

*As per NEP 2020*

# **Four Years Undergraduate in Psychology (Hons with Research)**

Exit option

After one year Undergraduate Certificate in Applied  
Psychology

Two years Undergraduate Diploma in Applied Psychology

Three years with B.Sc. (Honours) in Applied Psychology

Four years B.Sc. (Honours with Research) in Applied  
Psychology

## **CURRICULUM**

*(w.e.f. 2022-23)*



## **DEPARTMENT OF PSYCHOLOGY DOON UNIVERSITY, DEHRADUN**

# UTTARAKHAND (INDIA)- 248001

## FOUR YEAR UNDER GRADUATE PROGRAMME FRAME WORK

### Definitions

1. **Academic credit** – An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

2. **Courses of study** – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. **Discipline Specific Core courses (DSCs)**, **Discipline Specific Electives (DSEs)** and **Generic Electives (GEs)**.

**a) Discipline Specific Core (DSC):** Discipline Specific Core is a course of study, which should be pursued by a student as a mandatory requirement of his/her programme of study. DSCs shall be the core credit courses of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The DSCs specified in the framework would be identified by the concerned Department as core courses to be taught in a Programme.

For example, for award of single discipline specific Honours degree, such as B.Sc. (Honours) in Applied Psychology, B.Com. (Honours), B.Sc. (Honours) Physics and similar such programmes, DSCs shall be the core courses of Psychology, Commerce and Physics, respectively.

However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) in Applied Psychology, the DSCs shall comprise of core credit courses of more than one discipline. For example, for B.Sc. (Honours) in Applied Psychology programme, a student shall study credit courses of psychology disciplines. However, the fourth year of such honours degree programme shall be devoted to the research and specialization.

**b) Discipline Specific Elective (DSE):** The Discipline Specific Electives (DSEs) shall be a pool of credit courses of that particular discipline (single discipline programme of study) or those disciplines (multidisciplinary programme of study), as the case may be, which a student chooses to study from his/her particular discipline(s). There shall be a pool of DSEs from which a student may choose a course of study. The DSEs specified in the framework would be identified by the concerned Department as elective courses to be taught in a Programme.

For example, to pursue B.Sc. (Honours) in Applied Psychology, DSEs chosen should be from a pool of DSEs of Psychology.

**c) Generic Elective (GE):** Generic Electives shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a

pool of courses offered by various disciplines of study (excluding the GE's offered by the parent discipline), in groups of odd and even semesters, from which a student can choose. The GE's specified in the framework would be identified by the concerned Department as GE's to be taught in a Programme.

In case a student opts for DSE's beyond his/her discipline specific course(s) of study, such DSE's shall be treated as GE's for that student.

**d) Ability Enhancement course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC)**

These three courses shall be a pool of courses offered by the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of GE, SEC, VAC, & Internship/ Apprenticeship/Project/ Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

(i) **AEC** courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science and Sustainable Development which will be mandatory for all disciplines.

(ii) **SEC** are skill-based courses in all disciplines and are aimed at providing hands-on training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill based courses, some of which may be offered to students of its discipline while the rest can be open to students of all other disciplines .<sup>1</sup>

(iii) **VAC** courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, presentation skills, sports & physical education and team work which will help in all round development of students.

**3. Honours, Major and Minor in discipline**

**a)** Student may exit after Three years with 132 credits to award the degree of B.A./B.Sc/B.Com/B.BA.(Honours) in Discipline/Subject if he/she earned 80 (from 18 DSC's and 2 DSE's) credits in that Discipline/Subject

**b)** A student pursuing four-year undergraduate programme in a specific discipline (Core course) shall be awarded an appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline at least 50% of the total credits and Honours degree with Major in a Discipline 1 and Minor in Discipline 2 on completion of VIII Semester, if he/she secures in Major Discipline at least 50% of the total credits with Minor Discipline at least 28 credits

### Structure of Four Year Under Graduate Programme Frame work

The details of the structure are provided below in Table –

Sem	DSC	GE/DSE	SEC/Project/ Dissertation/ experiments [practical]	AEC/VAC	Total (credits)
1	(DSC1,DSC2,DSC3) 3x4=12	(GE1) 1x4=4	(SEC1) 1x2=2	(AEC1) (VAC1) 2x2=4	22
2	(DSC4,DSC5,DSC6) 3x4=12	(GE2) 1x4=4	(SEC2) 1x2=2	(AEC2) (VAC2) 2x2=4	22
<b>Exit option after one year with 44 credits to get Under Graduate Certificate in Applied Psychology</b>					
3	(DSC7,DSC8,DSC9) 3x4=12	(DSE1/GE3) ) 1x4=4	(SEC3) 1x2=2	(AEC3) (VAC3) 2x2=4	22
4	(DSC10,DSC11,DS C12) 3x4=12	(DSE2/GE4) ) 1x4=4	(SEC4) 1x2=2	(AEC4) (VAC5) 2x2=4	22
<b>Exit option after Two years with 88 credits to get Under Graduate Diploma in Applied Psychology</b>					
5	(DSC13,DSC14,DS C15,) 3x4=12	(DSE3)(GE 5) 2x4=8	Internship/ Ap prenticeship/ Project/Com munity Outreach' (1x2=2		22
6	(DSC16,DSC17, DSC18,) 3x4=12	(DSE4)(GE 6) 2x4=8	Internship/ Apprenticeshi p/Project/Co mmunity Outreach 1x2=2		22
<b>Exit option after Three years with 132 credits to award the degree of BSc Applied Psychology (Honours) in Discipline/Subject if he/she earned 80 (from 18 DSC's and 2 DSE's) credits in that Discipline/Subject</b>					
7	(DSC19)1x4=4	(DSE/GE) 3x4=12	Dissertation /Academic Project 1x6=6	-	22
8	(DSC20)1x4=4	(DSE/GE) 3x4=12	Dissertation /Academic Project 1x6=6	-	22

**Exit option after Four years with 176 credits to award the degree of BSc (Honours with Research/Academic Project) in Major (Applied Psychology) and Minor (other discipline)**

## **Learning Outcomes**

### **PROGRAM OUTCOMES**

**PO 1:** Students will demonstrate conceptual knowledge in core areas of Psychology.

**PO 2:** Students will effectively apply their learnings to practical psychological issues. (to evaluate psychological developments and evolve alternative solutions).

