UNIVERSITY OF DELHI

MASTER OF ARTS

Psychology

(Effective from the Year 2025-2026)

COURSES FOR TWO -YEARS P.G (PSYCHOLOGY)
PROGRAMME BASED ON NEP-2020
Structure-I (2- Year PG Program)

COURSE CONTENTS

(Semester-I)

1. **Discipline Specific Core Courses (DSC): Total-03**
   - DSC 101: Human Cognition: Theory and Research
   - DSC 102: Experimental Design and Quantitative Techniques
   - DSC 103: Conceptual History of Psychology

2. **Discipline Specific Elective Courses (DSE): Any 02 from the pool**
   - DSE 101: Applied Developmental Psychology: Theory, Research and Practice
   - DSE 102: Foundations in Clinical Psychology
   - DSE 103: Understanding Health Behavior
   - DSE 104: Understanding Behavior at Work
   - DSE 105: Introduction to Analytical Psychology
   - DSE 106: Philosophical and Historical Foundations of Indian thought
   - DSE 107: Building Cultures of Peace

3. **Generic Elective Course (GE): Any 01 from the pool**
   - GE 101: Mental Health in Everyday life
   - GE 102: Psychology and Advertising
   - GE 103: Psychology and the Virtual world

4. **Skill Enhancement Course (SEC)**
   - SEC 101: Anger Management

COURSE CONTENTS

(Semester-II)

1. **Discipline Specific Core Courses (DSC): Total-03**

   - DSC 201: Social Psychology: Advances in Theory and Practice
   - DSC 202: Advanced Psychometrics
   - DSC 203: Qualitative Research Methods

2. **Discipline Specific Elective Courses (DSE): Any 02 from the pool**

   - DSE 201: Socio-Emotional Development
   - DSE 202: Understanding Psychopathology
   - DSE 203: Psychosocial and Cultural Correlates of Health
   - DSE 204: Human Resource Management
   - DSE 205: Psychology and Mythology
   - DSE 206: Notion of Knowledge in Indian Intellectual Tradition
   - DSE 207: Social Psychology in Context

3. **Generic Elective Course (GE): Any 01 from the pool**
   - GE 201: Evolution of Indian Psychology
   - GE 202: Emotions in Everyday Life
   - GE 203: Developmental Psychology and Early Childhood Education

4. **Skill Enhancement Course (SEC)**
   - SEC 201: Persuasion Skills
   - SEC 202: Train the Trainer

SEMESTER-I

DISCIPLINE SPECIFIC CORE COURSE

SEMESTER- I
DSC 101: HUMAN COGNITION: THEORY AND RESEARCH
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	
DSC 101 Human Cognition: Theory and Research	4	3	0	1	Graduation from any stream

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

Course Objectives:
1. To provide the knowledge and understanding of various cognitive processes through classical theoretical frameworks, conceptual models and applications.
2. To understand how the higher cognitive functions form the basis of human functioning.
3. To enable students to think scientifically about behavior, mental processes and underlying cognitive mechanisms.
4. To enhance understanding of the research methods relevant to designing and analyzing research questions in human cognition.

Learning Outcomes:
Students will be able to:
1. Expand regarding various functions of human cognition.
2. Understand the basic and higher cognitive processes applied in daily lives.
3. Gain an in-depth understanding of the processes and types of memory.
4. Understand and analyze thinking, problem-solving and decision-making processes.
5. Identify observable behaviours that are used to understand cognitive processes.

Course Contents:
Unit 1: Attention and Executive Processes: Historical and Philosophical antecedent; Current Paradigms; Types and Mechanisms of Attention; Attention and the Brain; Executive Processing; Emerging issues in applied attention: Control and Switching of attention; Attention and Aging; Attention and Driving; Training of Attention

(10 Hours)
Unit 2: Memory Processes: Why do we need memory; Current Models and Directions; Organization of Long-Term Memory; Eyewitness Memory; Everyday Memory; False Memories; Aging and Memory; Incidental and Motivated Forgetting; Prospective Memory: Introduction and types; Enhancing Memory **(10 Hours)**

Unit 3: Language Processes: Science of Language; Brain and Language; Development of language across lifespan; Language, culture and thought; Language and Technology; Multilingualism & Bilingualism: Myths and Benefits **(10 Hours)**

Unit 4: Problem Solving and Decision Making: Problem Solving: Strategies and Heuristics; Factors influencing Problem Solving; Decision Making: Heuristics, Risky Decision Making; Group Decision Making; Applications of Decision-Making Research: Overconfidence about Decisions; Reasons for Overconfidence. **(10 Hours)**

Practicum: At least 2 (Two) practicum based on the above units **(20 Hours)**

Essential Readings:
1. Baddley, A. (1997). *Human memory: Theory and Practice.* New York: Psychology Press. Harley.
2. Farmer, T. A., & Matlin, M. W. (2019). *Cognition*. John Wiley & Sons.
3. Kramer, A. F., Wiegmann, D. A., & Kirlik, A. (2006). *Attention From Theory to Practice*. New York: Oxford University Press.
4. Ludden, D. (2015). *The Psychology of Language: An Integrated Approach.* United States: Sage Publications.
5. Minda, J.P. (2015). *The Psychology of Thinking.* Thousand Oaks: Sage Publications.
6. Ranganath, C. (2024). *Why we remember: the science of memory and how it shapes us.* Faber & Faber: London.
7. Tulving, E. & Craik, F. I. M (2023). *The Oxford Handbook of Memory.* London: Oxford University Press.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC CORE COURSE
SEMESTER I
DSC 102: EXPERIMENTAL DESIGN AND QUANTITATIVE TECHNIQUES
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	
DSC 102 Experimental Design and Quantitative Techniques	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:
1. To create an in-depth understanding of designs and techniques in psychological research.
2. To learn to analyse quantitative psychological data using parametric as well as non-parametric tests
3. To understand and to be able to analyse data using multivariate analysis.
4. To learn the usefulness and application of different statistical methods.

Course Learning Outcomes:
1. Students will be introduced to the key concepts and techniques of experimental designs in research.
2. Students will develop an understanding and will be able to analyse quantitative data using various parametric tests.
3. Students will develop an understanding and will be able to analyse quantitative data using nonparametric tests.
4. Students will be able to apply quantitative data to diverse theoretical perspectives and research findings
5. Students will learn to analyse data using statistical softwares.
6. Students will learn to emphasize the application of quantitative data to the understanding of psychological phenomena.

Course Contents:
Unit 1: Experimental Designs: Between group and within group designs; Before-after design; Repeated measure designs; Completely Randomized Group Design; Randomized Block Design; Factorial Designs; ANOVA Latin Square Design; Greco Latin Square Design; Time Series Design   **(12 Hours)**

Unit 2: Parametric Statistics- Descriptive vs Inferential Statistics; Statistical analysis and types of data; Estimation of sample size (G Power test); Graphical representation of data; Hypothesis Testing; Partial Correlation; Multiple Correlation; Regression   **(8 Hours)**

Unit 3: Non-Parametric Statistics- Sign -Rank Test; Mann Whitney U Test; Friedman ANOVA; Kruskal Wallis Test; Kendal's Correlation; Biserial and Point Biserial Correlation; Tetrachoric Correlation; Phi Coefficient.   **(10 Hours)**

Unit 4: Multivariate Statistics Factor Analysis (Exploratory and Confirmatory); Cluster Analysis; MANOVA; ANCOVA   **(10 Hours)**

Practicum: At least 2 (Two) based on the above-mentioned units   **(20 Hours)**

Essential Readings:
1. Broota, K.D. (2020). *Experimental Design in Behavioural Research.* ND: New Age International Pub. New Delhi
2. Cochran, W.G., & Cox, G.M. (1992). *Experimental Designs* (2nd Ed.). Wiley. ISBN: 978-0-471-54567-5
3. Hair, J.F., Black, W.C., Babin, B.J. &Anderson, R.E. (2010*). Multivariate Data Analysis* (7th Ed.) Pearson, New York
4. Kirk, R. (2020). *Experimental Design: Procedures for the Behavioural Sciences* (4th Ed.). Sage Ltd.
5. Mohanty, B & Misra, S. (2015). *Statistics for Behavioural and Social Sciences.* Sage Publication: New Delhi
6. Siegel, S. & Castellen, J. (1988). *Non- parametric statistics for the Behavioral Sciences* (2nd Ed.). NY: McGraw Hill.
7. Vehkalahti, K. & Everitt, B. S. (2019). *Multivariate Analysis for the Behavioral Sciences* (2nd Ed.). Routledge, Taylor & Francis, CRC Press

Additional Readings:
1. Ferguson, G. A. (1959). *Statistical analysis in psychology and education.*
2. Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings.* Oxford University Press.
3. Keller, G. (2014). *Statistics for management and economics.* Nelson Education.
4. Sani, F. & Todman, J. B. (2006). *Experimental Design And Statistics for Psychology: A First Course Paperback.* Blackwell Publishing
5. Seltman, H. J. (2014). *Experimental design and analysis. Retrieved January*, *15*, 2015.
6. Siegel, S. (1986). *Non-parametric statistics.* NY: McGraw Hill.
7. Winer, B. J. (1971). *Statistical principles in experimental design*. NY: McGraw Hil

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DISCIPLINE SPECIFIC CORE COURSE
SEMESTER I
DSC 103: CONCEPTUAL HISTORY OF 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	
DSC 103 Conceptual History of Psychology	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:
1. To highlight the contribution of major Indian knowledge systems (Indian psychology).
2. To critically appreciate the significant contributions of developments in psychology evolved in Indian and Western traditions and to acquaint the student with a wider (global) history of psychology in general and India in particular.
3. To highlight the paradigms and dominant concerns of mainstream Euro-American psychology and issues therein.
4. To elucidate some significant applications of Indian psychology.

Learning Outcomes:
After studying the course, the students shall be able to:
1. Obtain an understanding of major Indian knowledge systems (Indian psychology)
2. Appreciate the significant contributions of developments in psychology evolved in Indian and Western traditions and get acquainted with a wider (global) history of psychology
3. Have an in-depth understanding of major paradigms of mainstream Euro-American psychology and issues therein
4. Obtain familiarity with some significant applications of Indian psychology

Course Contents
Unit 1: Introduction to psychological thought in major Indian systems: Vedas; Upanishads; Yoga; Bhagavad Gita; Buddhism; Sufism and Integral Yoga; Academic psychology in India: A historical perspective; The colonial encounter - post colonialism and academic psychology; Emergence of Indian psychology in academia.   **(10 Hours)**

Unit 2: Psychological thought in the West: Greek heritage; ancient; medieval and modern period; The four founding paths of academic psychology; A fresh look at the history of psychology – Voices from non-Euro-American backgrounds; Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Indic influences on modern psychology.   **(10 Hours)**

Unit 3: Three essential aspects of all knowledge paradigms: Ontology; epistemology; and methodology; Five important paradigms of Western psychology: Positivism; post-positivism; critical perspective; social constructionism; and co-operative enquiry; Paradigmatic Controversies; contradictions; and emerging confluences. **(10 Hours)**

Unit 4: Science and spirituality (*avidya* and *vidya*) as two distinct forms of knowing in Indian psychology: The primacy of self-knowledge in Indian psychology; Some significant applications of Indian psychology: Education; psychotherapy and counseling; OB and social work.

(10 Hours)

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings
1. Brock, A. C. (2006). *Internationalizing the history of psychology*. New York: New York UniversityPress.
2. Corelissen, R. M., Misra, G., &Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India:Pearson.
3. Dalal, A & Misra, G. (2010). The Core and Context of Indian Psychology. *Psychology and Developing Societies*, 22 (1).
4. Frager, R. & Fadiman, J. (2021). *Personality and personal growth*. New Delhi: Pearson.
5. Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17-30). New Delhi, India: Sage.
6. Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic Controversies, Contradictions, and Emerging Confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 191–215). Sage Publications Ltd.
7. Heron, J., & Reason, P. (1995). Cooperative enquiry. In J. A. Smith, R. Harre& L. Van Langenhove (Eds.), *Rethinking methods in psychology*. New Delhi, India:Sage.
8. Misra, G., Sundararajan, L., Ting, R.S., & Yang, J. (2025). Decolonial Research Practices from an Indigenous Psychology Perspective: Critical Contributions to Knowledge. *American Psychologist*.
9. Singh K. (2024). Colonization and Indian psychology: A reciprocal relationship from the perspective of Indian postcolonial theory. In Hood R. W. Jr., & Cheruvallil-Contractor S. (Eds.), *Research in the social scientific study of religion: Volume 34*. Brill.
10. Varma, S. (2002). The farther reaches of a new psychology. *Psychological Studies*, 47, 70-86.

Additional Readings
1. Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of "natives" in colonial and postcolonial contexts. *History of Psychology*, *5*(4), 376–398.
2. Brysbaert, M., & Rastle, K. (2009). *Historical and conceptual issues in psychology*. New Delhi, India: Pearson Educational.
3. Chalmers, A. F. (1982). *What is this thing called science?* Queensland, Australia: University of Queensland Press.
4. Gergen, K. J. (1990). Toward a postmodern psychology. *The Humanistic Psychologist*, *18*(1),23.

5. Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought* (6th ed.). Upper Saddle River, NJ: Pearson PrenticeHall.

6. Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & S.A. Lynhm (Eds.), *The SAGE handbook of qualitative research* (4th ed.). Thousand Oaks: Sage.

