasters using categorization and assessing the course of a disaster.
- Screen disastrous phenomena for their level of impacts, skill of effects and risk in context of population affected.
- Device policies catering to prevention, management and betterment of disaster effects.
- Provide psycho-social care to disaster survivors of different demographics.

**Course Content:**

**Unit 1:Introduction to Neuropsychological Rehabilitation:** Historical development of Neuropsychological Rehabilitation, Need and scope of Neuropsychological Rehabilitation, Theories of Neuropsychological Intervention, Models and Principles of Neuropsychological Rehabilitation Major influences and recent advances in the development of Rehabilitative Neuropsychology. **(10 Hours)**

**Unit 2:Plasticity and Restoration of Brain Functions, Restoration, Restitution, Reorganisation:** Approaches to Neuropsychological rehabilitation: Basic Function Approach, Functional Skill Approach, Holistic Approach, Conceptual Enrichment Therapy **(10 Hours)**

**Unit 3:Application of Neuropsychology:** Neurodevelopmental Disorders, traumatic Brain Injury, Epilepsy, Degenerative disorders, Chronic Medical Conditions, Severe Psychiatric Illnesses. **(10 Hours)**

**Unit 4: Cognitive Retraining and Cognitive Enhancement Therapy for Neuropsychological disorders:** Computer Assisted Neuropsychological Rehabilitation, Neurofeedback, Neuromodulation and AI assisted Interventions, Training and Ethical issues in Neuropsychological rehabilitation. **(10 Hours)**  
 Two practicum based on the above units **(20 Hours)**

**Essential Readings:**

Kevin Walsh, A. O. (1978). *Neuropsychology: A clinical approach*. Churchill Livingstone.  
 Rajeswaran, J.(2013). *Neuropsychological Rehabilitation: Need and Scope*. (First Edition, Elsevier.

Raskin, S. A., & Mateer, C. A. (1999). *Neuropsychological management of mild traumatic brain injury*. Oxford University Press.

Johnstone, B., & Stonnington, H. H. (2011). *Rehabilitation of neuropsychological disorders: A practical guide for rehabilitation professionals*. Psychology Press.

Klomjai, W., Katz, R., & Lackmy-Vallée, A. (2015). Basic principles of transcranial magnetic stimulation (TMS) and repetitive TMS (rTMS). *Annals of physical and rehabilitation medicine*, 58(4), 208-213.

Goel, P. & Bajaj, M.K. (2022). Role of computerized software, artificial intelligence, and virtual reality in cognitive and neuromotor rehabilitation therapy after brain injury. *International Journal of Science and Research* ,11,1357-62.

Wilson, B. A., Gracey, F., Evans, J. J., & Bateman, A. (2009). *Neuropsychological rehabilitation: Theory, models, therapy and outcome*. Cambridge University Press.

Zillmer, E. A., Spiers, M.V & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson Wadsworth USA.

**DEPARTMENT OF PSYCHOLOGY**  
**M.A. Psychology**  
*2- Year/ 1- Year PG Program)*  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER- IV**  
**DSE 406: PSYCHOLOGY OF PUBLIC HEALTH**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 406: PSYCHOLOGY OF PUBLIC HEALTH</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-Years Graduation</b>

**Marks: 160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical**

**Course Objectives**

- Introduce principles of public health and population health psychology.
- Develop competence in epidemiology, prevention, and health promotion.
- Examine social determinants of health and health inequities.
- Train students in programme planning, implementation, and evaluation.

**Course Learning Outcomes**

- Explain public health concepts, epidemiological measures, and determinants of health.
- Analyse health issues from prevention and population perspectives.
- Design health promotion programmes incorporating behavioural science.
- Evaluate public health policies, interventions, and ethical implications.

**Course Contents:**

**Unit 1: Public health theory, models and frameworks :** Concepts: health, disease, prevention levels; History and scope of public health; Public Health Systems in India; Public health vs clinical approach; Structure of the Indian health system (primary, secondary, tertiary care); Ayushman Bharat and National Health Mission; Community health worker models (ASHA, train-the-trainer, SwasthyaSakhis, Anganwadi systems); Cultural health beliefs and indigenous health practices in India. **(10 Hours)**

**Unit 2: Epidemiology, Social Determinants & Health Disparities:** Epidemiological measures and study designs; Surveillance systems; Social, behavioural, environmental determinants; Structural inequities (caste, class, gender, rural-urban divide); Migration and labour precarity, Health disparities measurement (incidence, prevalence gaps); Intersectionality and vulnerable populations; Psychosocial pathways linking social determinants and health outcomes. **(10 Hours)**

**Unit 3: Health promotion and disease prevention:** Health education and behaviour change frameworks; Community health promotion models, interventions and programme planning; Screening, vaccination, prevention programmes; Communication strategies in public health; Risk and crisis communication, Vaccine hesitancy psychology, Health misinformation and infodemic management, Digital health interventions, Behavioural Risk Factors in Public Health; Behaviour change intervention frameworks (COM-B, Behaviour Change Wheel, PRECEDE–PROCEED); Cultural health psychology perspectives in programme design; Major health problems: Obesity, Diabetes, Suicide, Sexually Transmitted Disease. **(10 Hours)**

**Unit 4: Public health governance, audit and quality:**Public health policy formulation; Ethics and human rights in public health; Emerging challenges: pandemics, climate health, digital health, conflict, violence and emergencies; Evaluation frameworks (logic models, impact assessment). Psychological First Aid, Migrant and refugee health, Ageing and geriatric health psychology, Dementia and caregiver burden, Palliative and end-of-life care( **10 Hours**)

**Two practicum** based on the above **(20 Hours)**

### Essential Readings

Abraham, C., &Denford, S. (2020). Design, Implementation, and Evaluation of Behavior Change Interventions: A Ten-Task Guide. In M. S. Hagger, L. D. Cameron, K. Hamilton, N.

Hankonen, & T. Lintunen (Eds.), *The Handbook of Behavior Change* (pp. 269–284). chapter, Cambridge: Cambridge University Press.

Balarajan, Y., Selvaraj, S., & Subramanian, S. V. (2011). Health care and equity in India. *Lancet (London, England)*, 377(9764), 505–515. [https://doi.org/10.1016/S0140-6736\(10\)61894-6](https://doi.org/10.1016/S0140-6736(10)61894-6)

Bauer, G. R. (2014). Incorporating intersectionality theory into population health. *Social Science & Medicine*, 110, 10–17.

Blanchard, J., Washington, R., Becker, M., Vasanthakumar, N., Madangopal, K., Sarwal, R. (2020). Vision 2035: Public Health Surveillance in India. *A White Paper. NITI Aayog*. <https://www.niti.gov.in/sites/default/files/2023-03/Vision-2035-Public-Health-Surveillance-in-India.pdf>

Detels, R., Gulliford, M., Karim, Q. A., & Tan, C. C. (Eds.). (2015). *Oxford textbook of global public health* (6th ed.). Oxford University Press.

Fong, B.Y.F., & Wong, M.C.S. (Eds.). (2021). *The Routledge Handbook of Public Health and the Community* (1st ed.). Routledge.

Friis, R. H., & Sellers, T. A. (2021). *Epidemiology for public health practice* (6th ed.). Jones & Bartlett Learning.

Kawachi, I., Lang, I., & Ricciardi, W. (Eds.). (2020). *Oxford handbook of public health practice*. Oxford University Press.

Kleinman, A. (1980). Orientations 2: Culture, Health Care Systems, and Clinical Reality. In *Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology, Medicine, and Psychiatry* (1st ed., Vol. 5, pp. 24–70). University of California Press. <https://doi.org/10.2307/jj.2711689.6>

Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. *Implementation science: IS*, 6, 42. <https://doi.org/10.1186/1748-5908-6-42>

Parker, R., & Sommer, M. (Eds.). (2011). *Routledge handbook of global public health*. Routledge.

Patel, V., Saxena, S., Lund, C., Thornicroft, G., Baingana, F., Bolton, P., ... & Unützer, J. (2018). The Lancet Commission on global mental health and sustainable development. *The lancet*, 392(10157), 1553-1598.

Radheshyam, A., Ramani, V. K., & Naik, R. (2025). Achieving universal health coverage in India: a scoping review on the requisite public health actions. *Frontiers in public health*, 12, 1366355. <https://doi.org/10.3389/fpubh.2024.1366355>

Schneider, M. J. (2020). *Introduction to public health* (6th ed.). Jones & Bartlett Learning.

Scott, K., George, A. S., & Ved, R. R. (2019). Taking stock of 10 years of published research on the ASHA programme: examining India's national community health worker programme from a health systems perspective. *Health research policy and systems*, 17(1), 29. <https://doi.org/10.1186/s12961-019-0427-0>

Solar, O., & Irwin, A. (2010). *A conceptual framework for action on social determinants of health*. WHO.