**PO 3:** Students will demonstrate logical ability to evolve alternative solutions from dynamic psychosocial and cultural perspective.

**PO 4:** Students will demonstrate desirable qualities to be employable in the relevant market.

**PO 5:** Students will show sensitivity towards ethical, moral and social issues arising in their professional career.

**PO 6:** Students will exhibit commitment, teambuilding, leadership and networking skills.

**PO 7:** Students will exhibit lifelong learning skills essential to excel in professional context.

### **Program Specific Outcomes**

**PSO1.** Communicate basic and advanced psychology concepts, research designs, counselling skills, psychotherapies effectively and professionally.

**PSO 2.** Applied psychology theories and application of these concepts to enhance the specific skills to solve day to day problems of clients while working in counseling settings.

**PSO 3.** Identify, analyse, and synthesize scholarly literature related to the field of psychology.

**PSO 4:** Development of research aptitude among students

**PSO 5:** Understand the regional psychological problems of Uttarakhand like effect of migration, natural calamities and religious beliefs

**PSO 5:** Application of psychological interventions in real life situation

### **Course Structure for BSc in Applied Psychology**

<b>Semester I</b>				
<b>S. No.</b>	<b>Type</b>	<b>Credits</b>	<b>Code</b>	<b>Title</b>
<b>1</b>	DSC 1	<b>4</b>	PYC101	Development of Psychological Thought
<b>2</b>	DSC 2	<b>4</b>	PYC102	Basic Psychological Processes
<b>3</b>	DSC 3	<b>4</b>	PYC103	Individual Differences
<b>4</b>	GE 1	<b>4</b>	PYG101	General Psychology
			PYG102	Psychology at Work
<b>5</b>	SEC1	<b>2</b>	PYS101	Experimentation in Psychology [Practical-I]
<b>6</b>	(AEC1)	<b>2</b>		From University's AEC Pool

<b>7</b>	(VAC1)	<b>2</b>		From University's VAC Pool
<b>Total Credits</b>		<b>22</b>		

Semester II				
S. No.	Type	Credits	Code	Title
1	DSC 4	4	PYC151	Life Span Development
2	DSC 5	4	PYC152	Health Psychology
3	DSC 6	4	PYC153	Biopsychology
5	GE 2	4	PYG151	Emotional Intelligence
			PYG152	Foundation of Personality
6	SEC 2	2	PYS151	Experimentation in Psychology [Practical-II]
7	(AEC 2)	2		From University's AEC Pool
8	VAC 2	2		From University's VAC Pool
Total Credits		22	Cumulative credits: 44 (Sem I + Sem II)	
Exit option after one year with 44 credits to get Under Graduate Certificate in Applied Psychology				

<b>Semester III</b>				
S. No.	Type	Credits	Code	Title
<b>1</b>	DSC 7	<b>4</b>	PYC201	Understanding Psychological Disorders
<b>2</b>	DSC 8	<b>4</b>	PYC202	Psychology of Disability
<b>3</b>	DSC 9	<b>4</b>	PYC203	Personality Theories and Assessment
<b>4</b>	DSE 1**	<b>4</b>	PYE201	Counseling Psychology
			PYE202	Organizational Psychology
			PYG201	Inter-Group Relations

	GE 3		PYG202	Psychology for Health and Wellbeing
5	SEC 3	2	PYS201	Experimentation in Psychology [Practical-III]
6	AEC 3	2		From University's AEC Pool
7	VAC 3	2		From university's VAC Pool
Total Credits		22		Cumulative credits: 66 (Sem I + II+ III)
*Students can opt either DSE 1 (from same department) or GE 3 (from other department) ** Any course of DSE 1 or GE 3 will be run by the department from the pool of 2 courses as per the availability of the faculty.				

Semester IV				
S. No.	Type	Credits	Code	Title
1	DSC 10	4	PYC251	Social Psychology
2	DSC 11	4	PYC252	Psychotherapies
3	DSC 12	4	PYC253	Positive Psychology
4*	DSE 2**	4	PYE251	Cognitive Behavioural Therapy
	PYE252		Industrial Relations	
	PYG251		Effective Decision Making	
	GE 4**		PYG252	Personal Growth and Development
5	AEC 4	2		From University’s AEC Pool
6	SEC 4	2	PYS251	Experimentation in Psychology [Practical-IV]
7	VAC 4	2		From university’s VAC Pool
Total Credits		22	Cumulative credits: 88 (Sem I + II+ III + IV)	
*Students can opt either DSE 2 (from the same department) or GE 4 (from other department)				

**\*\* Any course of DSE 2 or GE 4 will be run by the department from the pool of 2 courses as per the availability of the faculty.**