7. Nicholson, P. (1995). Feminism and psychology. In J. A. Smith, R. Harre, & L. Van Langenhove (Eds.), *Rethinking psychology.* New Delhi, India: Sage

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Structure-I (2- Year PG Program)
DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER I
DSE 101: APPLIED DEVELOPMENTAL PSYCHOLOGY: THEORY, RESEARCH AND PRACTICE
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	
DSE 101 Applied Developmental Psychology: Theory, Research and Practice	**4**	**3**	**0**	**1**	**Graduation from any stream**

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:
1. To build strong research oriented theoretical foundation in congruence with recent advances in the field of developmental science. The course aims to provide creative spaces to the students to extend their knowledge to the word of practice.
2. To highlight the cultural and contextual nuances of development.

Course Learning Outcomes:
On completion of the course students will be able to:
1. Appreciate different perspectives in developmental psychology
2. Understand the cultural basis of human development
3. View and employ different research methods and intervention strategies
4. Ethically value the interface between theory, research, practice and policy

Course Contents:
Unit 1: Developmental systems perspectives: Theoretical perspectives and developmental implications; the interface between theory, research, practice and policy   **(10 Hours)**

Unit 2: Deconstructing developmental psychology: Discourses of childhood; children's voice in research; language and power in developmental research.   **(10 Hours)**

Unit 3: Culture and human development: Conceptions of culture; cultural aspects of growth and development: child rearing practices, ethno-theories of parenting; Development in Indian context- Samaskaras- Indian milestones of development; the rites and rituals in Ayurvedic paediatrics   **(10 Hours)**

Unit 4: Research and intervention: Research methods in developmental psychology; action research; program development & evaluation; developing culturally sensitive tools; developmental assessment ethical issues   **(10 Hours)**

Practicum: At least 2 (Two) practical Based on the above units   **(20 Hours)**

Essential Readings:
1. Bornstein, M. H., & Lamb, M. E. (Eds.). (2010). *Developmental science: An advanced textbook.* Psychology Press.
2. Burman, E. (2016). *Deconstructing developmental psychology.* Taylor & Francis
3. Kakar, S. (1968). The human life cycle: The traditional Hindu view and the psychology of Erik Erikson. *Philosophy east and west*, 18(3), 127-136.
4. Khalakdina, M. (2011). *Human Development in the Indian Context, Volume II: A Socio-Cultural Focus (Vol. 2).* SAGE Publications India.
5. Lerner, R. M., Jacobs, F., & Wertlieb, D. (Eds.). (2005). *Applied developmental science: An advanced textbook.* Sage Publications.
6. Mertens, D. M., & Wilson, A. T. (2012). *Program evaluation theory and practice: A comprehensive guide.* Guilford Press.
7. Srivastava, A.K. & Misra, G. (2024). *A contextual Approach to Human Development: Intgrating an Indian Perspective.* Routledge.

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DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER I
DSE 102: FOUNDATIONS IN CLINICAL 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**	
DSE 102 Foundations in Clinical Psychology	4	3	0	1	Graduation in any stream

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

Course Objectives:
1. To introduce students to clinical psychology, including its history, scope, and professional code of conduct.
2. To understand psychological assessment methods, tools, and ethical considerations in clinical practice.
3. To familiarize students with various clinical interventions, including therapeutic techniques, brief psychotherapies, and indigenous approaches.
4. To provide knowledge about mental health laws and rights, focusing on key legal acts related to mental health and disability in India.

Course Learning Outcomes:
By the end of this course, students will be able to:
1. Understand the Scope and Ethical Framework of Clinical Psychology – Explain the historical development, scope, and professional code of conduct in clinical psychology, particularly in India.
2. Apply Psychological Assessment Techniques – Demonstrate knowledge of assessment tools, methods, and ethical considerations in clinical practice.
3. Utilize Clinical Intervention Strategies – Identify and learn various therapeutic approaches, including brief psychotherapies, relaxation techniques, and indigenous methods.
4. Analyze Legal and Ethical Aspects of Mental Health – Interpret key mental health laws such as the Mental Health Care Act (2017), Rights of Persons with Disabilities Act (2016), and their implications for clinical psychology.

Course Content
Unit 1: Introduction- Clinical psychology- Concept and overview of historical development of clinical psychology; Scope of clinical psychology; Clinical Psychology in India: History; development and future of clinical practice; Professional code of Conduct in Clinical Psychology   **(10 Hours)**

Unit 2: Assessment in clinical psychology- Psychological Assessment in clinical psychology; Training and education in assessment; Background and methods of assessment in clinical practice; Types; tools and techniques of assessment; Ethical Issues in Psychological Assessment **(10 Hours)**

Unit 3: Interventions in clinical psychology- Overview of clinical interventions- concept, needs and goals of clinical interventions; Basic therapeutic skills; Brief psychotherapies; supportive therapies; Relaxation techniques; yoga; meditation and stress management; Indigenous approaches to psychotherapy; Ethics in Psychotherapy **(10 Hours)**

Unit 4: Rights of Mentally ill and Clinical Psychology- Mental Health Care Act-2017; Rehabilitation Council of India Act 1992; Rights of Persons with Disability Act 2016; POCSO Act; The Juvenile Justice (Care and Protection of Children) Act, 2015; The National Trust Act-1999 **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above-mentioned units.
(20 Hours)

Essential Readings:
1. American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR).* Washington, D.C. APA.
2. Duffy, R. M., & Kelly, B. D. (2019). India's Mental Healthcare Act, 2017: content, context, controversy. *International Journal of Law and Psychiatry*, *62*, 169-178.
3. Grover, N. An Experiential Account of the Journey of Psychotherapy Training in India. *Psychol Stud* 60, 114–118 (2015).
4. Hecker, J., & Thorpe, G. (2015). *Introduction to clinical psychology.* Psychology press.
5. Kramer, G. P., Bernstein, D. A., & Phares, V. (2014). *Introduction of clinical psychology* (8th ed.). Boston, MA: Pearson.
6. Kshirsagar, J. (2020). POSCO-an effective act of the era. *Supremo Amicus*, 18, 428.
7. Kumar, D. N. (2017). Empowerment of Persons With Disabilities Through Institutional Based Rehabilitation Services. *Asian Journal of Science And Technology*, 8(09).
8. Malhotra, M., & Sehgal, P. (2020). POCSO Act, 2012: A tale of delay in justice. *Jus Corpus lj,* 1, 257.
9. Mangal, S. K. and Mangal, S. (2023). *Essentials of Clinical Psychology: An Indian Perspective.* Routledge, Taylor & Francis
10. Math, S. B., Basavaraju, V., Harihara, S. N., Gowda, G. S., Manjunatha, N., Kumar, C. N., & Gowda, M. (2019). Mental Healthcare Act 2017–aspiration to action. *Indian Journal of Psychiatry,* 61(Suppl 4), S660-S666.
11. Narayan, C. L., & John, T. (2017). The Rights of Persons with Disabilities Act, 2016: Does it address the needs of the persons with mental illness and their families. *Indian journal of psychiatry,* 59(1), 17-20.
12. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). *APA Handbook of Clinical Psychology-Volume 1 and Volume 3: Roots and Branches.* American Psychological Association
13. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). *APA Handbook of Clinical Psychology- Volume 3: Applications and Methods.* American Psychological Association

14. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). *APA Handbook of Clinical Psychology- Volume 5: Education and Profession.* American Psychological Association

15. Prabhu, G. G., & Shankar, R. (2004). *Clinical psychology: Coming of age. In, Agarwal, S. P. (Ed.), Mental health: An Indian perspective, 1946-2003* (pp. 123-131). Directorate General of Health Services, Ministry of Health and Family Welfare.

16. Rehabilitation Council of India. (2016). *M.Phil. Clinical psychology: Guidelines & syllabus*. RCI. Retrieved from http://rehabcouncil.nic.in/writereaddata/M%20Phil%20Clinical%20Psychology. Pdf.

17. Sharan, V., Tripathi, R. (2021). Clinical Psychology in the Contemporary Indian Context. In: Misra, G., Sanyal, N., De, S. (eds). *Psychology in Modern India.* Springer, Singapore.

Additional Readings:
1. Balakrishnan, A., Kulkarni, K., Moirangthem, S., Kumar, C. N., Math, S. B., & Murthy, P. (2019). The rights of persons with disabilities Act 2016: Mental health implications. *Indian Journal of Psychological Medicine*, 41(2), 119-125.

2. Gelder, M., Andreasen, N., Lopez-Ibor, J. & Geddes, J. (2009). *New Oxford Textbook of Psychiatry* (2nd Ed.). Oxford University Press.

3. Jose, R., & Sachdeva, S. (2010). Community rehabilitation oMath, S. B., Gowda, G. S., Basavaraju, V., Manjunatha, N., Kumar, C. N., Philip, S., & Gowda, M. (2019). The rights of persons with disability act, 2016: Challenges and opportunities. *Indian journal of psychiatry,* 61(Suppl 4), S809-S815.

4. Mishra, A., & Galhotra, A. (2018). Mental healthcare act 2017: need to wait and watch. *International Journal of Applied and Basic Medical Research*, 8(2), 67-70.

5. Nandan, P. (2022). POCSO Act and Juvenile Justice: An Analysis of Existing Laws and Practices in India. Issue 6 *Indian JL & Legal Rsch., 4(1).*

6. Sadock, B.J. & Sadock, V.A.(2007) *Comprehensive Textbook of Psychiatry (2 Volume Set),* London: Williams and Wilkins.

7. Verma, S. K. (1998). The Development of Standards and the Regulation of the Practice of Clinical Psychology in India. In *Comprehensive Clinical Psychology* by Alan S. Bellack and Michel Hersen (Eds). Pergamon

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DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER I
DSE 103: UNDERSTANDING HEALTH BEHAVIOUR
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	
DSE 103 Understanding Health Behaviour	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**
Credit: 4 (Lectures + Internal Assessment + Practical)
Learning Objective:
1. Develop an understanding and appreciation of the complex interplay between physical well-being and various biological, psychological, and social factors.
2. Develop skills for designing intervention programmes to improve one's own and others' health habits and lifestyles
3. Discover how psychological methods and principles can be applied to help patients manage and cope with chronic illness
4. Build the capacity to think analytically about the future and challenges of health psychology in the context

Learning Outcomes:
On completion of this programme the successful student will have knowledge and understanding of:
1. Biological and Psychosocial foundations of health, illness and disease
2. Psychological processes of acute and long-term conditions
3. Applications of health psychology across various medical conditions
4. Understand health behaviour in the psycho-social and socio-cultural context;

Course Contents:
Unit 1: Health, Wellbeing and Associated Factors: Evolution of Health Psychology**:** Western and Indian Origins; Concept of Holistic Health and Wellbeing**:** Body-Mind coordination; Health Promotion and Health Risk Behaviour**:** Health Promotion behaviour, Health Risk Behaviour; Factors influencing health**:** Biological, Psychological, Social (Health Promoting Behaviours- exercise, Diet, nutrition and weight, sleep, accident prevention, Vaccination and Screening, Rest, renewal and savouring, Family Systems and Health, Social Relations and Health.); Need for Health Psychology.   **(10 Hours)**

Unit 2: Health Behaviour Theories, Models, and Interventions: Concept; Assumptions; Models (Health Belief model, Trans – theoretical model of behaviour change, Self-regulatory model); Theories (Social Cognitive Theory, Theory of Planned Behaviour, Protection – motivation theory); Application and Evaluation of models and theories; Health and Behavior;

Changing health habits and Beliefs; Behaviour Change Communication and other health psychological interventions. **(10 Hours)**

Unit 3: Biological Basis of Health and Life-style Related disorders: Nervous system; Cardiovascular system; Respiratory System; Endocrinal System; Digestive System; Renal System; Excretory System; Reproductive System; Immune System; Role of behavioural factors in disease and disorder; Obesity; Eating Disorders; Alcoholism; Smoking and Different types of Addiction (internet/SocialMedia/Relationship). **(10 Hours)**

Unit 4: Issues and Trends in Health Psychology: Concept of disease and illness: Illness perception and impact on health; Approaches to assess Holistic Health and Wellbeing: Quality of life and assessment tools; Application of psychological tools in assessing chronic illness; Psychosocial impact of Pandemic, Immigration and Health, Digital Health care; Application of Health Psychology- The Changing Patterns of Illness and Modern Needs of Health Psychology; Emerging Trends in Health Psychology. **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings:
1. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed). Cambridge University Press
2. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology: An introduction to behavior and health* (8th Ed). Delhi: Cengage Learning
3. Hariharan, M. (2024). *The Textbook of Health Psychology*. Taylor & Francis.
4. Hariharan, M., Padhy, M., & Chivukula, U. (Eds.). (2022). *Health Psychology: Contributions to the Indian Health System*. Taylor & Francis.
5. Hariharan, M. (2024). *The Text Book of Health Psychology*. Routledge
6. Hariharan, M. (2020). *Health Psychology* (1st Ed.). Sage: New Delhi.
7. Marks, D.F., Murray, M., Evans, B. & Estacio, V. (2011). *Health Psychology* (7th Ed.). Sage: New Delhi.
8. Ogden, J. (2012). *Health Psychology*. McGraw-Hill Foundation
9. Schneiderman, N. (2024). *APA Handbook of Health Psychology: Volume 1: Foundations and Context of Health Psychology; and Volume 3: Health Psychology and Public Health.* American Psychological Association.
10. Taylor, S.E. (2018). *Health Psychology* (10th Ed.). Tata McGraw Hill Education, New York: USA.