Uchino, B. N., Bowen, K., Carlisle, M., & Birmingham, W. (2012). Psychological pathways linking social support to health outcomes: A visit with the “ghosts” of research past, present, and future. *Social science & medicine*, 74(7), 949-957.

Wilson, J. M. G., & Jungner, G. (1968). *Principles and practice of screening for disease*. WHO. <https://iris.who.int/handle/10665/37650>

Yadav, A. K., Patil, R., Juvekar, S., & IHN Network\* (2023). The Indian Health and Demographic Surveillance System Network: Opportunity to Generate Evidence for Public Health Policy. *Indian journal of community medicine: official publication of Indian Association of Preventive & Social Medicine*, 48(6), 808–810. [https://doi.org/10.4103/ijcm.ijcm\\_995\\_22](https://doi.org/10.4103/ijcm.ijcm_995_22)

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2 Year/ 1 Year PG Program*****DISCIPLINE SPECIFIC ELECTIVE COURSE  
SEMESTER- IV****DSE 407: BEHAVIORAL MEDICINE****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 407: BEHAVIORAL MEDICINE</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A Psychology/ 4-years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical****Course Objectives:**

- To appreciate and understand the psychological factors associated with illness and healing.
- To understand the psycho-social understanding of diseases, grief and bereavement.
- To develop skills for intervention in behavioural medicine.

**Course Learning Outcomes:**

Analyse various Psychological factors associated with Medical Illnesses, assessment and targeted Interventions with individual's family and caregivers' issues with terminally ill persons.

**Course Content:**

**Unit 1: Introduction to Behavioural Medicine:** Psychological and social influences on health and illness, psychoneuroimmunology, stress and health, behavioural coping styles, psycho-physiological models of disease, application of psychological principles to health, Abnormal illness behaviour. **(10 Hours)**

**Unit 2: Aetiology and management:** Medically unexplained symptoms, Survivors of Trauma and abuse, Understanding and dealing with chronic Pain, Grief and Bereavement Process. **(10 Hours)**

**Unit 3: Terminally Illness:** Palliative Care, Psycho-social factors associated with Cancer and AIDS, Physician-patient relationship, breaking bad news, building hope and resiliency among end-of-life issues, addressing denial and apprehensions of the patient, interventions for family and other care-givers, Euthanasia. **(10 Hours)**

**Unit 4: Interventions-** Psycho-education, Mindfulness, Biofeedback, Life style interventions, Relaxation Techniques **(10 Hours)**  
**Two practicum** based on the above units **(20 Hours)**

**Suggested Readings-**

Basmajian J.V. (1979). Biofeedback – Principles and practice for clinicians. Baltimore: Williams & Wilkins Company.

Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). International handbook of behavior modification and therapy. New York: Plenum Press.

Bellack, A. S. & Hersen, M. (1985). Dictionary of behavior therapy. New York: Pergamon Press.

Dimatteo, M.R., & Martin, L.R. (2002). Health Psychology. New Delhi: Pearson.  
Lambert, M.J (2004). Handbook of Psychotherapy and behaviour change (5th ed.). New York: John Wiley and Sons.

Rimm D.C. & Masters J.C. (1979). Behavior therapy: Techniques and empirical findings. New York: Academic Press.

Sweet, J.J, Rozensky, R.H. & Tavian, S.M. (1991). Handbook of clinical psychology in medical settings. Plenum Press: NY

Tunks, E & Bellismo, A. (1991). Behavioral medicine: Concepts & procedures. New York: Pergamon Press.

Turner, S.M., Calhoun, K.S., & Adams, H.E. (1992). Handbook of Clinical Behavior therapy. New York: Wiley Interscience.

Weinman, J., Johnston, M. & Molloy, G. (2006). Health Psychology (Vols. 1-4). London: Sage Publications.

**DEPARTMENT OF PSYCHOLOGY**  
**M.A. Psychology**  
*2 Year/ 1 Year PG Program*  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER- IV**

**DSE 408: TEAM DYNAMICS AND HIGH-PERFORMANCE WORK SYSTEMS**  
**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 408: Team Dynamics and High-Performance Work Systems</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-Years Graduation</b>

**Marks: 160**

**Hours: 60**

**Credit: 4 (Lectures + Internal Assessment + Practical**

**Course Objectives:**

- To develop an advanced psychological understanding of team processes and dynamics in organizational settings.
- To examine factors influencing team effectiveness and high performance.
- To analyse conflict, diversity, and interdependence in contemporary teams.
- To build applied competencies for leading and designing high-performance work systems.

**Learning Outcomes:**

- Analyse team development, psychological safety, identity, and interpersonal processes using contemporary team theories.
- Evaluate factors influencing team effectiveness, including leadership, communication, shared mental models, and diversity.
- Apply evidence-based strategies to manage conflict, interdependence, and intergroup dynamics in teams.
- Design high-performance team systems aligned with organisational strategy, including virtual and self-managed teams.

**Course Contents:**

**Unit 1: Foundations of Team Dynamics:** Conceptualizing groups and teams; teams as open systems within organizations; stages of team development; psychological foundations of teamwork (trust, identity, cohesion, psychological safety); interpersonal processes and feedback (Johari Window); diversity and inclusion in teams; experiential learning and self-awareness in team contexts. **(10 Hours)**

**Unit 2: Team Processes and Performance:** Team roles and composition; goal clarity and shared mental models; communication and coordination; decision-making in teams (groupthink, social loafing); leadership in teams; motivation and engagement in collective settings; linking team processes to effectiveness and performance outcomes. **(10 Hours)**

**Unit 3: Conflict, Power, and Interdependence in Teams:** Nature and sources of intra and inter-team conflict; task vs relationship conflict; managing conflict constructively; negotiation and consensus-building in teams; managing diversity and stereotypes; intergroup relations and boundary management; cultural and indigenous approaches to harmony and collaboration (Jugaad, face-saving, superordinate goals). (10 Hours)

**Unit 4: High-Performance Work Systems and Contemporary Teams:** Designing high-performance teams; self-managed and cross-functional teams; virtual and hybrid teams; team resilience and adaptability; process and structural interventions; team learning and innovation; aligning team systems with organizational strategy; evaluation of team effectiveness. (10 Hours)

**Two Practicum** based on above units

**(20 Hours)**

### Essential Readings:

Becker, B. E., & Huselid, M. A. (1998). High performance work systems and firm performance. *Academy of Management Journal*, 41(1), 8–29.

Buddhism in a nutshell: The Brahmavihara. (2016, July 29). Retrieved from <http://slbuddhists.org/inanutshell/brahmavihara.html>

Gupta, R. K. (2002). Prospects of effective teamwork in India: Some cautionary conjectures from a cross-cultural perspective. *Indian Journal of Industrial Relations*, 38(2), 211–229.

Gupta, R. K., & Panda, A. (2003). Cultural imperatives for developing leaders, teams, and organizations in Indian contexts. In A. K. Singh & D. Chauhan (Eds.), *Developing leaders, teams and organizations*. Excel Books.

Kozlowski, S. W. J. (Ed.). (2012). *The Oxford handbook of organizational psychology* (Vol. 1 & 2). Oxford University Press.

Marks, M. A., Mathieu, J. E., & Zaccaro, S. J. (2001). A temporally based framework for team processes. *Academy of Management Review*, 26(3), 356–376.

Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997–2007: A review. *Journal of Management*, 34(3), 410–476.

Pareek, U. (2007). *Understanding organizational behaviour* (2nd ed.). Oxford University Press.

Radjou, N., Prabhu, J., & Ahuja, S. (2012). *Jugaad innovation: Think frugal, be flexible, generate breakthrough growth*. Jossey-Bass.

Robbins, S. P., Judge, T. A., & Vohra, N. (2022). *Organizational behavior* (18th ed., Indian adaptation). Pearson.

Salas, E., Rico, R., & Passmore, J. (Eds.). (2017). *The Wiley Blackwell handbook of the psychology of team working and collaborative processes*. Wiley-Blackwell.

Sinha, J. B. P. (2010). *Work culture in the Indian context*. Sage Publications.

West, M. A. (2012). *Effective teamwork: Practical lessons from organizational research* (3rd ed.). Wiley-Blackwell.

### Suggested Readings:

Bell, S. T., McAlpine, K. L., & Ward-Kenan, A. (2018). Virtual teams. *Current Directions in Psychological Science*, 27(4), 1–7.

Curşeu, P. L., Schrujjer, S. G. L., & Boroş, S. (2007). The effects of groups' variety and disparity. *Small Group Research*, 38(3), 303–327.

De Dreu, C. K. W., & Weingart, L. R. (2003). Task versus relationship conflict. *Journal of Applied Psychology*, 88(4), 741–749.

DeChurch, L. A., Mesmer-Magnus, J. R., & Doty, D. (2013). Moving beyond relationship and task conflict. *Journal of Applied Psychology*, 98(4), 559–578.

Hackman, J. R. (2002). *Leading teams: Setting the stage for great performances*. Harvard Business School Press.