**Exit option after Two years with 88 credits to get Under Graduate Diploma in Applied Psychology**

Semester V				
S. No.	Type	Credits	Code	Title
1	DSC 13	4	PYC301	Cognitive Psychology-I
2	DSC 14	4	PYC302	Psychological Statistics-I
3	DSC 15	4	PYC303	Research Methodology-I
4	DSE 3**	4	PYE301	Clinical Psychology
			PYE302	Human Resource Management
5	GE 5	4	PYG301	Organisational Psychology
			PYG302	Positive Psychology
6	Internship/Project/ Community Outreach	2	PYP301	
Total Credits		22	Cumulative credits: 110 (Sem I + II+ III + IV+V)	

Semester VI				
S. No.	Type	Credits	Code	Title
1	DSC 16	4	PYC351	Cognitive Psychology-II
2	DSC 17	4	PYC352	Research methodology -II
3	DSC 18	4	PYC353	Psychological Statistics-II
5	DSE 4**	4	PYE351	Behaviour Modification
			PYE352	Psychological Skills in Organization
6	GE 6	4	PYG351	Psychological Skills in Organization
			PYG352	Environmental Psychology



7	Internship/Project/ Community Outreach	2	PYP351	
Total Credits		22	Cumulative credits: 132  (Sem I + II+ III + IV+ V + VI)	
Exit option after Three years with 132 credits to award the degree of BSs (Honours) in Applied Psychology [if (S)he earned 80 credits (from 22 DSC's and 2 DSE's) in that Discipline/Subject]				

Semester VII				
S. No.	Type	Credits	Code	Title
1	DSC 19	4	PYC401	Rehabilitation Psychology
2*	DSE 5**	4	PYE401	Research and Publication Ethics
			PYE402	Clinical Case Studies
	DSE 6**	4	PYE403	Evolutionary Psychology
			PYE404	Mindfulness Based Psychotherapies
	DSE 7**	4	PYE405	Applied Psychometry
			PYE406	Gestalt Therapy in Practice
	GE 7***	4	PYG401	Selection and Training
			PYG402	Stress Management
	GE 8***	4	PYG403	Human Resource Management
			PYG404	Cultural Psychology
	GE 9***	4	PYG405	Gender and Sexuality
			PYG406	Educational Psychology
6	Dissertation /Academic Project	6	PYP401	
Total Credits		22	Cumulative credits: 132 (Sem I + II+ III + IV+ V + VI)	
*Students can opt either DSE 5, DSE 6, DSE 7 or GE 7, GE 8 & GE 9. ** Any 3 DSE may be opted from the pool of 6 course [one from each group] *** Any 3 GE may be opted from the pool of 6 course [one from each group]				

Semester VIII				
S. No.	Type	Credits	Code	Title
1	DSC 20	4	PYC451	Psychological Assessment for Abnormal Behavior
2	DSE 8**	4	PYE451	Cultural Psychology
			PYE452	Dialectic Behaviour Therapy
	DSE 9**	4	PYE453	Applied Social Psychology
			PYE454	Acceptance and Commitment Therapy
	DSE 10**	4	PYE455	Test Construction
			PYE456	Psychology of Addictive Behaviours
	GE 10	4	PYG451	Psychological First Aid
			PYG452	Counseling Psychology
	GE 11	4	PYG453	Understanding Psychological Disorders
			PYG454	Psychology of Addictive Behaviours
	GE 12	4	PYG455	Psychotherapies
			PYG456	Mindfulness based Psychotherapies
6	Dissertation /Academic Project/Test construction/ internship in Hospital/Counseling setting	6	PYP451	
Total Credits		22	Cumulative credits: 176 (Sem I + II+ III + IV+ V + VI+VII+VIII)	
*Students can opt either DSE 8, DSE 9, DSE 10 or GE 10, GE 11 & GE 12.				
** Any 3 DSE may be opted from the pool of 6 course [one from each group]				
*** Any 3 GE may be opted from the pool of 6 course [one from each group]				
Exit option after Four years with 176 credits to award the degree of BSc (Honours with Research) in Applied Psychology: Major (Psychology) and Minor (other discipline).				

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List of All DSC Subjects in BSc Applied Psychology				
1 <sup>st</sup> Semester				
1	DSC 1	4	PYC101	Development of Psychological Thought
2	DSC 2	4	PYC102	Basic Psychological Processes
3	DSC 3	4	PYC103	Individual Differences
2 <sup>nd</sup> Semester				
1	DSC 4	4	PYC151	Life Span Development
2	DSC 5	4	PYC152	Health Psychology
3	DSC 6	4	PYC153	Biopsychology
3 <sup>rd</sup> Semester				
1	DSC 7	4	PYC201	Understanding Psychological Disorders
2	DSC 8	4	PYC202	Psychology of Disability
3	DSC 9	4	PYC203	Personality Theories and Assessment
4 <sup>th</sup> Semester				
1	DSC 10	4	PYC251	Social Psychology
2	DSC 11	4	PYC252	Psychotherapies
3	DSC 12	4	PYC253	Positive Psychology
5 <sup>th</sup> Semester				
1	DSC 13	4	PYC301	Cognitive Psychology-I
2	DSC 14	4	PYC302	Psychological Statistics-I
3	DSC 15	4	PYC303	Research Methodology-I
6 <sup>th</sup> Semester				
1	DSC 16	4	PYC351	Cognitive Psychology-II
2	DSC 17	4	PYC352	Research Methodology-II
3	DSC 18	4	PYC353	Psychological Statistics-II
7 <sup>th</sup> Semester				
1	DSC 19	4	PYC401	Rehabilitation Psychology

<b>8<sup>th</sup> Semester</b>				
<b>1</b>	DSC 20	4	PYC451	Psychological Assessment for Abnormal Behavior