Recommended Readings:
1. Dimatteo M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling Kindersley.
2. Gary, P., Deborah, H.M., & David N.C. (2016). *The Psychology of Health and Health Care* (5th Ed.)
3. Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction.* Cambridge University Press
4. Misra, G. (1999). *Stress and Health.* New Delhi: Concept.
5. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed.). Pearson Education Limited, New York

6. Straub, R.O. (2014). *Health Psychology a Biopsychosocial Approach* (4th Ed.). Worth Publishers A Macmillan Higher Education Company

DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER I
DSE 104: UNDERSTANDING BEHAVIOUR AT WORK
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	
DSE 104 Understanding Behaviour at Work	4	3	0	1	Graduation in any Stream

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

Course Objectives:

1. To enable students to examine the relevant concepts of organizational behaviour and think critically about their application and relevance to contextual realities.
2. To understand how the behaviour of individuals in organizations is shaped, and emerging patterns in organizational behaviour.

Learning Outcomes:

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

1. Understand the key organizational behaviour concepts in the contemporary Indian context with its idiosyncrasies.
2. Understand and identify the individual factors in OB such as motivational issues at work, individual decision-making, and attitudes at workplace
3. Understand and identify the group related aspects in OB such as group processes, team building, communication, decision-making, and leadership.
4. Understand the applicability of constructs from Indian Knowledge System based upon Kautilya, Srimad Bhagwat Gita, Gautam Buddha in understanding organizational dynamics and effectiveness
5. Apply OB concepts through practicum-based exercises to solve real-world organizational challenges and create future organizations.

Course Contents:
Unit 1: Organizational Behaviour and Processes: Organizations as Open systems; Nature and types of organizations; Types of Organizations based on Indian Texts: Kautilya Arthshastra; Vedas; Upnishads; organizations as subsystems of society, Historical antecedents of OB in India and the contemporary context; Indigenization of OB research and its challenges.
(10 Hours)

Unit 2: Individual in Organization: Emotion at Workplace; Concept of *Sthitaprajna* - equanimity; Navrasa; Shanta as ideal rasa; Chitta Vritti Nirodha; Individual decision making; motivation theories: Content, Processes and Contemporary theories; Motivation Theory from the *Vidura Niti; Kautilya's* Theory of Motivation -*Four Upayas from the Arthashastra*; Attitudes: organizational commitment, OCB, Employee Engagement, Work Incivility

(10 Hours)

Unit 3: Group Processes in Organization: Group and Teams, *Brahmavihars* and workplace relationship; Communication; Organisational Learning; Group Decision-making; Leadership Theories: Trait Theory; Behavioural Theories; Contingency/Situational Theories; Transactional & Transformational Theory of Leadership; Women Leadership; Leadership lessons from Bhagwat Gita: *Sannyasi Leaders*; *Karmayogi Leaders*; *Paraspara Bhava* / Mutual Dependence; *Lokasangrah* /Leadership by example. **(10 Hours)**

Unit 4: Emerging Trends in Organizational Behaviour: Globalization and Changing Profile of Employees; Globalization and Digital Skilling; Vasudhaiva Kutumbakam; Issues of Diversity in Indian Organizations; Attitudes of *Maitri, Karuna, Mudita* in relationships at work. **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings:
1. Bhawuk, D. P. (2018). LokasaMgraha: An indigenous construct of leadership and its measure. In Managing by the Bhagavad Gītā: Timeless lessons for today's managers (pp. 273-297). Cham: Springer International Publishing.
2. Nelson, D. L. & Quick, J. C. (2012) *Organizational Behavior : Science, The Real World, and You* (8th ed.). South-Western College Publishing
3. Pareek, U. (2006). Understanding Organizational Behaviour. Oxford University Press: New Delhi
4. Pugh, D. S. (2007). Organization Theory: Selected Classic Reading. Penguin Books Ltd. 5th edition.
5. Bhawuk, D. P. S. (2008). Towards an Indian Organizational Psychology. In K. Ramakrishna Rao (Ed.), *Handbook of Indian Psychology* (pp. 471-491). Cambridge University Press: New Delhi.
6. Tripathi, R.C. and Dwivedi, R. (2016). *Organizational Studies in India.* Orient Blackswan: New Delhi.

Recommended Reading:
1. Caushalya, S., and Sreedharan, A. (2014). Application of the Vidura Niti in modern management scenario.
2. Gupta, R.K. & Panda, A. (2003). Individualised familial self: The evolving self of qualified technocrats in India. *Psychology and Developing Societies, 15*, 1-29.
3. Gupta, R.K. & Panda, A. (2009). Culture, Institutions and organizations in India, in G. Misra (2009) Vol II, *Psychology in India*, Pearson, New Delhi
4. Katz, D, and Kahn, R. L. (1967). Social Psychology of Organizations. Prentice Hall.
5. Upadhyaya, A. (2002). Vidur niti in the Mahabharata. In A. K. Parmar (Ed.) Critical Perspectives on the Mahabhārata. New Delhi: Sarup & Sons (Pg. 47-54).

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)
DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER I
DSE 105: INTRODUCTION TO ANALYTICAL 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	
DSE 105 Introduction to Analytical Psychology	**4**	**3**	**0**	**1**	**Graduation in any stream**

Marks:100   **Hours: 60**
Credit: 4 (Lectures + Internal Assessment + Practical)
Objectives:
1. To study the salient features of Freud's Interpretation of Dreams
2. To study the life of Carl Jung and development of Analytical Psychology
3. To study Jung's approach to the unconscious
4. To study the basic concepts of Analytical Psychology

Learning Outcomes:
By studying this course, the students will be able to—
1. Learn the detailed conceptual differences between Freud and Jung
2. Learn the life of Carl Jung and the development of his ideas
3. Learn the Jungian approach to the unconscious
4. Learn the basic concepts of Analytical Psychology

Course Contents
Unit 1: Depth Psychology—Freud, Jung and Psychoanalysis; Freud's Interpretation of Dreams; complexes   **(10 Hours)**

Unit 2: Life of Carl Jung—Jung's autobiography; historical context of analytical psychology; personal myth   **(10 Hours)**

Unit 3: Psychology of the Unconscious—Nature and activity of the *psyche*; structure of the *psyche*; approaching the unconscious   **(10 Hours)**

Unit 4: Archetypes—Philosophical history; primordial images; psychological meaning of collective unconscious   **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units   **(20 Hours)**

Essential Readings:
1. Freud, S. (1954). *The Interpretation of Dreams*. London: George Allen & Unwin Ltd.
2. Jacobi, J. (1951). *The Psychology of C. G. Jung*. London: Routledge and Kegan Paul Ltd.

3. Jung, C. G. (1989). *Memories, Dreams, Reflections*. New York: Vintage Books.
4. Jung, C. G. (Ed.) (1990). *Man and His Symbols*. London: Arkana

Recommended Readings:
1. Jacobi, J. (1953). *Psychological Reflections*, *An Anthology of the Writings of C. G. Jung*. London: Routledge & Kegan Paul Ltd.
2. Young-Eisendrath, P & Dawson, T. (Eds.) (2010). *The Cambridge Companion to Jung*. Cambridge: Cambridge University Press.

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DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER I
DSE 106: PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF 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	
DSE 106 Philosophical and Historical Foundations of Indian Psychology	4	3	0	1	**Graduation in any stream**

Marks:100   **Hours: 60**
Credit: 4 (Lectures + Internal Assessment + Practical)
Learning Objectives:
1. To generate a basic understanding of the historical and philosophical foundations of mainstream science, leading to a critical appraisal of what in it helps and what in it hinders a comprehensive understanding of human nature.
2. To outline the unique contributions that the Indian tradition can make towards a comprehensive understanding of human nature.
3. To elucidate different concepts of consciousness and ways of understanding reality and to highlight the need for integrality and a comprehensive synthesis.
4. To delineate Sri Aurobindo's concept of an 'on-going evolution of consciousness'.

Learning Outcomes:
After studying the course, the students shall be able to:
1. Appreciate the limitations of what the mainstream scientific approach can contribute to psychology
2. Identify the unique contribution that Indian psychology can make to the understanding of the human psyche
3. Have a deeper understanding of the debates and controversies around the concept of 'consciousness'.
4. Understand the concept of an 'on-going evolution of consciousness' which differs from Darwin's concept of physical evolution

Course Contents
Unit 1: Psychology in the context of our global civilization—The strengths and limitations of the European enlightenment; The social and philosophical foundations of modern science; American pragmatism and the rise of science and technology; The origin, strengths and limitations of physicalism; The origin, strengths and limitations of (de)constructionism.
(10 Hours)

Unit 2: Contribution of Indian tradition —The two main points: *Sachchidananda* as the foundation of reality (an understanding of reality that encompasses both matter and spirit; consciousness and joy at the roots); Yoga as technology of consciousness; A very short history of Indian thought; A critical evaluation of the strengths and weaknesses of the Indian tradition with regards to a comprehensive understanding of human nature **(10 Hours)**

Unit 3: The need for integrality and a comprehensive synthesis—Different concepts of consciousness and ways of understanding reality; The need for integrality; Why an integral synthesis of the various yoga traditions is needed and how it is to be done; Why an integral synthesis of science and Indian thought is needed and how it is to be done; A critical evaluation of what stands in the way on the side of mainstream science; A critical evaluation of what stands in the way from within the Indian culture. **(10 Hours)**

Unit 4: Sri Aurobindo's concept of an *on-going evolution of consciousness*—What Sri Aurobindo's *evolution of consciousness* adds to Darwin's purely physical evolution as background for our understanding of human existence; How an involution and subsequent emergence of such varieties of conscious existence could provide a credible third option between "evolution by design" and "evolution by chance." **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings:
1. Aurobindo, S. (2005). *The life Divine*. In Complete works of Sri Aurobindo (Vols. 21–22). Pondicherry, India: Sri Aurobindo Ashram Publication Department.
2. Aurobindo, S. (2007). *A few representative short texts by Sri Aurobindo*. Pondicherry, India: Sri. Aurobindo Centre of Consciousness Studies. Retrieved on February 16, 2025 fromhttp://www.saccs.org.in/texts/integralyoga-sa.php
3. Aurobindo, S. (2008). *The integral yoga*. Pondicherry, India: Sri Aurobindo Ashram Trust.
4. Aurobindo, S. (2010). *The synthesis of yoga.* Pondicherry, India: Sri Aurobindo Ashram Trust.
5. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2014). *Foundations and applications of Indian Psychology.* Pearson.
6. Kumar, S. K. K. (2008). Indian thought and tradition: A psychohistorical perspective. In K.R. Rao, A.C. Paranjpe & A.K. Dalal (Eds.), *Handbook of Indian Psychology* (pp. 19-52). Cambridge University Press.
7. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi, India:Springer.
8. Rao, K. R., Paranjpe, A.C., & Dalal, A.K. (Eds.) (2008). *Handbook of Indian Psychology*. Cambridge University Press.

Recommended Readings:
1. Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010). Impact of performance. *International Journal of Yoga, Jul-Dec, 3*(2), 55–66.
2. Brunton, P. (2009). *The Maharshi and his message*. Tiruvannamalai, India: Sri Ramanasramam.

3. Chakraborty, S. K. (1995). Wisdom leadership: Leading self by the SELF. *Journal of Human Values, 1(*2),205-220.
4. Sinha, D. (1965). Integration of modern psychology with Indian thought. *Journal of Humanistic Psychology, 5(1),* 6–17.
5. Sinha, D. (1981). Non-western perspectives in psychology: Why, what and whiter? *Journal of Indian Psychology, 3*, 1–9.
6. Sinha, D. (1996). Culturally rooted psychology in India: Dangers and developments. *International Journal of Psychology*, 30, 99–110.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECITVE COURSE
SEMESTER I
DSE 107: BUILDING CULTURES OF PEACE
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	
DSE 107 Building Cultures of Peace	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

Course aims to:

1. Impart an advanced conceptual understanding around key concepts and current debates in conflict and peace studies with a specific emphasis on Indian ideas on peace.
2. Develop an understanding of the importance of reconciliation, conflict resolution and peacebuilding in human relations.
3. Equip students with methods and skills for promoting peace through research and practice.

Learning Outcomes:

Students will be able to:

1. Understand and gain insight into social psychology's contribution to the understanding of social conflicts and roots of violence.
2. Appreciate the importance of Indian knowledge systems in facilitating sustainable peace.
3. Endorse and practice skills of non-violent communication and dialoguing for resolving conflicts, in interpersonal and societal levels and cultivating inner peace in personal life.