- Ilgen, D. R., Hollenbeck, J. R., Johnson, M., & Jundt, D. (2005). Teams in organizations: From input-process-output models to IMO models. *Annual Review of Psychology*, 56, 517–543.
- Luthans, F. (2017). *Organizational behavior: An evidence-based approach* (13th ed.). McGraw-Hill.
- Sinha, J. B. P. (2008). *Culture and organizational behaviour*. Sage.
- Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384–399.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. *The Social Psychology of Intergroup Relations*.
- Van Knippenberg, D., De Dreu, C. K. W., & Homan, A. C. (2004). Diversity and group performance. *Journal of Applied Psychology*, 89(6), 1008–1022.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2 Year/ 1 Year PG Program*****DISCIPLINE SPECIFIC ELECTIVE COURSE  
SEMESTER- IV****DSE 409: COACHING AND MENTORING IN ORGANIZATIONS**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE409: COACHING AND MENTORING IN ORGANIZATIONS</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-Years Graduation</b>

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE****Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical****Course Objectives**

- To develop an appreciation of the learning and development function in an organisational context with coaching, mentoring, and counselling as part of it.
- To understand the basic processes and differences in coaching, mentoring, counselling and learn about the basic principles and models of coaching and mentoring.
- Develop essential coaching, mentoring, and counselling skills to facilitate developmental relationships informed by ethical practice.
- To understand the psychological tenets of designing coaching and mentoring programs for organisations.

**Course Learning Outcomes:**

- Conduct structured coaching conversations and apply different coaching approaches in professional settings
- Design, implement and evaluate effective coaching and mentoring programs in organisations.
- Design and implement effective counselling sessions for the individual and teams to address the behavioural and team issues at the workplace.
- Gain critical insight into the personal skills and style of coaching and mentoring, counselling and chart a development of requisite competencies for professional practice.

**Course Contents:**

**Unit 1: Introduction to Coaching:** Learning and Development in Organisations; Overview of Coaching, Mentoring and Counselling; Theoretical Approaches to Coaching; Efficacy of Coaching, Role of Contracting in Coaching, Ethics of Coaching **(10Hours)**

**Unit 2: Mentoring Concept and evolution of mentoring:** Overview of an Effective mentor-mentee relationship: Specific focus on the Indian perspectives on mentoring philosophy and traditions; Mentoring cycle and Mentor competencies; Mentoring in different contexts: higher education, youth mentoring, mentoring under-represented groups, e-mentoring **(10Hours)**

**Unit 3: Employee Wellbeing:** Health and Wellbeing in Organizations , Organizational Stress: Sources, Measurement and Management, Burnout. Subjective wellbeing in Organizations, Self regulation in work context. Counselling in Organizations. Employee Counselling Models. Ethics in Counselling. **(10Hours)**

**Unit 4: Issues and Application of Coaching:** Types of Coaching in organisations: Overview and specific coaching domains as Solution-focused coaching, Performance coaching, Executive coaching, Expat coaching; Cross-cultural coaching; Developing a coaching culture; Conducting organisation-based evaluation of coaching and mentoring programs **(10Hours)**

**Two practicum** based on the above units **(20 Hours)**

### Essential Reading

Passmore, J., Peterson, D. B., & Freire, T. (Eds.). (2013). *The Wiley-Blackwell handbook of the psychology of coaching and mentoring*. Wiley Blackwell.

Clutterbuck, D., Kochan, F.K., Lunsford, L.G., Domínguez, N., & Haddock-Millar, J. (2017). *The SAGE handbook of mentoring*.

Carroll, M. (1996). *Workplace counselling: A systematic approach to employee care*. SAGE Publications.

Megranahan, M. (2014). Counselling in the workplace. In *Handbook of Counselling* (pp. 211-229). Routledge.

Ajila, C. O., & Adetayo, H. O. (2013). Workplace counselling: implications for enhanced productivity: ethical issues in clinical psychology. *IFE Psychologia: An International Journal*, 21(3), 197-210.

**DEPARTMENT OF PSYCHOLOGY**  
**M.A. Psychology**  
*2 Year/ 1 Year PG Program*  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**SEMESTER- IV**  
**DSE 410: JUNGIAN PSYCHOTHERAPY**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

**Marks: 160**

**Hours: 60**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 410: Jungian Psychotherapy</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-Years Graduation</b>

**Credit: 4 (Lectures + Internal Assessment + Practical**

**Objectives:**

- To study the Jungian notion of the ‘wounded healer’
- To study the transference and the counter-transference in analysis
- To study the Jungian concept of individuation
- To study the adjunctive technique of active imagination

**Learning Outcomes:**

- Learn the parallelism between shamanism and Archetypal Psychology
- Learn the origin and archetypal dimension of transference, and countertransference as an essential therapeutic factor in analysis
- Learn to about the Jungian concept of individuation and process of self-realization
- Learn to conduct active imagination as a distinct psychotherapeutic method

**Course Contents:**

**Unit 1: The Archetype of the Wounded Healer:** Jungian Therapy and Shamanism; Jung’s personal methods of psychotherapy **(10 Hours)**

**Unit 2: Transference and Countertransference:** Laboratorium and oratorium; Rosarium Philosophorum **(10 Hours)**

**Unit 3: Individuation:** Process of self-realization in individual therapy **(10 Hours)**

**Unit 4: Active Imagination:** Origin of active imagination; transcendent function **(10 Hours)**

**Two practicum** based on the above units **(20 Hours)**

**Essential References:**

Chodorow, J. (Ed.). (1997). *Jung on Active Imagination*. Princeton, New Jersey: Princeton University Press.

Fordham, M. (1990). *Jungian Psychotherapy, A Study in Analytical Psychology*. London: Maresfield Library.

Sander, D. F. & Wong, S. (Eds.) (2012). *The Sacred Heritage, The Influence of Shamanism on Analytical Psychology*. East Sussex: Routledge.

Stein, M. (2015). *The Principle of Individuation, Toward the Development of Human Consciousness*. Asheville, North Carolina: Chiron Publications.

**Recommended References:**

Gudaite, G. & Kelly, T. (Eds.) (2023). *Exploring Core Competencies in Jungian Psychoanalysis: Research, Practice, and Training*. London: Routledge.

Jacobi, J. (1953). *Psychological Reflections, An Anthology of the Writings of C. G. Jung*. London: Routledge & Kegan Paul Ltd.

Young-Eisendrath, P & Dawson, T. (Eds.) (2010). *The Cambridge Companion to Jung*. Cambridge: Cambridge University Press.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2-Year/ 1-Year PG Program*****DISCIPLINE SPECIFIC ELECTIVE COURSE****SEMESTER- IV****DSE 411: BUDDHIST PSYCHOLOGY****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE411: Budhpsychology Credit distribution, eligibility and pre- requisite of the course</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-Years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical****Course Objectives:**

- To understand the historical and philosophical foundations of Buddhist psychology.
- To critically examine central Buddhist doctrines and their psychological implications for understanding mind, personhood and suffering.
- To explore the integration of Buddhism and positive psychology in the dissolution of mental afflictions and cultivation of wholesome states.
- To analyze the interface between Buddhism, Zen and mindfulness-based, third-wave psychotherapeutic approaches.

**Learning Outcomes:**

- Critically interpret foundational concepts of Buddhist psychology within their philosophical and historical context.
- Compare and synthesize Buddhist theories of mind and self with contemporary psychological frameworks.
- Demonstrate conceptual clarity in explaining suffering, transformation, and liberation from a Buddhist psychological perspective.
- Assess the theoretical and applied relevance of Buddhist principles in modern psychotherapy and mindfulness-based practices.

**Course Contents:**

**Unit 1: The Core and Context of Buddhist Psychology:** *Abhidhamma Pitaka*: the philosophical and theoretical foundation of Buddhist psychology; Ontology in Buddhism: *paramarthasatta* (Ultimate Reality) and *vyavaharikasatta* (Conventional Reality); Mind and consciousness in Buddhist psychology; Model of personhood and perception: five aggregates (*skandhas*) and six 'windows' (*āyatana*) of perception; *Alaya-vijñāna*: a Buddhist theory of unconscious mind.

**(10 Hours)**

**Unit 2: Central Tenets of Buddhist thought:** Four Noble Truths and Noble Eightfold path: Ubiquitous Suffering and path to the cessation of suffering; Doctrine of No-self or insubstantiality (*anattā*), doctrine of emptiness (*śūnyatā*), doctrine of dependent origination (*pratītya-samutpāda*), doctrine of impermanence/momentariness (*kshanikvada/anityavada*) and doctrine of dependent imputation (*upādāya-prajñāpti*).

**(10 Hours)**

**Unit 3: Buddhism and Positive Psychology:** Psychology of transformation: Not self-improvement but self-cessation that ends Suffering; Dissolving the defiled mentality/egoism (*kḷṣṭa-manas*): *moha* (delusion/bewilderment), *māna* (pride/arrogance), *raga* (attachment), *irṣhya* (jealousy or envy) and *dvesha* (aversion/hatred); Cultivation of a wholesome mind: loving kindness (*maītri*), compassion (*karuna*), altruistic joy (*mudita*) and equanimity (*upeksha*); Psychological transformation and liberation of Buddhist characters: *Patachara and Angulimala*.