List of All DSE Subjects in BSc Applied Psychology				
3 <sup>rd</sup> Semester				
	DSE 1**	4	PYE201	Counseling Psychology
			PYE202	Organizational Psychology
4 <sup>th</sup> Semester				
	DSE 2**	4	PYE251	Cognitive Behavioural Therapy
			PYE252	Industrial Relations
5 <sup>th</sup> Semester				
	DSE 3**	4	PYE301	Clinical Psychology
			PYE302	Human Resource Management
6 <sup>th</sup> Semester				
	DSE 4**	4	PYE351	Behaviour Modification
			PYE352	Psychological Skills in Organization
7 <sup>th</sup> Semester				
	DSE 5**	4	PYE401	Research and Publication Ethics
			PYE402	Clinical Case Studies
	DSE 6**	4	PYE403	Evolutionary Psychology
			PYE404	Mindfulness Based Psychotherapies
	DSE 7**	4	PYE405	Applied Psychometry
			PYE406	Gestalt Therapy in Practice
8 <sup>th</sup> Semester				
	DSE 8**	4	PYE451	Cultural Psychology
			PYE452	Dialectic Behaviour Therapy
	DSE 9**	4	PYE453	Applied Social Psychology
			PYE454	Acceptance and Commitment Therapy
	DSE 10**	4	PYE455	Test Construction
			PYE456	Psychology of Addictive Behaviours

### List of All Generic Subjects in BSc Applied Psychology

1 <sup>st</sup> Semester				
1	GE 1*	4	PYG101	General Psychology
			PYG102	Psychology at Work
2 <sup>nd</sup> Semester				
1	GE 2*	4	PYG151	Emotional Intelligence
			PYG152	Foundation of Personality
3 <sup>rd</sup> Semester				
1	GE 3*	4	PYG201	Inter-group Relations
			PYG202	Psychology for Health and Wellbeing
4 <sup>th</sup> Semester				
1	GE 4*		PYG251	Effective Decision Making
			PYG252	Personal Growth and Development
5 <sup>th</sup> Semester				
1	GE 5*	4	PYG301	Organisational Psychology
			PYG302	Positive Psychology
6 <sup>th</sup> Semester				
1	GE 6*	4	PYG351	Psychological Skills in Organization
			PYG352	Environmental Psychology
7 <sup>th</sup> Semester				
1	GE 7***	4	PYG401	Selection and Training
			PYG402	Stress Management
2	GE 8***	4	PYG403	Human Resource Management
			PYG404	Cultural Psychology
3	GE 9***	4	PYG405	Gender and Sexuality
			PYG406	Educational Psychology
8 <sup>th</sup> Semester				
1	GE 10***	4	PYG451	Psychological First Aid
			PYG452	Counseling Psychology
2	GE 11***	4	PYG453	Understanding Psychological Disorders
			PYG454	Psychology of Addictive Behaviours
3	GE 12***	4	PYG455	Psychotherapies
			PYG456	Mindfulness Based Psychotherapies

**Semester-I**  
**CORE PAPERS**

**PYC101 Development of Psychological Thought**

**Objectives:**

This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.

Review the development of psychological thought and introduce the issues and debates in contemporary psychology.

**Unit 1: Understanding Psyche:** Emergence of psychology: Questions from Western view; Debates: Free Will and Determinism, Empiricism and Rationality. Consciousness, Classical schools and forces of psychology. Scientific method of exploring world.

**Unit 2: Positivist Orientation:** Developments in Behaviourism (Watson), Neo behaviouristic traditions (Skinner), Cognitive revolution- A Paradigm Shift), Psychology in modern India.

**Unit 3: Analytic Debates:** Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural; Developments of Third Force: Humanistic and Existential

**Unit 4: Contemporary Developments:** Feminism and social constructionism, theory in feminism and manifestation of cultural origins, mechanisms, and effects of gender perception and expression

**Course Outcomes:**

**CO1:** Understand the historical background of Psychology and contribution of early schools of Psychology.

**CO2:** analyse Behavioral, Neo-Behavioural and Cognitive movement in psychology.

**CO3:** Analyse Freudian, Neo-Freudian and Humanistic revolution in Psychology.

**CO4:** Understand and apply the contemporary developments in Psychology.

**Readings:**

Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology*, Vol.11(2):147-151.

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist*, 40, 266-275.

Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. *Social Analysis*, Volume 50, Number 2, Summer 2006, pp.25-44.

King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.

Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.

Schultz & Schultz (1999). A History of Modern Psychology. Harcourt College Publishers/ Latest edition available.

St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction.

Wadsworth Publishing Company.

Thomas, Teo. (2005). *The Critique of Psychology: From Kant to Post Colonial Theory*. Springer.

### **PYC102 Basic Psychological Processes**

#### **Objectives:**

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

**Unit-1:** Introduction: What is psychology? Goals and scope of psychology, Methods in psychology; Subfields of psychology; Psychology in modern India.

**Unit-2:** Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.

**Unit-3:** Learning and Motivation: Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts.

**Unit-4:** Memory: Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.

#### **Course Outcomes:**

**CO1.** Understand the basic principles, methodology and fields of Psychology.

**CO2.** Apply the understanding and applications of human psychological processes like memory, learning, motivation and other higher mental processes.

**CO3.** Use experimental knowledge and research methods including critical analysis and its application, analysis and interpretation of data for assessment of human behavior.

**CO4.** Analyse the nature and understanding of cognitive abilities of human beings like memory and implementation in everyday life.

#### **Readings:**

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

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.

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

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

Morgen and King (2001). *Introduction to psychology*. New Delhi: Tata McGraw-Hill.