Unit 1: Conflict & Violence in Societies: Introduction to conflict and violence in different contexts; psychological theories of violence; Psychological effects of violence; Limitations of violence; Psychological perspectives on war and peace.   **(10 Hours)**

Unit 2: Peace Psychology: Perspectives and meanings of peace; Peaceful societies and human potential**;** Promoting peace in diverse contexts: Gender/role of women in peace process and peace; developmental psychology and peace; Language and communication in peace; Peace and conflict counselling and training; peace in the global south.   **(10 Hours)**

Unit 3: Conflict Resolution and Reconciliation: Conflict resolution and transformation: Concept; Foundations: effective cooperation and constructive conflict resolution; Negotiation and Mediation and third-party approaches to conflict resolution; Reconciliation as a foundation of peace: Social psychological perspective; Forgiveness: personal, community and inter-group aspects. **(10 hours)**

Unit 4: Towards Sustainable Development & Peace: Sustainable peace and its psychological components; Human rights and peacebuilding; Social Justice and peace; Personal Transformations for peace: Concept, Insights from the Bhagwad Gita and Buddhism; Non-violence: Philosophy and theories with specific reference to Indian knowledge systems and Indian thinkers; Peace education: nature and challenges. **(10 Hours)**

Practicum: At least 2 (Two) Practicals based on the above units **(20 Hours)**

Essential Readings:
1. Bhawuk, D.P.S. (2012). India and the Culture of Peace: Beyond Ethnic, Religious, and Other Conflicts. In: Landis, D., Albert, R. (eds) *Handbook of Ethnic Conflict. International and Cultural Psychology.* Springer, Boston, MA. https://doi.org/10.1007/978-1-4614-0448-4_7
2. Blumberg HH, Hare AP, Costin A. Conflict resolution. In: *Peace Psychology: A Comprehensive Introduction*. Cambridge University Press; 2006:97-132.
3. Christie, D. J. (2006). What is Peace Psychology the Psychology of? *Journal of Social Issues, 62*(1), 1–17.
4. Coleman, P. T., & Deutsch, M. (Eds.). (2012). *Psychological components of sustainable peace*. Springer Science & Business Media.
5. de Rivera, J. (Ed.). (2009). *Handbook on building cultures of peace.* Springer Science + Business Media.
6. Kool, V. K. (2008). *The psychology of nonviolence and aggression.* Palgrave Macmillan.
7. Mayton, D. M. II. (2009). *Nonviolence and Peace Psychology: Intrapersonal, Interpersonal, Societal, and World Peace.* Springer Science+Business Media.
8. Montiel, C. J., & Noor, N. M. (Eds.). (2009). *Peace psychology in Asia.* Springer Science + Business Media.
9. Njoku, Mary & Jason, Leonard & Johnson, R. (2019). *Psychology of peace promotion: Global perspectives on personal peace, children, and adolescents and social justice.* 10.1007/978-3-030-14943-7.
10. Teelucksingh, J. (2006). Peace Profile: The Legacy of Swami Vivekananda. *Peace Review*, *18*(3), 411–417. https://doi.org/10.1080/10402650600848506
11. Tripathi, R. C. (2016). Violence and the other: Contestations in multicultural societies. In R. C. Tripathi & P. Singh (Eds.), *Perspectives on violence and othering in India* (pp. 3–28). Springer Science + Business Media.
12. Webel, C. and Galtung, J. (2007). *Handbook of Peace and Conflict Studies.* Routledge, London.

DEPARTMENT OF PSYCHOLOGY
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Structure-I (2- Year PG Program)
GENERIC ELECTIVE COURSE
SEMESTER I
GE 101: MENTAL HEALTH IN EVERYDAY LIFE
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 101 Mental Health in Everyday Life	**4**	**3**	**1**	**0**	**Graduation in any stream**

Marks:100   **Hours: 60**
Credit: 4 (Lectures + Internal Assessment + Practical)
Course Objectives:
1. To introduce students to Concept of mental health and illness including Societal and familial influences
2. To understand psychological disorders such as substance use, sleep disorders and Eating and Somatoform disorders
3. To familiarize students with various brief psychological interventions, including Social Skills Training, Copping skills, Relaxation techniques and indigenous approaches.
4. To provide knowledge about Human rights of the mentally ill and Acts related to mental health and disability in India.

Course Learning Outcomes:
By the end of this course, students will be able to:
1. Understand the of mental health and illness and able to identify the person with mental health issues
2. Understand the influences of family and society on mental health
3. Apply Psychological Interventions Techniques to deal with the daily life issues of stress, anxiety and substance use such as relaxation techniques, and indigenous methods.
4. Interpret key mental health laws such as the Mental Health Care Act (2017), Rights of Persons with Disabilities Act (2016), and their implications for rights of mentally ill.

Course Content
Unit 1: Introduction: Concept of mental health and illness; Stigma and attitude towards mental illness; Family Influences – Early deprivation and trauma Neglect and abuse; Parenting and mental health; Societal influence -Poverty and unemployment, Prejudice, Crime and delinquency, Migration, Disasters.   **(10 Hours)**

Unit 2: Common mental health problems: Culture bound syndrome; substance use disorders; sleep disorders; somatoform disorders; eating disorders and issues related to body image; Social anxiety and suicidal ideation.   **(10 Hours)**

Unit 3: Overview of Psychological interventions- Social skills training; coping skills training; Supportive therapy; Motivation Enhancement Therapy; Suicide prevention;

Psychological First aid; Relaxation techniques: Autogenic training, yoga, meditation; Managing stigma. (**10 Hours**)

Unit-4: Rights of Mentally ill and Policy - Mental Health Care Act-2017; Rights of Persons with Disability Act 2016; National Mental Health Program. (**10 Hours**)

Essential Readings:
1. Brislin, R. W. (1990). *Applied cross cultural psychology*. New Delhi: Sage Publications.
2. Duffy, R. M., & Kelly, B. D. (2019). India's Mental Healthcare Act, 2017: content, context, controversy. *International Journal of Law and Psychiatry*, *62*, 169-178.
3. Narayan, C. L., & John, T. (2017). The Rights of Persons with Disabilities Act, 2016: Does it address the needs of the persons with mental illness and their families. *Indian journal of psychiatry,* 59(1), 17-20.
4. Norcross, J. C. Freedheim, D. K. and Vanden Bos, G. R.: (2016). *APA Handbook of Clinical Psychology-Volume 1 and Volume 3: Roots and Branches.* American Psychological Association
5. Prabhu, G. G., & Shankar, R. (2004). Clinical psychology: Coming of age. In, Agarwal, S. P. (Ed.), *Mental health: An Indian perspective,* 1946-2003 (pp. 123-131). Directorate General of Health Services, Ministry of Health and Family Welfare.
6. Rehabilitation Council of India. (2016). *M.Phil. Clinical psychology: Guidelines & syllabus*. RCI. Retrieved from http://rehabcouncil.nic.in/writereaddata/M%20Phil%20Clinical%20Psychology. Pdf.

Additional References:
1. Bajaj, M. K. (2021). Prevention and Promotion of Mental health of Children and Adoloscents In India: Current Status. *Revista Neurology* (1),01-08.
2. Bajaj, M.K. & Malhotra, S. (2009) Micro and macro level intervention in promotion of mental health: some evidences. *Indian Journal of Community Psychology,* 5:2,235-246.
3. Gordon, T. (1970). *P. E.T. Parent effectiveness training*. Wyden: New York
4. Gupta, J., Bajaj, M. K., & Arun, P. (2023). Parenting style of mothers with generalized anxiety disorder and behavioral problems in their children. *International Journal of Science and Research Archive*, 8(1): 754-60.
5. Lauber C, Rossler W. (2007). Stigma towards people with mental illness in developing countries in Asia. *International Review of Psychiatry*; 19(2): 157–78.
6. Mangal, S. K. and Mangal, S. (2023). Essentials of Clinical Psychology: An Indian Perspective. Routledge, Taylor & Francis
7. Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.
8. Rao, H. S. R & Sinha, D. (1997). *Asian perspectives in psychology* (*Vol. 19*). New Delhi: Sage Publications.
9. Saraswathi, T. S. (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.
10. World Health Organization (2004). *Prevention of mental disorders: Effective interventions and policy options*, Geneva
11. World Health Organization (2010) *Community-based rehabilitation: CBR guidelines*, (Eds.) Khasnabis, C. et al.: Geneva.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)
GENERIC ELECTIVE COURSE
SEMESTER I
GE 102: PSYCHOLOGY AND ADVERTISING
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 102 Psychology and Advertising	**4**	**3**	**1**	**0**	**Graduation in any stream**

Marks:100   **Hours: 60**
Credit: 4 (Lectures + Internal Assessment + Practical)
Course Objectives:
1. To provide simple exposition of various psychological principles underlying advertising and brand promotion.

Learning Outcomes:
The successful completion of the course will enable the students to
1. Understand brand promotion and advertisement in context of the target consumer group.
2. Evaluate characteristics and strategies of media communication

Course Contents:

Unit 1: Introduction to Advertising and Brand Promotion: history; definition; types and forms; purpose and relevance in society; What is advertised or promoted? Product; services and/or ideas.   **(10 Hours)**

Unit 2: Media and Advertising: Media types and characteristics; mass media communication; media and message strategies; New-age electronic communication
                                                          (10 Hours)

Unit 3: Target of Advertising: The target audience; segmentation variables; positioning and appeals; IMC approach to Brand Promotion   **(10 Hours)**

Unit 4: Advertising Internationally: The issue of globalization and multiculturalism; different approaches; Advertising ethics in new-age electronic communication.   **(10 Hours)**

Essential Readings:
1. Agres S. J., Edell J. A., and Dubitsky.T. M. (1990). *Emotion in Advertising: Theoreticaland Practical Explorations.* Quorum Books. Westport, CT.
2. Alwitt L. F. & Mitchell A. A. (1985). *Psychological Processes and Advertising Effects:Theory, Research, and Applications.* Lawrence Erlbaum Associates. Hillsdale, NJ.London.

3. Clark E. M., Brock T. C., & David W. Stewart, (1994). *Attention, Attitude and Affectin Response to Advertising.* Lawrence Erlbaum Associates. Hillsdale, NJ.
4. Drewniany B. L. and Jewler A. J. (2008). *Creative Advertising: An IMC Approach*.Cengage Learning.
5. Guinn T. C., Allen C. T. and Semenik R. J. (2009). *Advertising Management withIntegrated Brand Promotion.* Cengage Learning
6. Mitchell A. A. (1993). *Advertising Exposure, Memory and Choice.* Lawrence ErlbaumAssociates. Hillsdale, NJ.
7. Oglivy D, (2013). *Confessions of an Advertising Man*. Southbank Publishing
8. O'Shanghnessy J. & O'Shaughnessy N. J. (2003). *Persuasion in Advertising.* Routledge,New York.
9. Rolloph M. E. & Miller G. R. (Eds) (1980). *Persuasion: New Directions in Theory andResearch.* Sage. N.Y.
10. Sharma S. & Singh R. (2006). *Advertising Planning and Implementation*. Prentice Hallof India, ND.
11. Shimp T. A. (2007). *Advertising and Promotion: An IMC Approach*. Cengage Learning
12. Warnes W., Winta D. S., and Ziegler S.K. (1997). *Advertizing.* Mc.Graw Hall.

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GENERIC ELECTIVE COURSE
SEMESTER I
GE 105: PSYCHOLOGY AND THE VIRTUAL WORLD
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		
GE 105 Psychology and the Virtual World	4	3	1	0	Graduation in any stream	Basic knowledge of Psychology

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:
1. The paper intends to adept students in building their perspective towards the prevalent experiential world of virtual phenomena across cultures.
2. It intends to enable them in building their psychological skills towards developing better psychological models of intervention through this knowledge.
3. The paper shall also enable in sensitizing them towards the ethics, challenges and cultural nuances of the growing dominance of the virtual world.

Learning Outcomes:
The successful completion of the course will enable the students to
1. Understand perspectives and psychological skills regarding virtual experiential world
2. Demonstrate sensitized comprehension and towards the ethics, challenges and cultural nuances of the growing dominance of the virtual world.

Course Contents:
Unit 1: Introduction: Consciousness Virtual Reality **a**nd Augmented Reality**,** philosophical foundation, debates and current trends. From Meta-physical to virtual space -immersion vs Absorption, Inreality and embodiment, MetaUniverse, Experience vs. augmented reality vs virtual reality.

(10 Hours)

Unit 2: Technologizing Self and identity: embodiment and virtual reality Interplay of self and technology, Online identities, internet socialization: Emerging concerns, challenges, and possibilities (Un) making of plural selves- embodiment, and inquiry. .
(10 Hours)

Unit 3: Revisiting the notions of culture, nation and globalization: Advancement of virtual reality in context of health- monitoring of health, current narratives on psychotherapies, employing virtual reality to address existential challenges The big data theory- Sharing and Surveillance. Power, control, and inequality around Glocal issues- paradox of autonomy and subservience, deindividuation, polarization in virtual spaces. .

(10 Hours)

Unit 4: Psychological dimensions in Ethics in Virtual spaces:. The perceptions around privacy and security in virtual reality. The absence and presence of the Agency in virtual space. Deconstructing the code of conduct in internet behaviour Psychological concerns of situating the self in virtual, augmented and physical reality.applications around cyberbullying, trolling, cybercrime and theft.

(10 Hours)

Essential Readings:

1. Ferrante, M. (2020). Indian Perspectives on Consciousness, Language and Self: The School of Recognition on Linguistics and Philosophy of Mind (1st ed.). Routledge. https://doi.org/10.4324/9781003058533
2. Garry, Y. (2013). *Ethics in Virtual World: The Morality and Psychology of Gaming*. Routledge.
3. Giuliana, G. *Virtual And augmented Reality in Mental Health Treatment*, IGI Global Book Series, Advances in Psychology, MentalHealth and Behavioural Studies.,
4. Menon,S. (2006).Consciousness, Experience and ways of knowing. Perspectives from Science, Philosophy and Arts.NIAS.
5. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition.* Springer Science + Business Media. https://doi.org/10.1007/978-81-322-2440-2
6. Rizzo, A. "S.", Goodwin, G. J., De Vito, A. N., & Bell, J. D. (2021). Recent advances in virtual reality and psychology: Introduction to the special issue.*Translational Issues in Psychological Science, 7*(3), 213–217. https://doi.org/10.1037/tps0000316
7. Shen, X., Shirmohammadi, S. (2006). Virtual and Augmented Reality. In: Furht, B. (eds) Encyclopedia of Multimedia. Springer, Boston, MA. https://doi.org/10.1007/0-387-30038-4_255
8. Silcox, M., Rowman & Littlefield (2017). *Experience Machines: The philosophy of Virtual Worlds*.