**(10 Hours)**

**Unit 4: Zen, Buddhism And Psychotherapy:** The Buddha as a psychologist, the dharma as a psychotherapy; Clinical utility of Buddhist-derived Interventions (BDIs); Mindfulness and third-wave psychotherapy: Mindfulness-based stress reduction (MBSR); Mindfulness-Based Cognitive therapy (MBCT), Dialectical Behaviour therapy (DBT), and Acceptance and Commitment therapy (ACT); Zen therapy and Hakomi therapy; *Vipassana* - A Buddhist approach to mental deconditioning.

**(10 Hours)****Two practicum** based on the above units**(20 Hours)****Suggested Readings:**

- Ananda, P., & Prasad, A. (2011). Models of personality in Buddhist psychology. In M. Cornelissen, G. Misra, & S. Varma (Eds.), *Foundations of Indian psychology: Volume – Theories and concepts* (pp. 146–169). Pearson.
- Bhikkhu Bodhi. (Ed.). (1993). *A comprehensive manual of Abhidhamma*. Buddhist Publication Society.
- Brazier, D. (1995). *Zen therapy*. Wiley.
- Chakkarath, P. (2014). Buddhist psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology*. Springer. [https://doi.org/10.1007/978-1-4614-5583-7\\_31](https://doi.org/10.1007/978-1-4614-5583-7_31)
- Cohen, E. (2021). The Buddha as a psychologist, the dharma as a psychotherapy. In *The psychologisation of Eastern spiritual traditions: Colonisation, translation and commodification*. Routledge.
- De Silva, P. (1996). Buddhist psychology: Theory and therapy. In M. G. T. Kwee & T. L. Holdstock (Eds.), *Western and Buddhist psychology* (pp. 125–147). Eburon.
- Dhammika, S. (1990). *All about Buddhism: A modern introduction to an ancient spiritual tradition*. BDMS.
- Dhar, P. L. (2011). No I, no problems – The quintessence of Buddhist psychology of awakening. *Psychological Studies*, 56(4), 398–403.
- Epstein, M. (2004). *Thoughts without a thinker: Psychotherapy from a Buddhist perspective*. Basic Books.
- Guenther, H. V. (1976). *Philosophy and psychology in the Abhidharma*. Random House.

- Kang, C., & Whittingham, K. (2010). Mindfulness: A dialogue between Buddhism and clinical psychology. *Mindfulness, 1*, 161–173.
- Kozak, A. (2021). *The Buddha was a psychologist: A rational approach to Buddhist teachings*. Lexington Books.
- Levine, M. (2000). *The positive psychology of Buddhism and yoga*. Lawrence Erlbaum.
- Li, P., & Rodriguez Ramirez, D. (2017). Zen and psychotherapy. In A. Masuda & W. T. O'Donohue (Eds.), *Handbook of Zen, mindfulness, and behavioral health*. Springer International Publishing. [https://doi.org/10.1007/978-3-319-54595-0\\_15](https://doi.org/10.1007/978-3-319-54595-0_15)
- Masuda, A., & O'Donohue, W. T. (Eds.). (2017). *Handbook of Zen, mindfulness, and behavioral health*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-54595-0>
- Mikulas, W. L. (2007). Buddhism and Western psychology: Fundamentals of integration. *Journal of Consciousness Studies, 14*(4).
- Niebauer, C. (2019). *No self, no problem: How neuropsychology is catching up to Buddhism*. Hierophant Publishing.
- Rubin, J. D. (1996). *Psychotherapy and Buddhism*. New York: Plenum
- Rubin, J. B. (1996). *Psychotherapy and Buddhism: Toward an integration*. Plenum Press. <https://doi.org/10.1007/978-1-4899-7280-4>
- Segall, S. Z., & Kristeller, J. L. (2023). Positive psychology and Buddhism. In E. B. Davis, E. L. Worthington, Jr., & S. A. Schnitker (Eds.), *Handbook of positive psychology, religion, and spirituality* (pp. 211–225). Springer Nature Switzerland AG. [https://doi.org/10.1007/978-3-031-10274-5\\_14](https://doi.org/10.1007/978-3-031-10274-5_14)
- Shonin, E., Van Gordon, W., & Griffiths, M. D. (2014). The emerging role of Buddhism in clinical psychology: Toward effective integration. *Psychology of Religion and Spirituality, 6*(2), 123–137. <https://doi.org/10.1037/a0035859>
- Watts, A. W. (1961). *Psychotherapy East and West*. Pantheon Books.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology***2 Year/ 1 Year PG Program***DISCIPLINE SPECIFIC ELECTIVE COURSE  
SEMESTER- IV****DSE 412: PATHS BEYOND MIND: PSYCHO-SPIRITUAL  
INSIGHTS OF CONTEMPORARY MYSTICS AND SAGES  
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 412: Paths Beyond Mind: Psycho- Spiritual Insights of Contemporary Mystics and Sages</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4- Years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical****Course Objective:**

- To explore the nuanced insights of mystics, sages and spiritual masters in the context of contemporary psychology.
- To examine the core ideas and concepts of spiritual science through an integral synthesis of psychology and spirituality in discipline and practices.
- To address and examine. the existential crisis of the modern civilization through the lens of psycho-spirituality.
- To analyze the path and processes of psycho-spiritual transformation through self-inquiry, meditation, and conscious evolution.

**Learning Outcomes:**

- Explain the psychological insights of mystics and spiritual traditions and their relevance for understanding the nature of mind, self, and consciousness.
- Critically examine the relationship between psychology and spirituality in the light psychology as a spiritual science - a consciousness-based psychology.

- Analyze the psychological crisis of the modern self-centered mind such as inner fragmentation, loneliness, and existential suffering, through psycho-spiritual perspectives.
- Apply insights from mystical and spiritual traditions to understand psychological well-being, inner transformation, and conscious evolution.

### Course Contents:

**Unit 1: Perennial psychology of mysticism:** Mystics: alchemist of the soul; Path of Yoga and Tantra; Gurdjieff's transformational psychology; Ego: The problem of the personality; Just to be 'normal' is not enough; On conscious evolution: waking up the sleeping humanity; 'Who am I': the path of self-inquiry in the teachings of Ramana Maharshi, Guru and Grace: healing presence of a spiritual master; Transformative and therapeutic power of surrender: letting go of all resistances of the ego. **(10 Hours)**

**Unit 2: Symbiosis of psychology and spirituality:** Beyond materialism and mentalism:: active meditations (e.g. dynamic meditation) and meditative therapies (e.g. mystic Rose meditative therapy); Two wings of a healthy personality: meditation and unconditional love; From mind to 'No-mind': psychotherapy and beyond; From selfhood to Buddhahood: A synthesis of the earthly and the ethereal. **(10 Hours)**

**Unit 3: Maladies of a self-centered mind:** Introduction to psycho-philosophical thoughts of notable mystics; Inward crisis: fragmentation of human consciousness; On disorder and order; Emptiness and suffering of the self: an existential anguish; Escapes of an empty self: money, power and sex; Loneliness: living in the prison of "self"; From mechanical mind to meditative mind; Insight, Intelligence and psychological revolution. **(10 Hours)**

**Unit 4: Inner alchemy of psycho-spiritual evolution:** Spiritual evolution: One answer for many problems; Paths to divine: *Jñāna Yoga* (path of knowledge), *Karma Yoga* (path of selfless action), *Bhakti Yoga* (path of devotion), and *Dhyāna Yoga* (path of meditation); Know thyself (*Ātma-Vidyā*): the journey from ignorance to self-knowledge; Transpersonal vision of Eckhart Tolle; Harmonizing two shores of our being: head and heart; Meditation: the medicine for the mind; Relationship as spiritual practice. **(10 Hours)**

**Unit 5: Two practicum** based on the above units **(20 Hours)**

### Suggested Readings:

Butto, N. (2019). *Integration between psychology and spirituality: A new paradigm for the essence and the nature of the psyche*. International Journal of Psychiatry Research, 2(5).

Osho. (2011). *Beyond psychology*. Tao Publishing

Osho. (2019). *The psychology of the esoteric: Insights into energy and consciousness*. Osho Media International.

Iqbal, N., & Singh, A. (2014). *Effects of dynamic meditation on anxiety*. Indian Journal of Health and Wellbeing, 5(8), 1–4.

Coukoulis, P. P. (1977). *Guru, psychotherapist & self: A comparative study of the guru-disciple relationship & the Jungian analytic process*. DeVorss & Company.

Amrito, S. D. (1984). *Rajneesh Therapy*. Journal of Humanistic Psychology, 24(1), 115-118.