## PYC103 Individual Differences

### Objective:

To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

**Unit 1: Personality:** Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological-humanistic and social cognitive.

**Unit 2: Intelligence:** Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

**Unit 3: Enhancing individual's potential:** Self-concept in western context, Self-determination theory; Enhancing cognitive potential, Self-regulation and self-enhancement; fostering creativity.

**Unit 4: Indian approach:** concept of Self and identity in Indian thought, the concept of swabhaava, levels of consciousness, *triguna* theory.

### Course Outcomes:

**CO1:** Understand the characteristics of individual differences and develop capacity to critically appraise popular psychology theories of personality.

**CO2:** Understand and evaluate major theoretical perspectives on personality and Intelligence

**CO3:** Discuss Indian perspective of Psychology and evaluate its contribution.

**CO4:** Understand Self-determination theory and apply its principles for self-enhancement.

### Readings:

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

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

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

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

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

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



## Generic 1 (Elective Papers)

### PYG101 General Psychology

#### Objectives:

To provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

**Unit 1: Orientation to Psychology:** Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

**Unit 2: Psychology of Individual Differences:** Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

**Unit 3: Understanding Developmental Processes:** Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson

**Unit 4: Applications of Psychology:** Work: workplace social psychology, harassment, safety, burnout & stress management. Health: Mental and physical well-being. Psychology and legal system

#### Course Outcomes:

**CO1.** Understand the basic principles, methodology and scope of Psychology.

**CO2.** Apply the understanding and applications of human psychological processes like personality, intelligence and emotional intelligence.

**CO3.** Understanding cognitive, moral and psycho-social development models..

**CO4.** Analysing the applications of psychology.

#### Readings:

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman, S.R. (2009). Essentials of understanding psychology (7 Ed.) New Delhi: Tata

McGraw Hill. Glassman, W.E. (2000). Approaches to Psychology (3 Ed.)

Buckingham: Open University Press.

Michael, W., Passer, Smith, R.E. (2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill.

### PYG102 Psychology at Work

#### Objectives:

To understand the meaning and theoretical foundations of I/O Psychology. To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

**Unit 1: Introduction to I/O Psychology:** Definition, Brief History, Contemporary Trends and Challenges

**Unit 2: Work Motivation:** Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity

**Unit 3: Communication in Organizations:** Communication process, purpose of communication in organizations, barriers to effective communication, managing communication

**Unit 4: Leadership:** Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership

### **Course Outcomes:**

**CO1:** Understand the historical and theoretical foundation of Industrial Psychology.

**CO2:** Understand and evaluate the contemporary developments and challenges in Industry setting especially in Indian context.

**CO3:** Analyze various theories and importance of work motivation, communication and leadership at the workplace.

**CO4:** Apply the knowledge of employee attitudes to real life problems in industry

### **Readings:**

Adler, N.J. (1997). Global Leaders: A Dialogue with future history. *Journal of International Management*, 2, 21-33.

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.

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

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

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

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

Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9<sup>th</sup> Edition. New Delhi: Prentice Hall of India

## **Skills Enhancement Course SEC 1**

### **PYS101 Experimentation in Psychology [Practical]**

**(4 Experiments related to core papers)**

**Ability Enhancement course (AEC1)**  
From University's AEC Pool

**Value Addition Course (VAC1)**  
From University's VAC Pool

## SEMESTER-II

### PYC151 Life Span Development

#### Objectives:

To equip the learner with an understanding of the concept and process of human development across the life span to impart an understanding of the various domains of human development. To inculcate sensitivity to socio-cultural context of human development

**Unit 1: Introduction:** Concept of Human Development; Theories, themes and research designs

**Unit 2: Stages of Life Span Development:** Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood, Old age

**Unit 3: Domains of Human Development:** Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development

**Unit 4: Socio-Cultural Contexts for Human Development:** Family; Peers, Media & Schooling; Human Development in the Indian context

#### Course Outcomes:

**CO1:** Understand the concepts and theories of human development.

**CO2:** Explain domains of Human Development and by providing an overview of various western and Indian perspectives related to physical, emotional, cognitive and vocal development through-out the entire lifespan.

**CO3:** Analyze various stages of Life Span Development i.e Prenatal development, Birth and Infancy, Childhood, Adolescence and Adulthood.

**CO4:** Evaluate the influence of social and cultural factors on human development.

#### Readings:

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall. Feldman, R.S. & Babu, N. (2011). *Discovering the Lifespan*. Pearson.

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13 ed.) New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

Hurlock E. (2001). *Developmental psychology: A life span approach* (5<sup>th</sup> ed) McGraw Hill.

## PYC152 Health Psychology

### Objectives:

To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

**Unit 1: Introduction:** Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health

**Unit 2: Behavior and health:** Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

**Unit 3: Health Enhancing Behaviours:** Exercise, nutrition, safety, pain, stress management

**Unit 4: Health and Well-being:** Happiness; Life satisfaction, Psychological Capital: Resilience, self-efficacy, Optimism and Hope

### Course Outcomes:

**CO1:** Understand the biological, behavioural, cognitive and social determinants of health, and risk factors for health.

**CO2:** Analyse characteristics and theories of health behaviour and its implication

**CO3:** Understand and apply individual, group and community-based approaches to health enhancing behaviours.

**CO4:** Evaluate the importance of positive psychology concepts for health

### Readings:

Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill Edition.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Kindersley. Misra, G. (1999). *Stress and Health*. New Delhi: Concept.

Routledge. Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4<sup>th</sup> Ed.). NY: Wiley.

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.