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SKILL ENHANCEMENT COURSE (SEC)
SEMESTER I
SEC 101: ANGER 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	
SEC 101 Anger Management	**2**	**1**	**0**	**1**	**Graduation in any stream**

Credit: 2 (1 Lecture + 1 Practical)

Course Objectives:
1. To differentiate between various types of anger and the emotions associated with anger.
2. Recognize activating events and communication styles that contribute to anger.
3. Understand appropriate applications of therapeutic intervention and behavior modification.
4. Develop strategies to avoid or minimize anger-related issues in daily life.
5. Identify warning signs of anger and aggression.

Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Demonstrate an understanding of key theories and concepts related to anger.
2. Apply newly acquired skills in anger management and behavioral intervention.
3. Exhibit professionalism and understanding of ethical and legal aspects of anger management.
4. Practice college-level academic writing and integrate knowledge from human services with general content knowledge.

Course Contents:

Unit-1: Introduction to Anger and Violence: General anger; state anger; and trait anger; Difference between anger and aggression; hostility; violence; Understanding Anger Triggers and Responses; Overt and covert triggers of anger; Emotional brain vs. thinking brain; Anger control and anger expression   **(10 Hours)**

Unit-2: Practice of Anger Management Strategies: Relaxation-based interventions; Retreat; rethink; respond and Cost-benefit analysis. Cognitive and Behavioral Approaches: Cognitive restructuring; Stress inoculation; Conflict Resolution and Assertiveness Training. **(10 Hours)**

Essential Readings:

1. Averill, J. R. (1982). *Anger and Aggression: An Essay on Emotion.* Springer.
2. Dahiya, R.L. & Sekhri, R. (2023). Anger Management. Psycho Information Technologies, New Delhi
3. Deffenbacher, J. L., & McKay, M. (2000). *Overcoming Situational and General Anger: A Cognitive-Behavioural Approach.* New Harbinger Publications.
4. Ellis, A. (2003). *Anger: How to Live With and Without It.* Citadel Press.
5. Kassinove, H., & Tafrate, R. C. (2002). *Anger Management: The Complete Treatment Guidebook for Practitioners.* Impact Publishers.
6. Novaco, R. W. (2016). *Anger Control: The Development and Evaluation of an Experimental Treatment.* Oxford University Press.
7. Raymond, C.T. & Howard, K. (2019). Anger Management for Everyone: Ten Proven Strategies to Help You Control Anger and Live a Happier Life. New Harbinger; 2nd edition
8. Reilly, P.M., & Shopshire, S.M. (2019). Anger Management *for Substance Use Disorder and Mental Health Clients.* A Cognitive–Behavioural Therapy Manual. SAMHSA Publication No. PEP19-02-01-001

Semester-II

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DISCIPLINE SPECIFIC CORE COURSE
SEMESTER II
DSC 201: SOCIAL PSYCHOLOGY: ADVANCES IN THEORY AND PRACTICE
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	
DSC 201 Social Psychology: Advances in Theory and Practice	**4**	**3**	**0**	**1**	**Graduation from any stream**

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

Course Objectives
The course aims to
1. Orient students towards the emerging perspectives and cutting-edge research advances in the field of social psychology.
2. Train students of social psychology to understand the complex interactions of biological, individual, social and societal factors in shaping human behaviour.
3. Impart critical insights into the application of social psychological theories for understanding personal, relational and societal issues.

Learning Outcomes
Students will be able to:
1. Analyse contemporary social issues and other societal phenomena using social psychological theories and concepts.
2. Describe, compare and contrast the different research methods used to understand social behaviour and be able to design research studies.
3. Demonstrate competence in applying knowledge of applied social psychology for designing interventions for prejudice reduction, building positive intergroup relations.

Course Contents:
UNIT 1: Introduction to Advanced Social Psychology: History, theory and methods: Brief History of Social Psychology: crises and re-emergence; Approaches to Social Psychology: social cognitive; social exchange; social comparison; symbolic interactionist frame; social constructionism; social representations; language and social interaction; discursive social psychology. New Developments in Research methods in Social Psychology; Emerging fields: Evolutionary social psychology; evolutionary social neuroscience; social psychology and law; social psychology and politics.   **(10 Hours)**

UNIT 2: Self, Identity and Social relationships: The social self: self as social; Individual self; Relational self and Collective Self**;** Motives and emotions around the self; self and identity in online settings/ digital media**;** Functions of the Self in interpersonal relationships and applications in the context of diverse interpersonal relationships.   **(10 Hours)**

UNIT 3: Human Behaviour and Social context: Aggression in society: Bio-social foundations; development of aggression; social psychological explanations of aggression across contexts: road rage, cyberbullying, workplace micro-aggressions; Group Behaviour: Stereotyping and Prejudicial behaviour in society, Social Stigma and Discrimination; Social Influence in Groups: Crowd behaviour, psychology of rumour and Implications for Crowd management and rumour management; Collective behaviour & social movements.   **(10 Hours)**

UNIT 4: Inter-group Relations in Contemporary Society: *Classic theories and* their relevance for understanding aggression; violence in society; Realistic conflict theory; Relative Deprivation; Self-categorization and Social Identity Theory; Norm Violation theory; Social Dominance; System Justification; Terror Management theory; *Contemporary theories*: Intergroup emotions theory; Collective memories and collective victimhood in intergroup relations; conspiracy theories and intergroup relations; Building positive Intergroup relations.
                    (10 Hours)

Practicum: At least 2 (two) practicals Based on the above units   **(20 Hours)**

Essential Readings:
   1. Biddlestone, M., Cichocka, A., Žeželj, I., & Bilewicz, M. (2020). Conspiracy theories and intergroup relations. In *Routledge handbook of conspiracy theories* (pp. 219-230). Routledge.
   2. Bushman,B.J. (2017) *Aggression and Violence: A social psychological perspective. Routledge*.
   3. DeRidder, R., & Tripathi, R. C. (Eds.). (1992). *Norm violation and intergroup relations.* Clarendon Press/Oxford University Press.
   4. Difonzo, Nicholas & Bordia, Prashant. (2007). Rumor Psychology: Social and Organizational Approaches. 10.1037/11503-000.
   5. Drury, John. (2020). Recent developments in the psychology of crowds and collective behaviour. Current Opinion in Psychology. 35. 10.1016/j.copsyc.2020.02.005.
   6. Dunn,S. Dana. (2012). Research Methods for Social Psychology (2nd Ed). Wiley.
   7. Ireland, J., Birch, P., & Ireland, C. (Eds.). (2018). The Routledge International Handbook of Human Aggression: Current Issues and Perspectives (1st ed.). Routledge. https://doi.org/10.4324/9781315618777
   8. Kelman, H.C., Fisher, R.J. (2016). Social-Psychological Dimensions of International Conflict (2007). In: Kelman, H., Fisher, R. (eds) Herbert C. Kelman: A Pioneer in the Social Psychology of Conflict Analysis and Resolution. Pioneers in Arts, Humanities, Science, Engineering, Practice, vol 13. Springer, Cham.
   9. Leary MR. (2007). Motivational and emotional aspects of the self. *Annu Rev Psychol.,* 58:317-44. doi: 10.1146/annurev.psych.58.110405.085658. PMID: 16953794.

10. Mackie, D. M., Maimer, A. T., & Smith, E. R. (2009). Intergroup emotions theory. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 285–307). Psychology Press.
11. Mazzara BM, Leone G. Collective memory and intergroup relations. International Journal of Social Psychology. 2001;16(3):349-367. doi:10.1174/021347401317351080
12. Nera, K., Douglas, K. M., Bertin, P., Delouvée, S., & Klein, O. (2024). Conspiracy Beliefs and the Perception of Intergroup Inequalities. Personality and Social Psychology Bulletin.
13. Neuberg, S. L., Kenrick, D. T., & Schaller, M. (2010). Evolutionary social psychology. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., pp. 761–796). John Wiley & Sons, Inc.
14. Noor, M., Vollhardt, J. R., Mari, S., & Nadler, A. (2017). The social psychology of collective victimhood. *European Journal of Social Psychology*, *47*(2), 121-134.
15. Pandey, J., & Singh, P. (2005). Social psychology in India: Social roots and development. *International Journal of Psychology, 40*(4), 239–253.
16. Schellhaas, F. M., & Dovidio, J. F. (2016). Improving intergroup relations. *Current Opinion in Psychology*, *11*, 10-14.
17. Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). *Handbook of theories of social psychology: volume 1*. (Vols. 1-1). SAGE Publications Ltd.
18. Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). *Handbook of theories of social psychology: volume 2*. (Vols. 1-2). SAGE Publications Ltd, https://doi.org/10.4135/9781446249222

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DISCIPLINE SPECIFIC CORE COURSE
SEMESTER II
DSC 202: ADVANCED PSYCHOMETRICS
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	
DSC 202 Advanced Psychometrics	**4**	**3**	**0**	**1**	**Graduation in any stream**

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

Course Objectives:
1. To create critical understanding of measurement and techniques in psychological inquiry.
2. To enable students to develop skills and competencies in test construction and standardization.
3. To learn the application and contextual interpretation of data from psychological measurement.
4. To equip students with recent trends and the use of Artificial intelligence in psychological testing.

Learning Outcomes:
Students will be able to:
1. Gain a comprehensive understanding of measurement principles in psychological research.
2. Develop skills in designing, standardizing, and validating psychological assessments.
3. Interpret and apply measurement data using statistical and methodological approaches.
4. Explore emerging trends, including AI in psychological testing.
5. Assess errors, biases, and ethical concerns in psychological assessment.

Course Contents:
Unit 1: Introduction to Psychological testing: History; Nature of Psychological Measurement; Types of tests, Errors in Psychological measurement; Scientific measurement in psychometrics and measurement in the natural sciences, Sources of biases in psychological testing.
(10 Hours)

Unit 2: Test/Scale construction--- Steps followed in scale/test construction; Identification of construct; Item writing and response format selection; Content Validity; Pilot and administration; Item analysis (Descriptive analysis, Item Discrimination, Item Difficulty); Extraction of factors;

Psychometric Evaluation (Reliability: Reliability of test scores and raters, Validity: Construct validity and Criterion Validity); Classical Test theory and Item Response theory.   **(10 Hours)**

Unit 3: Application of psychological Tests --- Clinical; Organisational; School and educational; developmental settings; defence and military; Employment and Vocational training. **(10 Hours)**

Unit 4: Recent Trends and Ethical Issues—Computerised Adaptive Testing; Artificial Intelligence in Psychometrics; Digital Footprints in Psychometrics; National and International Ethical Guidelines; Issues in Cultural Adaptation; Developing Culture-fair Tests.

(10 Hours)

Practicum: At least 2 (Two) practicals based on the above units   **(20 Hours)**

Essential Readings
1. Borsboom, D. (2005). *Measuring the mind: Conceptual issues in contemporary psychometrics.* UK: Cambridge University Press.
2. DeVellis, R. F. (2017). *Scale Development: Theory and Applications* (4th Ed.). SAGE.
3. Furr, R. M. (2022). *Psychometrics: An introduction.* SAGE.
4. Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6th Ed.). Boston: Allyn& Bacon.
5. Jackson, C. (2003). *Understanding Psychological Testing.* Mumbai: Jaico Pub. House
6. Kalina, P. (1998). *The new psychometrics: Sciences, psychology and measurement.* London & New York: Routledge.
7. Kline, T. J. B. (2005). *Psychological Testing.* New Delhi: Vistaar Publication.
8. Reynolds, C. R., Altmann, R. A., & Allen, D. N. (2021). *Mastering Modern Psychological Testing: Theory and methods.* Springer International Publishing Springer.
9. Rust, J., Kosinski, M., & Stillwell, D. (2021). *Modern Psychometrics: The Science of Psychological Assessment.* Routledge.

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DISCIPLINE SPECIFIC CORE COURSE
SEMESTER II
DSC 203: QUALITATIVE RESEARCH METHODS
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	
DSC 203 Qualitative Research Methods	**4**	**3**	**0**	**1**	**Graduation in any stream**

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

This course provides an in-depth exploration of **qualitative research methodologies**, focusing on their philosophical foundations, data collection techniques, analytical frameworks, and emerging approaches. Students will learn how to **design, conduct, and critically evaluate qualitative research** in interdisciplinary contexts, with an emphasis on ethical considerations and real-world applications.

Through a combination of **theoretical learning, fieldwork, and digital tools**, this course will equip students with the necessary skills to conduct **rigorous, context-sensitive research** across multiple disciplines.

Learning Objectives:
By the end of this course, students will be able to:
1. **Understand** the philosophical foundations of qualitative research and its role in social inquiry.
2. **Apply** different qualitative research methodologies, including ethnography, interviews, and case studies.
3. **Critically assess** the ethical and methodological challenges in qualitative research.
4. **Analyze** qualitative data using established methods such as thematic analysis, discourse analysis, and narrative analysis.
5. **Evaluate** the validity and credibility of qualitative research findings using criteria like trustworthiness and reflexivity.
6. **Develop** and execute a qualitative research project, including data collection, coding, and reporting.

Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. **Differentiate** between qualitative and quantitative research paradigms.

2. **Design and implement** qualitative research studies with a clear research question, methodology, and data collection strategy.
3. **Conduct** fieldwork using ethnographic methods, interviews, and participatory action research techniques.
4. **Analyze qualitative data** using thematic, narrative, and conversational analysis techniques.
5. **Evaluate the rigor and ethical considerations** of qualitative research.
6. **Apply qualitative methodologies** to real-world problems in psychology, health, education, and policy research.