Bansal, A., Mittal, A., & Seth, V. (2016). *Osho Dynamic Meditation's Effect on Serum Cortisol Level*. Journal of clinical and diagnostic research: JCDR, 10(11), CC05-CC08.

Iqbal, N., Singh, A., & Aleem, S. (2015). *Effect of dynamic meditation on mental health*. Journal of Religion and Health, 55(1).

Sharma, S., & Suri, S. (2014). *Effectiveness of Mystic Rose meditative therapy on mental health*. In N. Iqbal & S. Aleem (Eds.), *Perspectives on health and well-being in India* (pp. 16–21).

- Choudhary, K., Maitreya, Kumar, K., & Richa. (2021). *Meditative therapies in clinical psychology*. Indian Journal of Clinical Psychology, 48(1), 2–6.
- Kakar, S. (1991). *The analyst and the mystic: Psychoanalytic reflection on religion and mysticism*. Penguin Books.
- Liebermeister, S. (2014). *Osho therapy*. Perfect Publishers Ltd.
- Kakar, S. (2011). *Guru as a healer*. In A. K. Dalal & G. Misra (Eds.), *New directions in health psychology* (pp. 211–231). Sage Publications India.
- Kopp, S. B. (1971). *Guru: Metaphors from a psychotherapist*. Science and Behavior Books.
- Cescato, M. S. (2008). *The psychology of George Gurdjieff: Implications for counseling*, 4(1), Counselling in the Asia Pacific Rim: A Coming Together of Neighbours Special Issue, 35-53.
- Nicoll, M. (1996). *Psychological commentaries on the teaching of Gurdjieff and Ouspensky*, Volumes 1-6. York Beach, ME: Weiser.
- Schreiber, R. (2019). *Gurdjieff's transformational psychology: The art of compassionate self-study*. BookBaby.
- Gurdjieff, G. I. (2021). *In search of being: The fourth way to consciousness* (S. A. Grant, Ed.). Shambhala Publications.
- Tolle, E. (2004). *The power of now: A guide to spiritual enlightenment*. USA: HODDERS.
- Godman, D. (Ed.). (1988). *Be as you are: The teachings of Sri Ramana Maharshi*. Penguin Books.
- Osborne, A. (1995). *Ramana Maharshi and the path of self-knowledge*. Red Wheel/Weiser
- Butcher, P. (1986). *The phenomenological psychology of J. Krishnamurti*. The Journal of Transpersonal Psychology, 18(1), 35-49.
- Islam, M. (2016). J Krishnamurti's Insight on Meditation. *Tattva Journal of Philosophy*, 8(1), 19-26. <https://doi.org/10.12726/tjp.15.2>
- G.Vedaparayana (2002), *J. krishnamurti's philosophy of psychology*. Indian Journal of Philosophy, Religion & Culture
- Methorst H. (2003). *Krishnamurti: a spiritual revolutionary*. Edwin House Publishing.
- Venkoba Rao, A. (1995). *J. Krishnamurti's Teachings - Relevance to Mental Health*. Indian Journal of Psychiatry, 37(4), 155-160.
- Walter, P. F. (2014). *Krishnamurti and the psychological revolution: A critical essay on Krishnamurti's teaching and philosophy* (Vol. 1, Great Minds). Createspace Independent Pub

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2-Year/ 1-Year PG Program*****DISCIPLINE SPECIFIC ELECTIVE COURSE  
SEMESTER- IV****DSE 413: SOCIAL INFLUENCE AND BEHAVIORAL CHANGES  
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSE 413: Social Influence and Behavioral Changes</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M.A/ 4-Years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical****Course Objectives**

- Understand the ubiquitous nature of social influence in human behaviour through theories and frameworks.
- Develop critical thinking around how social influence operates in interpersonal, organizational and digital contexts.
- Examine social influence principles in different settings of political communication, marketing and social change.

**Course Learning Outcomes**

- Describe research and applications of social influence in contemporary context with an appreciation of ethical implications.
- Demonstrate awareness of social influence strategies in real-world scenarios.
- Develop interventions to promote positive behavior change (e.g., health, environmental sustainability).

**Course Content:**

**Unit 1: Introduction:** Concept, History and Evolution Theories and Frameworks of Social Influence; Neuroscience of Social Influence; Cross-cultural perspective to Social Influence; Ethics of social influence **(10 Hours)**

**Unit 2: Social Influence Processes:** Classic processes: Norms, obedience, compliance and Contemporary theories; Persuasion and its role in advertising and consumer psychology **(10 Hours)**

**Unit 3: Nudge and Behavioural Change Communication:** Nudge Concept and Frameworks; community and social nudges, digital nudges; Applications: Nudging and conscious social media use; Case Study/ Experiments in Nudging for Social Change **(10 Hours)**

**Unit 4: Social Influence in Applied Contexts:** Applications for Organizational context Sustainable behaviour; Pro-environmental behaviour; Political communication, Voting and Social change, Negotiations and Diplomacy **(10 Hours)**

**Two practicum** based on the above units

**(20 Hours)**

**Essential Readings:**

- Pandey, J. (2022). *Nature and Dynamics of Social Influence*. Springer.
- Forgas, J. P., & Williams, K. D. (Eds.). (2001). *Social influence: Direct and indirect processes*. Psychology Press.
- Harkins, Stephen G., Kipling D. Williams, and Jerry Burger (eds), *The Oxford Handbook of Social Influence*, Oxford Library of Psychology (2017; online edn, Oxford Academic, 3 Nov. 2014), <https://doi.org/10.1093/oxfordhb/9780199859870.001.0001>, accessed 20 Feb. 2026.
- M. Conner, P. Norman. (2026). Attitudes, Intentions, and Behavior Change. *Annual Review Psychology*. 77:311-337. <https://doi.org/10.1146/annurev-psych-013125-042110>
- Olya, H., Kim, N., & Kim, M. J. (2024). Climate change and pro-sustainable behaviors: application of nudge theory. *Journal of Sustainable Tourism*, 32(6), 1077–1095. <https://doi.org/10.1080/09669582.2023.2201409>
- Cialdini, R. B. (2003). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, 12(4), 105–109.
- Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591–621.
- Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation. *Journal of Consumer Research*, 35(3), 472–482
- Iyengar, S., & Westwood, S. J. (2015). Fear and loathing across party lines. *American Journal of Political Science*, 59(3), 690–707.
- Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371–378.
- Mont, O., Lehner, M., & Heiskanen, E. (2014). Nudging: A tool for sustainable behaviour? *Journal of Cleaner Production*, 83, 11–21.
- Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. Yale University Press.

**DEPARTMENT OF PSYCHOLOGY****M.A.Psychology  
2-Year/ 1-Year PG Program****GENERAL ELECTIVE  
SEMESTER-IV****GE 401 PSYCHOSOCIAL CARE IN DISASTER MANAGEMENT****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
GE 401 Psychosocial Care in Disaster Management	4	4	0	0	Graduation in any stream

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment)****Course Objectives:**

- To Understand the needs of the survivors of disasters
- To develop and provide psychosocial care
- To develop understanding of holistic care giving approach
- To understand and develop the basic skills to provide psychosocial care to specific groups of women, children, elderly, persons with disability in an effective way.

**Course Content:**

**Unit 1: Introduction to Disaster Management:** Definition and concepts of disaster, Hazard, Vulnerability, Risk, Natural disasters: earthquakes, floods, cyclones, Man-made disasters: industrial accidents, terrorism. Disaster cycle: mitigation, preparedness, response, recovery. **(15 Hours)**

**Unit 2: Risk Assessment and Vulnerability Analysis:** Understanding Disaster, Psychosocial Impacts of various types of disasters, Community response to disaster, Disaster Preparedness, Circle of support, Hazard mapping and risk profiling, Vulnerability factors: social, economic, environmental, Tools for disaster risk assessment. **(15 Hours)**

**Unit 3: Disaster Preparedness, Mitigation and Policy:** Early warning systems, Community-based disaster preparedness, Structural and non-structural mitigation measures, Disaster Response: Incident command system, Search, rescue, relief operations, Role of NGOs, Post-disaster recovery planning, Sustainable reconstruction practices, Disaster Management Act (India, 2005), National Disaster Management Authority (NDMA) guidelines, International frameworks: Sendai Framework for Disaster Risk Reduction. **(15 Hours)**

**Unit 4: Psychosocial Care:** Survivors Experiences, Stages of reactions, Spectrum of care, Basic Techniques in Psychosocial care, Psychosocial Needs Assessment, Impacts on Children and adolescents, Women with special needs, Geriatric during disaster, Caregivers Issues during Disaster- Grief and Bereavement stages, Psychological First Aid, Play Therapy with Children, Emotional Needs of the Children. Working with Persons with special needs during disaster. **(15 Hours)**

**Internal assessment :** Evaluation by Assignments

5 Case Studies of affected people with psychosocial issues to natural disasters and man-made disasters:

- 2004 Indian Ocean Tsunami
- 2013 Uttarakhand floods, Himachal Landslides
- 2020 COVID-19 pandemic response
- Bhuj Earthquake 2001,
- Bhopal Gas tragedy 1984, Super cyclone Odisha

**Essential readings:**

Raphael, B. (1986). When disaster strikes-How individuals and communities cope with catastrophe.