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

## PYC153 Biopsychology

### Objectives:

To explore the biological basis of experience and behaviour. To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

**Unit 1: Introduction to biopsychology:** Nature and scope; Methods and ethics in biopsychology; divisions of biopsychology.

**Unit 2: The Functioning brain:** Structure and functions of neurons; Neural conduction and synaptic transmission. Central Nerves System. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization). Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis.

**Unit 3: Organization of Nervous system:** PNS: types, structure and functions.

**Unit 4: Neuroendocrine system:** Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

**Course Outcomes:**

**CO1:** Understand the nature, scope and methods of Biopsychology

**CO2:** Identify the divisions of the brain and nervous system and analyze their functions.

**CO3:** Identify and analyze the structure of neurons and how neural impulses are generated.

**CO4:** Analyze the function of the neuroendocrine system and discuss the impact of each on behavior

**Readings:**

Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.

Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

## **General Elective 2**

### **PYG151 Emotional Intelligence**

**Objective:**

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

**Unit 1:** Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

**Unit 2:** Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others

**Unit 3:** The relationship between emotions, thought and behaviour; Techniques to manage emotions

**Unit 4:** Applications: Workplace; Relationships; Conflict Management; Effective Leadership

**Course Outcomes:**

**CO 1:** Understand the concept and contemporary models of emotional intelligence and evaluate its importance.

**CO 2:** Understand emotional awareness and compare the emotional expression in self and others

**CO 3:** Understand the relation of emotions, thought and behaviour and apply techniques to manage emotions

**CO 4:** Understand the application of emotional intelligence in real world scenarios

**Readings:**

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

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

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books. Singh, D. (2003).

*Emotional intelligence at work (2 nded.)* New Delhi: Response Books.

### **PYG152 Foundations of Personality**

#### **Objectives:**

To help students understand the notion of personality, its types, the determinants of influencing personality.

**Unit-1:** Definition of Personality and its basic theoretical approaches to personality. Freud; Jung; Adler, Karen Horney, Erich Fromm, Sullivan,

**Unit-2:** Humanistic Theories: Allport's Theory of personality, Need Theory of Murray, Maslow Theory of personality, Roger's Theory,

**Unit-3:** Trait and Field Theories: Cattell's Factor Analytic Theory, Eysanck's Theory of Personality, Lewin's theory of Personality

**Unit-4:** Rotter's Locus of Control, Seligman's Explanatory styles, Kohlberg's theory of Moral development. Indian approach to personality: Theory of *Trigunas*, Theory of *panch koshas* (five sheaths of human existence), Development of *Koshas*

#### **Course outcomes:**

**COS 1.** basic component of personality and self-concept

**COS 2.** identify factors related to personality formation

**COS 3.** understating about the type of personalities

**COS 4.** discussion on personality assessment

#### **Readings:**

Cloninger, S. C. (2008). *Theories of personality: Understanding persons* (5th ed.). New York: Pearson.

Funder, D. C. (2010). *The personality puzzle*. New York: W. W. Nortorn & Company,

Mayer, J. D. (2007). *Readings in personality psychology* (1" ed.). New York: Pearson.

Phares, E. J., & Chaplin, W. F. (1997). *Introduction to personality* ( 4'h ed.). New York: Addison-Wesley-Longman.

Singh, A. K. (2010). *Vyaktilva ka manovigyan*. Varanasi: Motilal banarasidas.

### **PYS-151: Experimentation in Psychology [Practical]**

**(4 Experiments related to core papers)**

#### **AEC2**

From University's AEC Pool

#### **VAC2**

From University's VAC Pool

## **SEMESTER-III**

### **PYC201 Understanding Psychological Disorders**

#### **Objectives:**

The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.

**Unit 1:** Understanding Abnormality: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment

**Unit 2:** Clinical Picture and etiology of Disorders I: Anxiety disorders; Somatoform disorders – Hypochondriasis and Conversion disorders

**Unit 3 :** Clinical Picture of: Mood disorders; Eating disorders; Sexual disorders: Gender Identity Disorder

**Unit 4:** Clinical Picture: Schizophrenia; Borderline Personality Disorder, Anti-Social Personality Disorders; Disorders of Development: Learning disorder/ Mental Retardation, ADHD, Autism

#### **Course Outcomes:**

**CO1:** Understand the concept of Abnormality by applying the knowledge of assessment, diagnosis, classification system

**CO2:** Explain various Theoretical approaches on abnormal behavior as Biological, familial, cultural, behavioral, cognitive and psychodynamic

**CO3:** Describe the etiology of anxiety disorders, conversion disorders and Dissociative disorder.

**CO4:** Identify and explain the etiology and dynamics of various Developmental disorders, Substance related disorders and eating disorders.

#### **Readings:**

Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer,K. (2001). Clinical Psychology.Oxford : Heinemann Educational Publishers

Carson,R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

David Barlow H. & Durand V. Mark, 7thEdition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition

Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi :Cengage learning



## **PYC202 Psychology of Disability**

### **Objectives:**

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

**Unit 1:** Conceptualizing Disability: An Introduction; Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique; Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust; Issues of language and its consequent labeling: How disability gets constructed: the power of language

**Unit 2:** Theorizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

**Unit 3:** Making of a disabled Identity, Documenting Disability: Problems of Certification; Issues of Access: Built and Psychological, Issues of Education and Employment; Family, Care & Support Structures; Intimacy and Sexuality: Marriage, Companion relationships

**Unit 4:** Designing Interventions; Legislations, Psychotherapeutic approaches; Appreciating heterogeneity of different disabilities; Contemporary debates: euthanasia and prenatal selection

### **Course Outcomes:**

**CO1:** Develop understanding of the disability from the psychological perspective.

**CO2:** Analysing disability as a social, cultural, historical and political phenomenon.

**CO3:** Critically appraising various disability definitions, theories, cultural meanings and representations,

**CO4:** Designing interventions for disability and understanding contemporary debates and issues around disability.

### **Readings:**

Chib, M. (2011). One Little Finger. New Delhi: Sage Publications Pvt. Ltd.