Course Content:
Unit 1: Foundations of Qualitative Research: **Philosophical Foundations**: Ontology, Epistemology, Axiology; Research Design: **Formulating Research Questions, Sampling Strategies**; **Role of the Researcher**: Reflexivity, subject-object relationship, researcher's self; **Power & Ethics**: Voices and Silence, Positionality, Ethical Dilemmas; **Validity & Reliability in Qualitative Research**: Trustworthiness, Credibility, Triangulation   **(10 Hours)**

Unit 2: Field-Based Methods: **Grounded Theory:** Coding, Constant Comparison, Theory Development; **Ethnography:** Thick Description, Participant Observation, Field Notes; **Interview & Cooperative Inquiry:** Structured, Semi-Structured, and Unstructured Interviews; **Observation Method:** Non-participant vs. Participant, Field Notes, Recording & Analysis; **Action Aid Research:** Participatory Action Research (PAR) and its applications and Ethical Challenges   **(10 Hours)**

Unit 3: Text-Based Methods (Basic & Advanced): **Qualitative Data Analysis Approaches**: Thematic Analysis, Iterative Thematic Inquiry and Discourse Analysis, Narrative Analysis and Conversational Analysis; **Specialized Text Methods**: Life History & Case Study, Rhetorical Analysis, Psycho-biographies & Psycho-historical Methods, Auto-ethnographies & Autobiographies   **(10 Hours)**

Unit 4: Advanced and Emerging Methodologies in Qualitative Research: **Phenomenology:** Existential and Transcendental Approaches; **Gender Methodology:** Feminist & Intersectional Qualitative Research; **Psychoanalytic Methodology:** Unconscious, Subjectivity, and Memory in Research; Painting with data; **Digital & Visual Methodologies:** Digital Ethnography, Arts-Based & Media Research, Visual Analytic Technique   **(10 Hours)**

Practicum – Applying Qualitative Research Skills: Designing a Qualitative Research Study; Conducting and Documenting Fieldwork; Qualitative Data Coding & Analysis (Using NVivo, ATLAS.ti, or Manual Methods); Writing & Presenting a Qualitative Research Report
                (20 Hours)

Essential Readings:
1. Balmer, A. (2021). Painting with data: Alternative aesthetics of qualitative research. *The Sociological Review,* 69(6), 1143-1161.
2. Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.

3. Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
4. Denzin and Lincoln. *Handbook of Qualitative Research Method.*
5. Gee, J. P. (2014). *An Introduction to Discourse Analysis: Theory and Method* (4th ed.). Routledge.
6. Kara, H. (2020). *Creative Research Methods: A Practical Guide.* Eds. Second. Bristol University Press.
7. Lepistö, L., Lepistö, S., & Kallio, K. M. (2021). Unpacking data analytics: rhetorical analysis. *Technology Analysis & Strategic Management*, *35*(8), 993–1004.
8. Morgan, D. L., & Nica, A. (2020). Iterative Thematic Inquiry: A New Method for Analyzing Qualitative Data. *International Journal of Qualitative Methods*, 19.
9. MacLure, M., Holmes, R., Jones, L., & MacRae, C. (2010). Silence as Resistance to Analysis: Or, on Not Opening One's Mouth Properly. *Qualitative Inquiry, 16*(6), 492-500. https://doi.org/10.1177/1077800410364349 (Original work published 2010)
10. Poland, B., and A. Pederson. 1998. "Reading Between The Lines: Interpreting Silences In Qualitative Research". *Qualitative Inquiry, 4* (2), 293-312.

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DISCIPLINE SPECIFIC ELECITVE COURSE
SEMESTER II
DSE 201: SOCIO-EMOTIONAL DEVELOPMENT
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	
DSE 201 Socio-Emotional Development	**4**	**3**	**0**	**1**	**Graduation in any stream**

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

Course Objectives:
1. To build strong research oriented theoretical foundation in congruence with recent advances in the field of developmental science.
2. The course aims to provide creative spaces to the students to extend their knowledge to the word of practice.
3. To highlight the cultural and contextual nuances of development.

Course Learning Outcomes:
On completion of the course students will be able to
1. Appreciate different perspectives in developmental psychology
2. Understand the cultural basis of human development
3. View and employ different research methods and intervention strategies

Course Content
Unit 1: Social context of development and socialization- Early socialization in family: Parents/adults, siblings, social development and structure of caring; Role of school and media as socializing agents.   **(10 Hours)**

Unit 2: Emotional and moral development- Emotions; empathy; moral emotions and moral reasoning.   **(10 Hours)**

Unit 3: Building Relationship: friendship in early and middle childhood; Peer relationship during adolescence; later life adjustment; implications for future relationships; social development of trust.   **(10 Hours)**

Unit 4: Social understanding and social outcome: Positive social behaviour: helping and sharing and cooperation; social competence and theory of mind; antisocial behaviour: aggression, bullying.   **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units   **(20 Hours)**

Essential Readings:
1. Bierman, K. L. (2004). *Peer Rejection: Developmental Processes and Intervention strategies.* New York: Guilford.
2. Brownell, C.A. & Kopp C.B. (2007). *Socioemotional Development in the Toddler Years: Transitions and Transformations.* New York: The Guilford Press. 37
3. Bukowski, W.M., Rubin, K.H. & Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology.* UK: Psychology Press.
4. Craig, W. (2000). *Childhood Social Development: The Essential Readings.* MA: Blackwell Publishers
5. Grusec, J. E., & Hastings, P. D. (Eds.). (2014). *Handbook of socialization: Theory and research.* Guilford Publications.
6. Rigby, K. (2008). *Children and Bullying: How Parents and Educators Can Reduce Bullying at School.* Blackwell Publishing
7. Sharma, D. (Ed.) (2003). *Childhood, Family and Sociocultural Change in India: Reinterpreting the Inner World.* New Delhi: Oxford

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DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER II
DSE 202: UNDERSTANDING PSYCHOPATHOLOGY
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	
DSE 202 Understanding Psychopathology	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**
Credit: 4 (Lectures + Internal Assessment + Practical)
Course Objectives:
1. To develop a general orientation towards abnormal behavior and psychopathology.
2. To develop an understanding for diagnosis and classification of mental disorders.
3. To understand various models and approaches of pathological behavior.
4. To familiarize students with the common mental disorders as diagnosed in adults.
5. To equip students with the knowledge and understanding of common mental disorders of children.

Course Learning Outcomes:
1. Students will Acquire knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining pathological behavior.
2. Students will develop familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).
3. Students will acquire knowledge about common mental disorders such as stress and related disorders, mood and anxiety disorders, dissociative and behavioral and addictive disorders.
4. Students will enrich their understanding of childhood disorders.

Course Content:
Unit 1: Introduction: Understanding of psychopathology and mental disorders; Ancient Indian concept of mental illness and mental health; Classification of mental disorders- Issues and Challenges; Classification systems- DSM 5 TR and ICD-11   **(10 Hours)**

Unit 2: Theoretical Models and Approaches: Psychoanalytical and psychodynamic; Behavioral; Humanistic-Existential; Cognitive; Biopsychosocial; Multicultural and Integrative theories; Culture and psychopathology **(10 Hours)**

Unit 3: Common Mental Disorders: Stress and Related Disorders; Mood and Anxiety Disorders; Dissociative Disorder; Behavioral and addictive disorders **(10 Hours)**

Unit 4: Childhood Disorders: Intellectual disability; Autism Spectrum Disorders; ADHD; Common mental disorders in children; Specific Learning Disorders **(10 Hours)**

Practicum: At least 2 (Two) practical based on the above-mentioned units **(20 Hours)**

Essential Readings:
1. American Psychiatric Association (2022). Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). Washington, D.C. APA.
2. Butcher, J. N., & Hooley, J. M. (Eds.). (2018). *APA handbook of psychopathology: Psychopathology: Understanding, assessing, and treating adult mental disorders.* American Psychological Association.
3. Butcher, J. N., & Kendall, P. C. (Eds.). (2018). *APA handbook of psychopathology: Child and adolescent psychopathology.* American Psychological Association.
4. Fonagy, P., Campbell, C., Constantinou, M., Higgitt, A., Allison, E., Luyten, P. (2022). Culture and psychopathology: An attempt at reconsidering the role of social learning. *Development and Psychopathology*. 34(4):1205-1220.
5. Gautam S. Mental health in ancient India & its relevance to modern psychiatry. Indian J Psychiatry. 1999 Jan;41(1):5-18. PMID: 21455347; PMCID: PMC2962283.
6. Krueger, R. F., and Blaney, P. H. (eds), (2023). *Oxford Textbook of Psychopathology*, 4 edn (New York; online edn, Oxford Academic, 1 Mar. 2023).
7. Moleiro C (2018) Culture and Psychopathology: New Perspectives on Research, Practice, and Clinical Training in a Globalized World. Front. Psychiatry 9:366.
8. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). APA Handbook of Clinical Psychology-Volume 2: Theory and Research, American Psychological Association
9. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). APA Handbook of Clinical Psychology-Volume 4: Psychopathology and Health, American Psychological Association
10. Oyebode, F. (2023). Sims' symptoms in the mind: textbook of descriptive psychopathology, (7th Ed), Amsterdam: Elsevier
11. Sperry, L., Sperry, J., & Bluvshtein, M. (Eds.). (2024). Psychopathology and Psychotherapy: DSM-5-TR Diagnosis, Case Conceptualization, and Treatment (4th ed.). Routledge.
12. Wig, N. N. (1989). Indian Concepts of Mental Health and their Impact on Care of the Mentally Ill. *International Journal of Mental Health,* 18(3), 71-80.
13. World Health Organization. (2019). International Statistical Classification of Diseases and Related Health Problems (11th ed.).

14. Xiang, YT., Lewis-Fernández, R., Zhao, X., Villaseñor Bayardo, S., Li, W., Luna-Zamora, R. (2024). Culture and Psychopathology. In: Tasman, A., *et al.* Tasman's Psychiatry. Springer, Cham.

Additional References:
1. Chakrapani V, Bharat S. Mental health in India: Sociocultural dimensions, policies and programs - An introduction to the India Series. SSM Ment Health. 2023 Dec 2;4:100277.
2. Gureje, O., Lewis-Fernandez, R., Hall, B.J. *et al.* (2020). Cultural considerations in the classification of mental disorders: why and how in ICD-11. *BMC Med* 18, 25.
3. Kaplan, I. H & Sadock, J. B., (2007) *Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry* London: Lippincott Williams & Wilkins
4. Sarason, L. G., & Sarason, B. R., (2002) *Abnormal Psychology: the problem of maladaptive Behaviors.* Singapore: Pearson Education

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DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER II
DSE 203: PSYCHOSOCIAL AND CULTURAL CORRELATES OF HEALTH
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	
DSE 203 Psychosocial and Cultural Correlates of Health	4	3	0	1	Graduation in any stream

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

Learning Objectives:
1. Learn the nature of the stress response and its impact on the etiology and course of many health problems
2. Learn to use appropriate research methods to critically understand health problems and design research in the domain of Health Psychological Interventions
3. To learn, use and advise about complementary and alternative medicines in a socio-culturally diverse context
4. Discover how psychological methods and principles can be applied to help patients manage and cope with chronic illness
5. Build the capacity to think analytically about the future and challenges of health psychology in context

Learning Outcomes:
On completion of this course, the successful student will have knowledge and understanding of:
1. The body-mind connection and the role of culture in the illness and disease processes;
2. The impacts of macro environment, socio-demographic diversity, ethnocultural and indigenous practices on health and disease processes.
3. Design health-related interventions and make decisions about implementing research and interventions in complex and uncertain environments
4. Develop analytical and critical thinking to address future challenges in health psychology in diverse socio-cultural context

Course Content:
Unit 1: Health Psychology in Context of Biology, Society and Methodology: Genetics; Epigenetics and Early Life Development; Indigenous approaches to understanding body-mind connection; Basic lifestyle as prescribed by Indian Knowledge System (Diet, Sleep, Disease

prevention; Illness care/cure; Spirituality and health maintenance; Macro-social Influences and Micro-social influences; An A to Z of Research Methods and Issues Relevant to Health Psychology **(10 Hours)**

Unit 2: Chronic Illnesses and Interventions: Communicable and Non-Communicable Diseases; Chronic Illnesses related to various physiological systems Gerontology & Cognitive degeneration; Psychosocial Interventions related to chronic illnesses; Terminal Illnesses and Psychosocial care **(10 Hours)**

Unit 3: The health-Care System & Psychosocial needs: The macro social environment of health; The Social Psychology of Health; Information communication and Health Literacy; Indian Health care system; designing health care work environment; psychology of the health care givers and health care providers: care-giver burden; burn-out among the health care providers; Interventions to care-givers and care-providers; Health tourism: History of Health and Healing Systems in India; Community Approaches to Health Psychology; Complementary and Alternative Treatments **(10 Hours)**

Unit 4: Social and Cultural Bases of Health Psychology: Value of Social support in sustaining health and wellbeing- Social support in Indian tradition; Social support & healing; Social support and its significance in acute and chronic illness; Social support in terminal illness; Work Stress and Health; Built Environments and Neighbourhoods; Social Stratification and Health; Cross-Cultural Health Psychology: Balancing Fidelity and the Cultural Applicability of Behaviour Change Science. **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings:
1. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed.). Cambridge University Press
2. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology: An introduction to behavior and health* (8th Ed.). Delhi: Cengage Learning
3. Hariharan, M. (2024). *The Textbook of Health Psychology*. Taylor & Francis.
4. Hariharan, M., Padhy, M., & Chivukula, U. (Eds.). (2022). *Health Psychology: Contributions to the Indian Health System.* Taylor & Francis.
5. Hariharan, M. (2020). Health Psychology (1st Ed.). Sage: New Delhi.
6. Marks, D.F., Murray, M., Evans, B. and Estacio, V. (2011), Health Psychology (7th Ed.). Sage: New Delhi.
7. Ogden, J. (2012). *Health Psychology*. McGraw-Hill Foundation
8. Schneiderman, N. (2024). *APA Handbook of Health Psychology: Volume 1: Foundations and Context of Health Psychology; and Volume 3: Health Psychology and Public Health.* American Psychological Association.
9. Taylor, S.E. (2018). Health Psychology (10th Ed.). Tata McGraw Hill Education, New York: USA.