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., ... & Watson, P. (2006). Psychological First Aid: Field Operations Guide (2nd ed.).

National Child Traumatic Stress Network and National Center for PTSD.

Everly, G. S., & Flynn, B. W. (2006). Principles and Practices of Psychological First Aid. Johns Hopkins University Press.

National Disaster Management Authority (NDMA) guidelines by Government of India

**DEPARTMENT OF PSYCHOLOGY****M.A.Psychology  
2-Year/ 1-Year PG Program****GENERAL ELECTIVE  
SEMESTER-IV****GE 402 The Science of Happiness****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation in any stream
<b>GE : 402The Science of Happiness</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment)****Course Objectives:**

- To scientifically explore the roots of a happy and meaningful life.
- To generate the awareness of why happiness is so important and how it can be studied scientifically to enable a change in students as positive human beings.
- To learn the most provocative and practical lessons from the trailblazing science of positive psychology and discover how to apply research-backed insights to their own lives.

**Learning Outcomes:**

- Define happiness in a manner that is consistent with scientific evidence.
- Identify key psychological, social, and biological factors that relate to happiness.
- Understand the relationship between happiness, human connection, and pro-social qualities, such as compassion and gratitude.
- Apply lessons to their personal and professional lives, enhancing their self-understanding.
- Work effectively in a team environment to measure happiness

**Course Content**

**Unit 1: Happiness in the Present Context:** Why does happiness matter, Happiness and positive emotions, Pessimism, myths, and misconceptions about happiness; Compassion, kindness, and happiness, The what and why of compassion, The kindness-happiness loop, Skeptics and champions of compassion, Momentous kindness **(15 Hours)**

**Unit 2: Cooperation & Gratitude:** Cooperation and Happiness, Peacemaking and Reconciliation, The Science of Forgiveness, Building Trust; Gratitude and happiness, Challenges to gratitude, Gratitude-based Interventions **(15 Hours)**

**Unit 3: Measurement of Happiness:** Biological,Self-report,Implicit measures,Behavioral, Challenges of psychological test development for happiness; Design of study for measurement: Causal & cohort designs, Survey & case-study based designs, Cross-sectional & longitudinal designs, Experimental & observational designs. **(15 Hours)**

**Unit 4:Happiness in Context:** Happiness at work; Understanding employee happiness, Designing happy workplaces, Role of humour in workplace; Happy leaders; Consumer Happiness, How to keep your consumers happy **(15 Hours)**

**Essential Readings:**

**Textbooks / Reference Books**

The How of Happiness, by Sonja Lyubomirsky (Penguin Press, 2008)

Born to Be Good, by Dacher Keltner (W.W. Norton, 2009)

The Compassionate Instinct, Dacher Keltner, Jason Marsh, Jeremy Adam Smith (eds.) (W.W. Norton, 2010)

**Extra Readings:**

- 1.*The bell of mindfulness* - Thich Nhat Hanh
- 2.*The art of happiness: A handbook for living* - Dalai Lama
- 3.*What makes you not a Buddhist* - DzongsarKhense Rinpoche
- 4.*Happiness: Transforming the landscape*: Centre for Bhutan Studies, Bhutan
- 5.*A compass towards just and harmonious society* - Centre for Bhutan Studies
- 6.*New Development Paradigm* - Bhutan government submission to the UNGA
- 7.*Laugh your way to happiness* - Lesley Lyle
- 8.*GNH of Business* - Centre for Bhutan Studies & GNH
- 9.*Tashi: A GNH Journey* - SaamduChetri (Amazon)
- 10.*The future of humanity* - Michio Kaku
- 11.*Buddha Body Buddha Mind* - Thich Nhat Hanh
- 12.*Seven Effective Habits* - Stefan F Covey
- 13.*The miracles of mindfulness: An introduction to meditation* - Thich Nhat Hanh
- 14.*Love letter to the earth* - Thich Nhat Hanh

## DEPARTMENT OF PSYCHOLOGY

**M.A. Psychology**  
**2- Year/ 1-Year PG Program (Structure 1)**  
**2 Credit Course**  
**SEMESTER IV**

## INT 401 INTERNSHIP

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
<b>INT: 401 INTERNSHIP</b>	<b>2</b>	<b>0</b>	<b>NIL</b>	<b>2</b>	<b>Pursuing M. A / Graduation</b>

Marks: As per university of Delhi guidelines

Hours: 90

**Course Objectives**

- To impart training for professional development in terms of interpersonal group dynamics
- To integrate psychological theories and concepts into real-world practice.
- To enhance communication, interpersonal, critical thinking, and problem-solving skills.
- To explore various career paths and specializations within psychology.
- To gain hands-on experience through activities such as observation, client interaction, data collection, and basic psychological assessments.
- To impart training for group level facilitation, mentoring and coaching.

**Learning Outcome**

After completing the internship, it will enable the student to

- Apply psychological theories and concepts in real-life professional settings.
- Exhibit effective communication, teamwork, and interpersonal skills in workplace environments.
- Practice ethical standards, including confidentiality and professional conduct.
- Reflect on personal strengths, limitations, and areas for improvement through internship experiences.
- Prepare for future employment through exposure to workplace expectations, roles, and responsibilities in psychology-related fields.
- Gain exposure to different specializations (clinical, counseling, school, forensic, etc.) to identify career interests.

**Criteria of Internship**

- The students have to carry out the internship in online/offline/hybrid mode during semester IV. The duration of the internship will be 60 hours.
- Each student will choose an internship organization individually or with the help of the training and placement cell of the department.
- The internship will be supervised by one supervisor in the external agency and one supervisor from the department.

**Evaluation Criteria:**

- The internal supervisor will evaluate the student on the basis of the report submitted by the external agency and to the department, in consultation with the supervisor from the external agency.
- Final evaluation of the student will be done on the basis of the report submitted by the external agency and the panel of examiners equally.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology****2- Year/ 1-Year PG Program (Structure 2)****SEMESTER IV****DIS 400 DISSERTATION****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the Course	Prerequisite
<b>DIS 401 Dissertation</b>	<b>6</b>	<b>6</b>	<b>Pursuing M. A/ Graduation</b>

The standard NEP criteria will be followed for the dissertation.

The following outcomes must be achieved by the end of semester IV:

- i. Completion of experimentation/ fieldwork
- ii. Submission of dissertation
- iii. Research output in the form of any one of the following-
  - Prototypes or product development/ patent
  - Any other scholastic work as recommended by the BRS and approved by the Research Council
  - Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
  - Book or Book Chapter in a publication by a reputed publisher.

**Structure 3 (Level 6.5): Research**

<b>Semester</b>	<b>DSC</b>	<b>DSE (related to identified research field)</b>	<b>Research Methods/ Tools/ Writing  (2 courses)</b>	<b>One intensive problem- based research</b>	<b>Total Credits</b>
<b>Semester -III</b>	<b>1 DSC</b>  (course related to the area identified for research)  <b>(4 Credits)</b>	<b>1 DSE</b>  (course related or allied to the area identified for research)  <b>(4 Credits)</b>	(a) <b>Advanced Research Methodology</b> of the core discipline  +  (b) <b>Tools for Research</b>  <b>(2x2 = 4 credits)</b>	Outcomes are listed below the table  <b>(10 credits)</b>	<b>22</b>
<b>Semester IV</b>	-	<b>1 DSE</b>  or a DSE of an allied subject related to the area identified for research  <b>(4 Credits)</b>	<b>Techniques of research writing</b>  <b>(2 credits)</b>	<b>(16 credits)</b>	<b>22</b>

## Semester-III

<b>Discipline Specific Course (DSC)</b>		
<b>Paper Code</b>	<b>Title</b>	<b>Credit</b>
<b>DSC 301</b>	<b>Contemporary Perspectives to Research and Teaching in Psychology</b>	<b>4</b>
<b>Discipline Specific Elective( DSE)</b>		
<b>DSE 301</b>	<b>Cognitive Development Across Lifespan</b>	<b>4</b>
<b>DSE 302</b>	<b>Developmental Assessment</b>	<b>4</b>
<b>DSE 303</b>	<b>Psychotherapeutic interventions</b>	<b>4</b>
<b>DSE 304</b>	<b>Psycho-Diagnostic and Clinical Assessments</b>	<b>4</b>
<b>DSE 305</b>	<b>Psycho-social practices of healthcare</b>	<b>4</b>
<b>DSE306</b>	<b>Counselling in Applied Settings</b>	<b>4</b>
<b>DSE 307</b>	<b>Organizational Theory</b>	<b>4</b>
<b>DSE 308</b>	<b>Psychology of Dreams</b>	<b>4</b>
<b>DSE 309</b>	<b>Notions of Self and Personality in Indian Psychology</b>	<b>4</b>
<b>DSE 310</b>	<b>Yoga psychology: Towards an Integration of East and West</b>	<b>4</b>
<b>Research Methods/ Tools/Writing</b>		
<b>RM 301</b>	<b>Research Methodology</b>	<b>2</b>
<b>RT 301</b>	<b>Research Tools</b>	<b>2</b>
<b>Skill Enhancement Course</b>		
<b>IPBR 301</b>	<b>Intensive Problem Based Research</b>	<b>10</b>
<b>Total Credit</b>		<b>22</b>