Dalal A .K & Misra Girishwar (2010). The Core and Context of Indian Psychology Psychology and Developing Societies, 22, (1), 121–155

Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. Arab Journal of Rehabilitation, 5, 15-21.

Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. Psychology and Developing Societies, 12: 67-82.

Dalal, A. K. (2002). Disability rehabilitation in a tradition Indian society. In M. Thomas and M. J. Thomas. (eds), Selected readings in community based rehabilitation, Series 2, Asia Pacific Disability Rehabilitation Journal, 1, 17-26.

Dalal, A. K., & Pande, N. (1999). Cultural beliefs and family care of the children with disability. Psychology and Developing Societies, (11), 55–75.



Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern psychology. In Matthijs Cornelissen, Girishwar Misra, & Suneet Varma (eds) Foundations of Indian Psychology: Practical applications (Vol. 2) Longman, Pearson Education, New Delhi

Ghai, A. (2015). Rethinking Disability in India. India: Routledge.

Ghai, A. (2010). Psychology of Disabled in G. Misra (Ed.) Psychology in India: Advances in research. New Delhi: Pearson education.

Ghai, A. (2006 [2003]) (Dis)Embodied Form: Issues of Disabled Women. New Delhi: Shakti Books.

Goodley, D & Lawthom, R. (2006). Disability And Psychology: Critical Introductions And Reflections. Palgrave Macmillan.

### **PYC203 Personality Theories and Assessment**

#### **Objectives:**

The course aims to provide an introduction with various Personality theories and their practical application. It provides the learners to compare among various viewpoints of Personality theorists.

**Unit 1:** Introduction, Nature & Definition of Personality, Determinants of Personality, Assessment of Personality: Psychometric Methods and Projective Methods

**Unit 2:** Psychoanalysis School: Beginning of Personality assessment., Contribution of Freud, Jung, Adler, Eric Fromm, Karen Horney and Erikson

**Unit 3:** Approaches of Personality, Person Centred Approach: Murray's Personology, Organismic Theory; Trait Type Approach: Allport, Kretschmar & Sheldon; Factorial Approach: Cattell, Eysenck.

**Unit 4:** Humanistic and Existential Theories; Contribution of Maslow and Rogers, Contributions of Victor Frankl and Rollo May

#### **Course Outcomes:**

**CO1:** Understand and discover Personality as a psychological concept and examine the determinants of an individual's personality.

**CO2:** Compare and contrast the various viewpoints of Psychoanalytic School of Psychology.

**CO3:** Analyze the different approaches of personality psychology.

**CO4:** Evaluate Post-psychoanalytical approaches of personality and examine the contribution of Humanistic psychologists in the development of Personality psychology.

#### **Readings:**

Allyn and Bacon. Aiken, L.R. (1996). Personality Assessment: Methods and Practices (2nd Ed.). Seattle: Hogrefe and Huber.

Burger, J. M. (2010). Personality. (8th ed.). Wadsworth Publication.

Engler, B. (2014). Personality Theories. (9th ed.). Wadsworth Cengage Learning.

Kellerman, H. & Burry, A. (1997). Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report (3rd Ed.). Boston:

## **PYE201 Counseling Psychology**

### **Objectives:**

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

**Unit 1:** Introduction: Nature and Goals; Counselling as a profession: professional ethics; The effective counsellor: personality characteristics; Counselling status of counselling psychology in India

**Unit 2:** Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships

**Unit 3:** Techniques of Counselling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

**Unit 4:** Counselling Applications: Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse

### **Course Outcomes**

**CO1:** Understand the meaning, goals and process of counseling.

**CO2:** Analyse various techniques and approaches of counseling used in psychology.

**CO3:** Evaluate various contemporary trends and developments in the field of counseling along with Indian yogic and meditative techniques.

**CO4:** Apply Counseling skills as an intervention in varied clinical setting.

### **Readings:**

Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Geldard, K. & Geldard, D. (2011). Counselling Children: A Practical Introduction ( 3rd Ed.) New Delhi: Sage.

Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.

Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson

## **PYE202 Organizational Psychology**

### **Objectives:**

To develop an awareness of the concepts related to organizational behavior. Help the students develop connectivity between concepts and practices of organizations.

**Unit 1:** Introduction: Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting.

**Unit 2:** Individual level processes: Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation; Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign

**Unit 3:** Dynamics of Organizational Behavior: Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism, Emotional Intelligence

**Unit 4:** Leadership: Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership

### **Course Outcomes:**

**CO1:** Understand the historical and theoretical foundation of Organisational Behaviour and Industrial Psychology.

**CO2:** Understand and evaluate the contemporary developments and challenges in Industry setting especially in Indian context.

**CO3:** Understand individual level processes like employee attitudes and their conceptual development.

**CO4:** Analyze various theories and importance of work motivation, job satisfaction and leadership at the workplace.

### **Readings:**

Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.

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

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

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

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

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

Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.  
Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.),

Handbook of Psychology. New Delhi: Oxford University Press.

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

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

Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage.

### **PYG201 Inter-Group Relations**

#### **Objective:**

To understand the significance of healthy inter-group relations for the society and learn the strategies of resolving intergroup conflicts.