Recommended Readings

1. Biswas, U.N. (2014). *Social Psychology of Health: Issues and Concerns in India.* Concept Publication: New Delhi.
2. Dalal, A.K. and Mishra, G. (2012). *New Directions in Health Psychology*. Sage Publications: New Delhi

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER II
DSE 204: HUMAN RESOURCE 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	**Graduation in any stream**
DSE 204 Human Resource Management	4	3	0	1	

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To understand the human resource issues in organizations and build a foundation for assisting organizations in resolving human resource problems.
2. To develop a broader understanding of the core HR functions ranging from human resource acquisition to separation and gain insight into current HR issues and elements of the human resource systems.

Learning Outcomes:

After successful completion of this course, students will be able to:
1. Understand the foundations and applications of HRM, changing roles, changing environment and applications in cultural transition.
2. Understand HRM concepts and its functions such as Job Analysis, Recruitment, Selection, Performance Management, Career Management, issue of diversity and empowerment in managing employees. Also, examining the role of HR Analytics in HRM functions.
3. Compare and examine HRM practices across different organization context and in international HRM.
4. Understand and examining the nuances of institutional regulations and legal frameworks such as labour laws, POSH (Prevention of Sexual Harassment), and CSR (Corporate Social Responsibility).

Course Contents:

Unit 1: Introduction to Human Resource Management: Strategic and traditional HRM; changing role and changing environment of HRM; balancing employee needs and organizational demands; Strategy and human resource planning: Role of Vision; Mission and organizational values; internal and external analysis; issues of HR in cultural transition.   **(10 Hours)**

Unit 2: Meeting HR requirements: Job Analysis; Recruitment and Selection; Diversity and empowering employees; Performance Management; Career management; HR Analytics: Assessment and Development Centre; Competency based approaches.
                                                                                      (10 Hours)
Unit 3: International HRM, Types of cross-national organizations: Domestic; International; Multinational; Global; Transnational; expatriate management; teamwork; and intercultural communication.   **(10 Hours)**

Unit 4: Industrial Relations and Legal Issues in HRM: Prevention of Sexual Harassment (PoSH); Corporate Social Responsibility initiatives (CSR); Factory Law and Labor Law
                                                                                      (10 Hours)
Practicum: At least 2 (Two) practicals based upon the above units.   **(20 Hours)**

Essential Readings:
1. Daft, R. L. (2014). Management (10th Ed.). South Western.
2. DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.
3. Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.
4. Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.
5. Robbins, S. P. (2022). Management (15th edition). Pearson Education.
6. Sanghi, S. (2016). The Handbook of Competency Mapping (3rd ed.). Sage Publications India Private Limited.

Recommended Readings:
1. Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). New Delhi, India: Oxford University Press.
2. Bhatnagar, J., & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.
3. Cascio, W. F., & Aguinis, H. (2008), *Applied Psychology in Human Resource Management*, 6th Edition, Printice-Hall, USA
4. DeNisi, A. S., & Griffin, R. W. (2011). *Managing human resources* (4th Ed.). Boston: Cengage Press.
5. Jones, G. R., & Mathews, M. (2017). *Organizational Theory, Design and Change* (7th ed.). Pearson.
6. Khandelwal, K. A. (2009). *In search of Indianness: Cultures of multinationals*. New Delhi, India: Kanishka Publishers.
7. Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). *Human resource management: A South Asian perspective*. Delhi, India: Cengage Learning India Pvt. Ltd.

8. Pande, S., & Basak, S. (2012). *Human resource management.* New Delhi, India: Pearson Education.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER II
DSE 205: PSYCHOLOGY AND MYTHOLOGY
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	
DSE 205 Psychology and Mythology	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:
1) To study definition and explanation of myth according to Jung and Eliade
2) To study the mythopoetic link between ancient myths and modern man
3) To study theories of fairy tales and their archetypal contents
4) To study the individual myth and the archetypes

Learning Outcomes:
By studying this course, the students will be able to—
1) Learn the perspectives of Jung and Eliade on myths
2) Learn the archetypal basis of the modern life of man
3) Learn to the method of psychological interpretation of fairy tales
4) Learn to interpret personal life events as symbolic and archetypal

Course Contents:

Unit 1: Myths—Carl Jung and Mircea Eliade; functions of myths; sacred and profane; eternal return   **(10 Hours)**

Unit 2: Ancient Myths and Modern Man—Eternal symbols; archetype of hero; symbols of transcendence   **(10 Hours)**

Unit 3: Fairy Tales—Myths of childhood; theory and interpretation; archetypes in fairy tales   **(10 Hours)**

Unit 4: Personal Myths—Second half of life; synchronicity; symbolic life   **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units   **(20 Hours)**

Essential References:

1. Eliade, M. (1964).*Myth and Reality*. London: George Allen &Unwin Ltd.
2. Jung, C. G. (Ed.) (1990). *Man and His Symbols*. London: Arkana
3. Segal, R. A. (Ed.) (1998). *Jung on Mythology*. Princeton, New Jersey: Princeton University Press.
4. von Franz, M.-L. (1996).The Interpretation of Fairy Tales. Boulder, Colorado: Shambhala Publications, Inc.

Recommended References:

1. Stein, M. (2020).*Myth and Psychology*. Asheville, North Carolina: Chiron Publications.
2. Whitmont, E. C. (1978). *The Symbolic Quest, Basic Concepts of Analytical Psychology*. Princeton, New Jersey: Princeton University Press.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)
DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER II
DSE 206: NOTION OF KNOWLEDGE IN INDIAN INTELLECTUAL TRADITION
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	
DSE 206 Notion of Knowledge in Indian Intellectual Tradition	**4**	**3**	**0**	**1**	**Graduation in any stream**

Marks:100   **Hours: 60**
Credit: 4 (Lectures + Internal Assessment + Practical)
Learning Objectives:
1. To create a basic understanding and critical appraisal of the various types of knowledge used in mainstream science.
2. To create a basic understanding and critical appraisal of the various types of knowledge used in mainstream in the Indian tradition.
3. To develop critical appraisal for inner, higher and more intuitive type of knowledge
4. To introduce a yoga-based research methodology

Learning Outcomes:

After studying the course, the students shall be able to:
1. Have a critical understanding of critical of the various types of knowledge used in mainstream science.
2. Have a critical understanding of critical of the various types of knowledge used in the Indian tradition.
3. Learn about inner, higher and more intuitive types of knowledge
4. Learn about a yoga-based research methodology

Course Contents:

Unit 1: The various types of knowledge- The two Vedic kinds of knowledge: *vidyā* (knowledge by identity) and *avidyā* (socially-constructed knowledge); How according to the Isha Upanishad, *vidyā* and *avidyā* are equally needed; How they are used together in the hard sciences; Sri Aurobindo's four types of knowing in the ordinary waking consciousness (sense-based knowledge, introspection, experiential knowledge, knowledge by identity); The four knowledge realms in which these forms of knowledge can be used (objective, subjective, inner, and direct).
(10 Hours)

Unit 2: Improving the quality of psychological knowledge- Rigorous subjectivity: honing of the *antaḥkaraṇa*, the inner instrument of knowledge; Equanimity; Stages in the development of equanimity; Mental silence and the witness consciousness; Methods of becoming silent; Concentration (one-pointed and all-inclusive concentration)   **(10 Hours)**

Unit 3: Inner and higher knowledge- Intuition's lookalikes: forms of "pseudo- intuition"; Intuition: true, unconstructed, pre-existing knowledge; Knowledge by intimate direct contact; Knowledge from other realms; Types of true intuition; Distortions and impurities; shadows on lower planes; Higher levels of the individual mind; Knowledge in the different *cakras.*

(10 Hours)

Unit 4: Towards a yoga-based research methodology- Yoga for healing and for knowledge; The predominance of similarities between subjective and objective research; Where yoga-based research goes beyond auto-ethnography; Developing an "objective"; impartial witness consciousness (introspection vs. witness consciousness); What IIP can add: Detailed and unbiased perception of normally subliminal processes; Active intervention in normally subliminal processes (similar to the role of high-tech chemistry and physiology in medical research)   **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units   **(20 Hours)**

Essential Readings:
1. Aurobindo, S. (2005). *The life Divine*. In Complete works of Sri Aurobindo (Vols. 21–22). Pondicherry, India: Sri Aurobindo Ashram Publication Department.
2. Aurobindo, S. (2007). *A few representative short texts by Sri Aurobindo*. Pondicherry, India: Sri Aurobindo Centre of Consciousness Studies. Retrieved on February 16, 2025 fromhttp://www.saccs.org.in/texts/integralyoga-sa.php
3. Aurobindo, S. (2008). *The integral yoga*. Pondicherry, India: Sri Aurobindo Ashram Trust.
4. Aurobindo, S. (2010). *The synthesis of yoga.* Pondicherry, India: Sri Aurobindo Ashram Trust.
5. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2014). *Foundations and applications of Indian Psychology.* Pearson.
6. Dalal, A. S. (Ed.) (2001). *A greater psychology: An introduction to the psychological thought of Sri Aurobindo.* New York: Penguin PutnamInc.
7. Dalal, A. S. (Ed.) (2001). *Our many selves*. Pondicherry, India: Sri Aurobindo AshramTrust.
8. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi, India:Springer.
9. Rao, K. R., Paranjpe, A.C., & Dalal, A.K. (Eds.) (2008). *Handbook of Indian Psychology*. Cambridge University Press.

Recommended Readings:
1. Brunton, P. (2009). *The Maharshi and his message*. Tiruvannamalai, India: Sri Ramanasramam.
2. Dossey, L. (1989). *Recovering the soul.* New York: BantamBooks.
3. Gupta, M. (2013). *The gospel of Sri Ramakrishna*. Chennai, India: Sri Ramakrishna Math.
4. Sinha, D. (1965). Integration of modern psychology with Indian thought. *Journal of Humanistic Psychology, 5(1),* 6–17.
5. Sinha, D. (1981). Non-western perspectives in psychology: Why, what and whiter? *Journal of Indian Psychology, 3*, 1–9.
6. Sinha, D. (1996). Culturally rooted psychology in India: Dangers and developments. International Journal of Psychology, 30, 99–110.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)
DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER II
DSE 207: SOCIAL PSYCHOLOGY IN 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	
DSE 207 Social Psychology in Context	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

COURSE OBJECTIVES
This course will:
1. Provide an in-depth understanding of the field of contextual social psychology and enable the learner to extend this knowledge to the world of practice

2. Aim at inculcating a critical awareness of the many societal issues of environment, culture and sustainable behaviour across national and global contexts.

3. Attempt to orient and further develop of a strong grounding in field of psychology, social policy and advocacy and aim at national development

LEARNING OUTCOMES
Students will be able to:
1. Describe and theorize from a social psychological perspective, the contemporary concerns around climate change, diverse societies, education and other societal issues.

2. Exhibit skills of professional social psychologists as agents of change and carry out well designed research and design effective interventions for improved group relations and promoting sustainable behaviour.

3. Demonstrate knowledge and competence in applying the knowledge of 'social psychology in context' and strengthening the interface between social psychology, policy and advocacy for sustainable development.

Course Content:
Unit 1: **Introduction:** Psychology and Societal development; Psychological approaches to sustainable development; Globalization, Self and Society; Culture and Social Behaviour; Emerging Concerns in national and global contexts: Social psychology of inequality; Poverty;

Unemployment; Corruption; Pro-environmental behaviour; Social Psychology and Politics; Workplace Mental Health; Social Psychology and Education. **(10 Hrs)**

Unit 2: Challenges towards Sustainable Society- I: Introduction to Sustainable behavior; Misinformation in society and Countering misinformation: social psychological interventions; Prosocial behaviour: Volunteerism, Community involvement and Civic engagement; Social Psychology of Climate Change; Crime and Social Rehabilitation; Psychology and its role in prisons. **(10 Hrs)**

Unit 3: Challenges towards Sustainable Society-II: Nature of Societal Beliefs and Changes in Societal Beliefs; Plural Societies: Acculturation; Multiculturalism; Displacement; Migration as societal concerns; Resolving Intergroup conflicts: Prejudice reduction; Intergroup Contact: Promise and Challenges; Building trust and Social Capital: Insights from Psychology National development from a social psychological perspective. **(10 Hrs)**

Unit 4: Psychology and Social Policy: Social research, public policy and advocacy; Psychologists in policy arena; Policy failures: Issues and challenges; Domains of Policy Making: Environment and Health; Importance and Challenges of Social policy in the areas of Poverty and other kinds of social disadvantages; Justice; Education etc; Programme Evaluation: Types of Evaluations; Planning an Evaluation**.**

(10 Hrs)

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings
1. Anczyk, A., & Grzymała-Moszczyńska, H. (2021). *The psychology of migration: Facing cultural and religious diversity.* Brill.
2. Bar-Tal, D. (2000). *Shared beliefs in a society: Social psychological analysis.* Sage Publications, Inc.
3. Clayton, S. (2024). A social psychology of climate change: Progress and promise. *British Journal of Social Psychology, 63*(4), 1535–1546.
4. Eloff, I. (2020). Psychology and the Sustainable Development Goals. *Journal of Psychology in Africa*, *30*(1), 86–87.
5. Esses, V. M., Medianu, S., Hamilton, L., & Lapshina, N. (2015). Psychological perspectives on immigration and acculturation. In M. Mikulincer, P. R. Shaver, J. F. Dovidio, & J. A. Simpson (Eds.), *APA handbook of personality and social psychology, Vol. 2. Group processes* (pp. 423–445). American Psychological Association.
6. Gifford, R. (2007). Environmental psychology and sustainable development: Expansion, maturation, and challenges. *Journal of Social Issues*, *63*(1), 199-212.
7. Misra, G., & Singh, P. (2025). *Social Psychology in a Globalizing Era: Engaging with Disciplinary and Societal Challenges (1st ed).Routledge.*
8. Misra, G., Sanyal, N., & De, S. (Eds.). (2021). Psychology in Modern India: Historical, methodological, and future perspectives. Springer Nature.
9. Mohanty, A. K., & Misra, G. (Eds.). (2000). *Psychology of poverty and disadvantage* (Vol. 2). Concept Publishing Company.