Note: The DSE Course for the structure 3 will be taken from the **course only** and **course plus research** structures for semester 3 and 4 respectively

## SEMESTER IV

<b>Paper Code</b>	<b>Title</b>	<b>Credit</b>
<b>Discipline Specific Elective Course</b>		
<b>DSE 401</b>	<b>Advanced Developmental Psychology</b>	<b>4</b>
<b>DSE 402</b>	<b>Counseling Children and Adolescents</b>	<b>4</b>
<b>DSE 403</b>	<b>Applied Behavioral Analysis</b>	<b>4</b>
<b>DSE 404</b>	<b>Community Mental Health</b>	<b>4</b>
<b>DSE 405</b>	<b>Neuropsychological Rehabilitation</b>	<b>4</b>
<b>DSE 406</b>	<b>Psychology of Public Health</b>	<b>4</b>
<b>DSE 407</b>	<b>Behavioral Medicine</b>	<b>4</b>
<b>DSE 408</b>	<b>Team Dynamics and High-Performance Work Systems</b>	<b>4</b>
<b>DSE 409</b>	<b>Coaching and Mentoring in Organizations</b>	<b>4</b>
<b>DSE 410</b>	<b>Jungian Psychotherapy</b>	<b>4</b>
<b>DSE 411</b>	<b>Buddhist Psychology</b>	<b>4</b>
<b>DSE 412</b>	<b>Paths Beyond Mind: Psycho-spiritual Insights of Contemporary Mystics and Sages</b>	<b>4</b>
<b>DSC 413</b>	<b>Social Influence and Behavioral Changes</b>	<b>4</b>
<b>Research Methods/Tools/Writing</b>		
<b>SW 401</b>	<b>Scientific Writing</b>	<b>2</b>

<b>IPBR 401</b>	<b>Intensive Problem Based Research</b>	<b>16</b>
	<b>TOTAL CREDITS</b>	<b>22</b>

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology  
2- Year/ 1- Year PG Program \_****STRUCTURE 3  
\_DISCIPLINE SPECIFIC CORE COURSE  
SEMESTER III****DSC 301: Contemporary Perspectives to Research and Teaching in Psychology****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>DSC 301: Contemporary Perspectives to Research and Teaching in Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Pursuing M. A/ 4-years Graduation</b>

**Marks: 160****Hours: 60****Credit: 4 (Lectures + Internal Assessment + Practical)****Course Objectives:**

1. To familiarize students with diverse epistemological, cultural, and decolonial approaches to psychological research, emphasizing socially relevant and context-sensitive knowledge production in research and teaching.
2. To develop critical, reflexive, and ethically grounded researchers capable of engaging with global, cross-cultural, and indigenous perspectives in psychology.

**Learning Outcomes:**

After successful completion of this course, students will be able to:

1. Critically evaluate different research paradigms / epistemological approaches including transformative, social justice and epistemic pluralism in psychology and their relevance in creating socially just, culturally grounded, and integrative research practices.
2. Analyse psychological phenomena using cross-cultural and indigenous frameworks, including emic and etic approaches from cultural psychology.

- . Examine the impact of coloniality and Eurocentrism on psychological knowledge and develop decolonial perspectives that foreground indigenous and local knowledge systems.
- 4. Assess psychological phenomena in global contexts and demonstrate ethical, culturally sensitive, and reflexive approaches to research in an interconnected world.

### **UNIT 1: Introduction**

Socially relevant psychological research: Transformative, social justice paradigm, epistemic pluralism in psychology; Indigenous knowledge systems and Cultural psychology perspectives, Postcolonial Psychology and human rights, Psychology in Digital culture, Cultural Neuroscience; Integrative psychological science and its challenges; Teaching in Psychology: Introduction, Challenges and Future prospects.

### **UNIT 2: Cross Cultural Research**

Introduction to cross cultural psychology: Historical development and key debates, emic vs etic approaches, and search for human universals vs. cultural specificity; Culture and Human development: Emotions across cultures, cultural shaping of motivations, social cognition, research from a cross-cultural perspective.

### **UNIT 3: Decolonial Perspective in Psychology**

Introduction to Decolonial Psychology - coloniality of power, knowledge, and being, Eurocentrism and epistemic dominance; Decolonizing curriculum and teaching practices - Situated knowledge and plural classrooms, Language, representation and voice; Reclaiming local knowledge systems.

### **UNIT 4: Global Psychology:**

Understanding people in a global context - Globalization and psychological processes; Transnational Perspective, Glocalization (global + local interplay), Education and Training for Global Psychology - Ethical competence and cultural sensitivity. Developing globally responsible researcher.

**Practicum:** Based on the above four units.

### **Essential Readings**

American Psychological Association (2020). *Guidelines for multicultural practice*. <https://www.apa.org/about/policy/multicultural-guidelines>.

Barbara Rogoff (2003). *The Cultural Nature of Human Development*. Oxford University Press.

Bhatia, S. (2007). Rethinking culture and identity in psychology: Towards a transnational cultural psychology. *Journal of theoretical and philosophical psychology*. 27-28(2-1): 301-321. doi: [10.1037/h0091298](https://doi.org/10.1037/h0091298)

Bhatia, S. (2018). *Decolonizing psychology: Globalization, social justice, and Indian youth identities*. Oxford University Press.

Chiao, Joan Y., and others (eds) (2021). *Oxford Handbook of Cultural Neuroscience and Global Mental Health* (2021; online edn, Oxford Academic, 18 Mar. 2022) <https://doi.org/10.1093/oxfordhb/9780190057695.001.0001>

Cohen, D., & Kitayama, S. (Eds.). (2019). *Handbook of cultural psychology* (2nd ed.). The Guilford Press. <https://psycnet.apa.org/record/2019-00292-000>

de Araujo, I. A. A., & do Amaral Madureira, A. F. (2025). Towards a Reflexive Psychology: Embracing Interdisciplinarity, Intersectionality, and Decolonial Perspectives. *Culture & Psychology*, 0(0). <https://doi.org/10.1177/1354067X251389925>

Girishwar Misra (2010). Psychology in India: Retrospect and prospect. *Psychological Studies*, 55(1), 1–9.

Misra G, Singh P, Mishra AK. Personal and Social Dynamics of Marginalization and Demarginalization. *Pers Soc Psychol Rev.* 2025 Nov;29(4):396-408. doi: 10.1177/10888683251364487. Epub 2025 Sep 29. PMID: 41017247.

Misra G, Sundararajan L, Teo T, Ting RS, Yang J. Decolonial research practices from an indigenous psychology perspective: Critical contributions to knowledge. *Am Psychol.* 2025 Nov;80(8):1171-1184. doi: 10.1037/amp0001505. PMID: 41379668.

Hook, D. (2012). *A Critical Psychology of the Postcolonial: The Mind of Apartheid* (1st ed.). Routledge. <https://doi.org/10.4324/9780203140529>

John W. Berry, Ype H. Poortinga, et al. (2011). *Cross-Cultural Psychology*. Cambridge University Press.

Linda Tuhiwai Smith (2012). *Decolonizing Methodologies -Research and Indigenous People* (2nd ed.). Zed Books Ltd. University of Otago Press: New York. <https://share.google/MtaAEmmiCQcZPKUfp>

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224-253. <https://doi.org/10.1037/0033-295X.98.2.224>

Patricia Wallace (2016). *The Psychology of the Internet (2<sup>nd</sup> Ed.)*. Cambridge University Press.  
Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books/HachetteBook Group <https://psycnet.apa.org/record/2011-02278-000>

### **Suggested Readings**

David Matsumoto, & Linda Juang (2016). *Culture and Psychology*. Cengage.

Donald E. Brown (1991). *Human Universals*. McGraw-Hill: New York. <https://share.google/maubCILZ0MnuqwK0i>

Fons J. R. van de Vijver, & Kwok Leung (1997). Methods and data analysis in cross-cultural research. *Cross-Cultural Research*, 31(1), 33–56.

Ngũgĩ wa Thiong'o (1986). *Decolonising the Mind*. Heinemann

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2- Year/ 1- Year PG Program*****RM 301:Research Methodology  
SEMESTER III****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
RM 301:Research Methodology	2	1	0	1	Pursuing M. A/ 4-years Graduation

**Credit: 2 (Lectures + Internal Assessment + Practical)****Course Objectives:**

1. To impart understanding of advanced and emerging quantitative research techniques in psychological research and train them in the use of software for data analysis
2. To develop an understanding of qualitative research paradigms and methods.
3. To facilitate appreciations of differential interpretation of psychological realities.
4. To build skills in applying quantitative and qualitative approaches and ethical research practices.

**Learning Outcomes**

After completion of the course, students will be able to:

1. make use of multivariate data analysis in the context of psychological research
2. To appreciate different perspectives and different research methods.
3. Identify and address ethical issues in qualitative inquiry. Critically analyze and interpret qualitative research literature.

**Course Contents**

**Unit I:** Applied Multivariate Data Analyses: Discriminant Analysis, Logistic Regression, Conjoint Analysis, Canonical Correlation, Cluster Analysis, Structural Equation Modeling(CFA, Path Analysis), Multivariate Data Analysis

**Unit 2: Qualitative Research Methodology**

Foundations of qualitative research, paradigmatic concerns, subject-object relationship in qualitative research, be(com)ing a knowing researcher, researcher's self in qualitative research, Big Q and small q, case study method, major qualitative approaches including thematic analysis, phenomenology, grounded theory, ethnography, narrative analysis, cooperative inquiry, ethical considerations in qualitative inquiry.

**Essential Readings**

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Sage.

Smith, J. A., Larkin, M., & Flowers, P. (2021). *Interpretative phenomenological analysis: Theory, method and research*.

Braun, V., & Clarke, V. (2025). Reporting guidelines for qualitative research: a values-based approach. *Qualitative Research in Psychology*, 22(2), 399–438.

Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis*, Lawrence Erlbaum, Mahwah.

Howell, D.C. (2002) *Statistical methods for psychology (5 th Ed)* Duxbury, California: Thomson Learning.

**Suggested Readings:**

Denzin and Lincoln *Handbook of Qualitative Research Method*.

*On Becoming a Qualitative Researcher: The Value of Reflexivity*, Daine Watt. *Qualitative Report*, Vol.12 Number 1,2007.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage handbook of qualitative research*, 4(2), 97-128.

Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. *The SAGE handbook of qualitative research in psychology*, 2(17-37), 25.

Priya, K. R., & Misra, G. (2011). Ethnographic inquiry in psychology. *Handbook of psychology in India*, 99-110.

Braun, V., & Clarke, V. (2023). *Toward good practice in thematic analysis: Avoiding*

common problems and be(com)ing a knowing researcher. *International Journal of Transgender Health*, 24(1), 1–6.

Gilmore, D. (2024). “Big Q” and “Small q” Quality: A Taxonomy for Assuring Academic Quality, Standards, and Integrity in Online Learning. In: Eaton, S.E. (eds) *Second Handbook of Academic Integrity*. Springer International Handbooks of Education.

Brough, P. (2018). *Advanced research methods for applied psychology*. *Advanced Research Methods for Applied Psychology*. Routledge (2 nd Edition)

Giles, D. (2013). *Advanced research methods in psychology*. Routledge.

Hair Jr, J. F., Black, J. W., Babin, B. J., & Anderson, E. R. (2018). *Multivariate data analysis* (8 th Edition).

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology  
2- Year/ 1- Year PG Program \_****SEMESTER III****RT-301: Research Tools****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>RT 301:Research Tools</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>Pursuing M. A/ 4-years Graduation</b>

**Course Objectives:**

1. To acquaint the students with process of constructing psychological tool and its standardization.
2. To introduce AI and other emerging research tools for Psychometric Assessment.
3. To equip students with hands on practice in tools in qualitative research.

**Learning Outcomes:**

After completion of this course, students will be able to:

1. Construct, Develop and Standardise various psychological tools (Tests, Scales, Inventories, Survey Questionnaires, Schedules)
2. To design and develop qualitative research interview schedules, collect data, transcribe, code and analyze.

**Course Contents**

**Unit I: Developing a Psychological Tool:** Item Analysis (Difficulty index, Discrimination index), Reliability (Split-half, Test-Retest, Cronbach alfa, Kuder-Richardson), Validity (Content, Construct, Convergent, Discriminant), Development of Norms, Computerized Adaptive Testing, Artificial Intelligence in Psychometrics. Usage of SPSS, JAMOVI and R Software for data analysis in Psychological Research

## Unit 2: Qualitative Research Tools

In-depth interviews, semi-structured interview guides, focus group discussions, participant observation, field notes and reflexive journals, coding, transcription of qualitative data, introduction to qualitative data management tools (NVivo/Atlas.ti/MAXQDA/QDA Miner), reporting qualitative research.

### Essentials Readings:

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Sage.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Sage Publications, Inc.

Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *Qualitative report*, 12(1), 82-101.

Wong L. *Data analysis in qualitative research: a brief guide to using nvivo*. Malaysia Fam Physician. 2008 Apr 30;3(1):14-20.

Denzin and Lincoln *Handbook of Qualitative Research Method*.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

MAXQDA. (2025). *MAXQDA Manual | All you need to know to get started*.  
<https://www.maxqda.com/help/welcome>

Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (QDAS)? Reviewing potential versus practice in published studies using ATLAS. ti and NVivo, 1994–2013. *Social science computer review*, 34(5), 597-617.

Aiken, L. R. (2009). *Psychological testing and assessment*. Pearson Education India.

Anastasi, A., & Urbina, S. (2021). *Psychological Testing*. Pearson: India. 7 th Edition.

Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (2021). *Psychological testing and assessment*. New York, NY, USA: McGraw-Hill US Higher Ed USE.

Miller, L. A., & Lovler, R. L. (2018). *Foundations of psychological testing: A practical approach*. Sage publications.

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology****Structure 3***2- Year/ 1 Year PG Program***SEMESTER III****IPBR 301: INTENSIVE PROBLEM BASED RESEARCH****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit Distribution of the Course	Prerequisite
IPBR 301: Intensive Problem Based Research	10	10	Pursuing M. A/ 4-year Graduation

**Learning Outcomes:**

The following three outcomes must be achieved by the end of semester III

Research Problem Identification

Review of literature

Research Design Formulation

Phase I of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

## STRUCTURE 3

## SEMESTER IV

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology*****2- Year/ 1- Year PG Program*** \_

## SEMESTER IV

**SW 401: SCIENTIFIC WRITING****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
<b>SW 401: SCIENTIFIC WRITING</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>Pursuing M. A/ 4- years Graduation</b>

**Course Objectives:**

To enhance scientific writing proficiency

To equip the learner for proper referencing and citation following the ethical guidelines for publication

**Learning Outcome:**

At the end of the semester students will be able to:

Write a scientific manuscript

Submission of Scientific paper in a scopus indexed journal and developing patents

**Unit 1 Conceptual framework of Research**

Research Synopsis, Introduction, Relevant Literature Review, Rationale for the Research, Identifying Research Problem, Framing Aim and Objectives, Methods- Research Design Selection, Sample estimation, Selection of tools and measurement, flow chart of Procedure to data collection.

**Unit 2 Scientific Writing:**

Thesis Writing, Manuscript development and Submission, Ethical Considerations in Research: Plagiarism, Ethics of Citation, Intellectual Proprietorship, Publication Process.

Practicum: 30 hrs

Review of literature, Writing Research Proposals and submission.

**Essential Readings:**

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

Bell, J., & Waters, S. (2018). Doing your research project: A guide for first-time researchers (7<sup>th</sup> ed.). McGraw-Hill Education.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.

**Suggested Readings:**

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). The craft of research (4th ed.). University of Chicago Press.

Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.

Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). SAGE Publications.

Kerlinger, F., & Lee, H. (2000). Foundations of behavioral research. Orlando, FL: Harcourt College Publishers.

Krathwohl, D. R., & Smith, N. L. (2005). How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences. Syracuse University Press.

Lal, R. & Sekhri, R. (2024). Research methodology and statistics. Psychoinfotic Publication: New Delhi

**DEPARTMENT OF PSYCHOLOGY****M.A. Psychology****Structure 3****2- Year/ 1 Year PG Program****SEMESTER IV****IPBR 401:INTENSIVE PROBLEM BASED RESEARCH****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit Distribution of the Course	Prerequisite
<b>IPBR 401: Intensive Problem Based Research</b>	<b>16</b>	<b>16</b>	<b>Pursuing M. A/ 4-year Graduation</b>

**Learning Outcomes:**

The following three outcomes must be achieved by the end of semester IV

- 1) Phase II of research – Final phase of experimentation/ fieldwork
- 2) Dissertation/ project report submission
- 3) Attain at least one of the following outcomes:
  - Developed a prototype or product which meets the Technology Readiness level 3/4(TRL-3 or TRL- 4) as defined by CSIR
  - Publication in Scopus indexed journals#
  - Patent
  - Any other scholastic work as recommended by the BRS and approved by the Research council
  - Publication of a book by a reputed publisher (National/ International) as recommended by the BRS and approved by the Research Council.

#Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.