10. Nelson, T. D. (Ed.). (2009). *Handbook of prejudice, stereotyping, and discrimination.* Psychology Press.
11. Pandey, Janak & Kumar, Rashmi & Thapa, Komilla. (2019). Psychological Perspectives on Diversity and Social Development. 10.1007/978-981-13-3341-5.
12. Rosema, M., Jost, J. T., & Stapel, D. A. (2008). Social psychology and the study of politics. In L. Steg, A. P. Buunk, & T. Rothengatter (Eds.), *Applied social psychology: Understanding and managing social problems* (pp. 291–315). Cambridge University Press.
13. Rotenberg, K.J., Petrocchi, S., Lecciso, F. (2025) Handbook of trust and social psychology. Edward Elgar.
14. Tripathi, R.C. and Sinha,Y. (2014) Psychology, Development and Social Policy in India. Springer.

GENERIC ELECTIVE COURSE
SEMESTER II
GE 201: EVOLUTION OF 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	
GE 201 Evolution of Indian Psychology	**4**	**3**	**1**	**0**	**Graduation in any stream**

Credit: 4 (Lectures + Internal Assessment + Practical)
Course Objectives:
1. To familiarize the student with the rich systems of psychology in India
2. To indicate the progressive movement - an evolution of consciousness, taking place in Indian psychology, over time
3. To demonstrate the inherent holism in Indian thought – the view of the person as a bio-psycho-social-spiritual entity
4. To demonstrate the explicit application-oriented nature of, if not all, most systems of Indian psychology
5. To elucidate that the movement of the world spirit (zeitgeist) is in the direction of Indian psychology and spirituality

Learning outcomes:
The successful completion of the course will enable the students to
1. Critically analyze and appreciate holism in Indian thought and rich systems of Psychology in India.
2. Demonstrate understanding of different movements in India and across globe, shaping the current realm of Indian Psychology

Course Contents:

Unit 1: **The Psychology of the Vedas –** traditional interpretations; views of Indic scholars; and Sri Aurobindo's unique psycho-spiritual interpretation; The Upanishads: First synthesis of Psychology – the Principal Upanishads.   **(10 Hours)**

Unit 2: **Samkhya: Purusa and prakriti (triguna perspective – tamas, rajas, and sattva)**-
The classical Yoga System for self-realization – karma, gyana, and the bhakti marga; Patanjali's ashtanga yoga   **(10 Hours)**

Unit 3: **The Gita: Second synthesis of Psychology –** unique and unprecedented integration of Samkhya, Vedanta and Yoga, and the path to self-realization therein; Buddhist Psychology: Suffering and the eight-fold path of reducing/eliminating it.   **(10 Hours)**

Unit 4: **Bhakti and Sufism:** The turn to Godward emotions leading to transformation in the inner psychic/emotional life of the aspirant; Integral Yoga: The third synthesis of Psychology – triple transformation (inward, ascent, and descent in consciousness); the significance of the postures of aspiration, rejection, and self-surrender.   **(10 Hours)**

Essential Readings:

1. Ajaya Swami (1983). Psychotherapy East and West: A Unifying Paradigm. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and philosophy of the U.S.A.
2. Aurobindo Sri (2005). Essays on the Gita. (Collected Works of Sri Aurobindo, Vol. 20). Pondicherry: Sri Aurobindo Ashram Publication Department.
3. Aurobindo Sri (2005). The Renaissance in India. (Collected Works of Sri Aurobindo, Vol. 21). Pondicherry: Sri Aurobindo Ashram Publication Department.
4. Aurobindo, Sri. (1914/2003). The Secret of the Veda. Pondicherry: Sri Aurobindo Ashram Publication Department.
5. Aurobindo, Sri. (1972). The Upanishads (Sri Aurobindo Birth Centenary Library, Vol. 12). Pondicherry, India: Sri Aurobindo Ashram Press. (Original work published serially 1914-1919and in book form 1939-1940)
6. Heehs, P. (Ed.) (2002). *Indian Religions: The spiritual traditions of South Asia*. Delhi: Permanent Black.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)
GENERIC ELECTIVE COURSE
SEMESTER II
GE 202: EMOTIONS IN EVERYDAY LIFE
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 202 Emotions in everyday life	**4**	**3**	**1**	**0**	**Graduation in any stream**

Credit: 4 (3 Lectures + 1 Tutorial + Internal Assessment)

Course Objectives:
1. To help students understand the processes of emotion and relating them to diverse contexts.
2. To prepare students learn organizing their personal lives better by gaining insights into their own emotional strengths.

Learning Outcomes:

The successful completion of the course will enable the students to
1. Understand the variety of emotions facilitating the sense of its contextual relevance
2. Demonstrate emotional awareness with improved sense of organizing the personal and social life

Course Contents:

Unit 1: Psychology of emotions: Global and cultural perspective; Theories of emotion: Biological, Cognitive, Constructionist, Psychodynamic, Evolutionary and Cultural Perspectives; Process and function of emotions; relationship between well-being and emotions; the emotional brain; Critique and debates from current trends of research on emotions.
(10 Hours)

Unit 2: **Exploring the affective turn in psychology:** Ontological and epistemological lens; Perspectives on methodology and its challenges; Rethinking positivist methodologies; Affect as methodology; critical debates and current trends in studying affect and emotion.
(10 Hours)

Unit 3: Psychological Well-Being Across Cultures: Cultural relativity in perceiving emotion; exploring the emotions of hope, gratitude; compassion, hope, altruism and optimism; Love and intimacy; Emotional Well-Being in a Post-Pandemic World.
(10 Hours)

Unit 4: The psychosocial politics and Emotion in human civilization: Rethinking personal and collective emotion; Situating sites of emotion in socio-cultural phenomena; Understanding of shame, guilt, envy, jealousy, pain, anger and Grief; Engendering Emotion. **(10 Hours)**

Essential Readings:
1. Averill, J.A., Chon, K.K., & Hahn, D.W. (2001). Emotions and creativity: East and West. *Asian journal of social psychology*, 4, 165-183.
2. Barret, L. F., Niedenthal, P.M., &Winkielman (2005). *Emotion and consciousness.* New York: The Guilford Press.
3. Carr, A. (2008). *Positive Psychology: The science of happiness and human strengths.* New Delhi: Routledge
4. Ekman, P. (2003) *Emotions revealed.* London: Weidenfield & Nicolson.
5. Kitayama, S. & Markus, H.R. (1994).*Emotion and culture empirical studies of mutual influence.* Washington, DC: American Psychological Association.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)
GENERIC ELECTIVE COURSE
SEMESTER II
GE 203: DEVELOPMENTAL PSYCHOLOGY AND EARLY CHILDHOOD EDUCATION
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 203 Developmental Psychology and Early Childhood Education	**4**	**4**	**0**	**0**	**Graduation in any stream**

Credit: 4 (4 Lectures + Internal Assessment)

Course Objectives:
1. To inculcate an in-depth understanding into the role of developmental psychology in early childhood education.
2. To identify the roles and challenges of a developmental psychologist in curriculum building.

Course Learning Outcomes:
By the end of this course, students will be able to:
1. Understand the developmental aspects of learning
2. Appreciate the importance of child-centered pedagogy and its implications for promoting cognitive, emotional and moral development of children.

Course Contents:

Unit 1- Early Childhood Development: Major Theories: Piaget, Vygotsky, Bruner; Context and child development; Domains of development: Physical, Socio -emotional and cognitive; Implication for designing curriculum for early childhood. **(10 Hours)**

Unit 2. Socio emotional development during early childhood: Building social relationship; Importance of play; emergence of theory of mind; early childhood development and social media; Socio emotional learning during early childhood. **(10 Hours)**

Unit 3: Curriculum Planning: Developmentally appropriate curriculum; Developmental Milestones; Assessing children during early childhood: Observation and interview; Developmental Delay and individualised instruction. **(10 Hours)**

Unit 4: Sensitizing adults for early childhood development: Providing appropriate context and experience for positive growth during early childhood; Parent counselling and teacher training. **(10 Hours)**

Essential Readings:

1. Whitebread, David; Valeska Grau; Kristiina Kumpulainen; Megan M. McClelland, (2019) *The SAGE Handbook of Developmental Psychology and Early Childhood Education*, Sage
2. Whitebread, David (2012). *Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners,* sage
3. Shavinina, L. V.,&Ferrari, M. (Eds.). (2004). *Beyond knowledge: Extra-cognitive aspects of developing high ability.* Routledge.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)
SKILL ENHANCEMENT COURSE
SEMESTER II
SEC 201: PERSUASION SKILLS
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	
SEC 201 Persuasion Skills	2	1	0	1	Graduate in any discipline

Credit: 2 (1 Lecture + 1 Practical)

Course Objectives:
- To understand various psychological principles underlying the process of persuasion and influence.
- To develop skills of persuasion and identifying persuasion that is desirable.

Course Contents:
- **Unit 1**: **Persuasion:** Interpersonal Persuasion and Persuasion in other contexts; Theoretical Orientations; Role of self-autonomy; locus of control; context types; Rule incompatibility.   **(10 Hours)**

- **Unit 2**: **Persuasion Skills across Context:** Source credibility; personality and persuasion; cognitive complexity; counterarguing; expectation violation; message variables; emotions and persuasion, persuasion skills and consumer behavior, persuasion and negotiation.
  (10 Hours)

Suggested Readings:
1. Andersen K. E. (1971) Persuasion: Theory and Practice. Allyn and Bacon Publisher
2. O'Keefe D. J. (2015) Persuasion Theory and Research. SAGE Publications, Inc; Third edition
3. Putnam L. L. and Roloff M. E. (1992), Communication and Negotiation. Sage Publication.
4. Berry, M. (2022). The Psychology of Persuasion. Notion Press.
5. Roloff M. E. and Miller G. R. (1980), Persuasion: New Directions in Theory and Research. Sage Publication.

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)
SKILL ENHANCEMENT COURSE
SEMESTER II
SEC 202: TRAIN THE TRAINER
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	
SEC 202 Train the Trainer	2	1	0	1	Graduate in any discipline

Credit: 2 (1 Lecture + 1 Practical)

Course Objectives: By the end of this course, students will be able to:
1. Explain the role of a trainer and key competencies required for effective training.
2. Understand adult learning principles and their application in training design.
3. Identify different instructional design models and methodologies for developing structured training sessions
4. Evaluate training programs using different assessment models.

Learning Outcomes:

After successful completion of this course, students will be able to:
1. Conduct a training needs assessment to determine learning goals.
2. Design, develop and deliver structured training programs using instructional strategies and communication skills.
3. Evaluate training success using assessment models.
4. Incorporate feedback mechanisms for continuous training improvement.

Course Contents:

Unit 1: Training Design & Delivery: Role of a trainer and key competencies; DNA of training – Knowledge, Skills, and Attitude (KSA); Types of training approaches; ADDIE Model; Training cycle; Creating a structured training design; Effective training implementation; Training styles and methods (Case studies, Role Play, Business Games, Decision-Making Exercises); Group training methods (Brainstorming, Group Discussions, Panel Discussions) **(10 Hours)**

Unit 2: Training Evaluation & Trainer Effectiveness: Learning principles; Instructional design; Need analysis and creating learning goals; Instructional methods and learning taxonomies; Training evaluation using Kirkpatrick's Model; Trainer Effectiveness: Verbal and non-verbal communication, active listening, flexibility, constructive feedback, cultural sensitivity, managing training dynamics. **(10 Hours)**

Essential Readings
1. Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). Evaluating training programs: The four levels (3rd ed.). Berrett-Koehler Publishers.
2. Jain, J. (2020). Train the Trainer. Notion Press.
3. Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development (8th ed.). Routledge.
4. Lawson, K. (2016). The Trainer's Handbook. Wiley.
5. Silberman, M. (2010). Active training: A handbook of techniques, designs, case examples, and tips (4th ed.). Wiley.

Suggested Readings
1. Brookfield, S. D. (2013). Powerful techniques for teaching adults. Jossey-Bass.
2. Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). Principles of instructional design (5th ed.). Wadsworth.
3. Horton, W. (2011). E-learning by design (2nd ed.). Pfeiffer.
4. Stolovitch, H. D., & Keeps, E. J. (2011). Telling ain't training (2nd ed.). ATD Press.