**Unit 1:** Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

**Unit 2:** Social categorization and conflict: In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

**Unit 3:** Cultural aspects of intergroup relations: Social identity, Stereotypes, case studies in the Indian context.

**Unit 4:** Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies.

#### **Course Outcomes:**

**CO1:** Understand and analyse the nature of inter-group relations.

**CO2:** Understand the concepts of social categorization, conflict, social identity and cognitive biases and stereotypes.

**CO3:** Relate the concepts to Indian context to understand the impact of cultural on inter-group relations.

**CO4:** Analyse psychological theories relating to conflict and suggest ways to promote cooperation.

#### **Readings:**

Baron, R.A., Branscombe, N.R, Byrne, D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.

Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.

Smith, P.B., Bond, M.H & Kagitcibasi, C. (2006) Understanding social psychology across culture. New Delhi : Sage Publications.

Zorsyth, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth .

## **PYG202 Psychology for Health and Wellbeing**

### **Objective:**

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

**Unit 1:** Illness, Health and Well-being: Continuum and Models of health and illness: Medical, Bio- psychosocial, holistic health; health and well-being.

**Unit 2:** Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

**Unit 3:** Health Management: Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

**Unit 4:** Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

### **Course Outcomes:**

**CO1:** Understand the models of illness, health and well-being.

**CO2:** Analyse sources of stress and their impact.

**CO3:** Apply strategies for stress management and health management.

**CO4:** Understanding the concepts of human strength and its application.

### **Readings:**

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

DiMatteo, M.R. & Martin, L.R.(2002). Health psychology.New Delhi: Pearson. Forshaw, M. (2003).Advanced Psychology: Health Psychology. London: Hodder and Stoughton. Hick,

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

## **PYS201 Experimentation in Psychology [Practical]**

**(4 Experiments related to core papers)**

### **AEC3**

From University's AEC Pool

### **VAC3**

From University's VAC Pool

## **SEMESTER -IV**

### **PYC251 Social Psychology**

#### **Objectives:**

Develop an understanding of the individual in relation to the social world. Introduce students to the realm of social influence, as to how individuals think, feel and behave in social situations.

**Unit 1:** Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology

**Unit 2:** Understanding and evaluating the social world: Social cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change

**Unit 3:** Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence, socialization, acculturation

**Unit 4:** Group Dynamics and Inter-group relations: Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, inter- group conflict, intervention techniques)

#### **Course Outcomes:**

**CO1:** Understand the nature and scope of Social psychology.

**CO2:** Discuss the levels of social behaviour and understand the influences of societal variables on human behaviour.

**CO3:** Identify the characteristics that influence Social cognitions (i.e., attitude, prejudice) and Social Interactions (i.e., altruism, aggression, Interpersonal attraction).

**CO4:** Critically evaluate the contemporary areas of development in Social Psychology (i.e., applied psychological science, cross-cultural research, social cognition, and also the evolutionary approach).

#### **Readings:**

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson. Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Wadsworth.

Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill. Hogg, M. & Vaughan, G.M. (2008). Social Psychology. Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.

Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson

## **PYC252 Psychotherapies**

### **Objective:**

This course aims to introduce the students with the therapeutic techniques used in Psychology. It further enables the learners to understand the use and effectiveness of therapy according to the psychological illness of the individual. It also deals with the current trends to meet the industrial demands and ethical issues of Psychotherapy.

**Unit-1:** Psychotherapy: Meaning, Nature & Scope Variables affecting Psychotherapy: Specific Variables: Client Variable, Therapist Variable, Process variables, Social & Environmental Variable Non-Specific Variables: Spontaneous cure, Placebo Effect

**Unit-2:** Psychoanalytic Therapies Freud's Psycho-analytic Therapy, Adlerian Psychotherapy, Transactional Analysis (TA)

**Unit-3:** Humanistic Therapies Client-Centered Therapy, Existential Therapy and Gestalt Therapy

**Unit-4:** Behaviour Therapy, Cognitive Behavior therapy, Yoga, Meditation, relaxation techniques.

### **Course outcomes:**

**CO1:** Develop understanding of therapeutic interventions for the various psychological disorders.

**CO2:** Understand techniques for dealing with moderate to severe psychopathology

**CO3:** Apply various individual and group psychotherapeutic devices and be aware about the ethical issues of the field.

**CO4:** Analyze current trends in the interventions.

### **Readings:**

Pomerantz, A. M. (2011). Clinical Psychology: Science, Practice & Culture (2nd Ed.). New Delhi: Sage Publications.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). Introduction to Clinical Psychology (4th Ed). New Jersey: Prentice Hall.

Korchin, S. J. (1975). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers & Distributors.

Spiegler, M.D. & Guevermont, D.C. (1998). Contemporary Behaviour Therapy. (3rd Ed.). US: Brooks/Cole.

Claringbull, N. (2011). Mental Health in Counseling and Psychotherapy. UK: Short Run Press.

Bellack, A. S. & Hersen, M. (1980). Introduction to Clinical Psychology. New York: Oxford University Press.

Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). The Clinical Psychology Handbook, New York: Pergamon. Davidson, P.W.,



## **PYC253 Positive Psychology**

### **Objective:**

This course provides an in-depth exploration of the theories, research, and applications of positive psychology. Students will examine topics such as well-being, resilience, strengths, happiness, positive emotions, and flourishing. Through readings, discussions, and practical exercises, students will gain an understanding of how positive psychology principles can be applied to enhance individual and collective flourishing.

**Unit 1:** Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, VIA classification of Character Strengths and virtues, Clifton's Strength Finder.

**Unit 2:** Positive Emotional States and Processes: Happiness, Interpersonal strength and Well-being: Forgiveness, Gratitude, kindness, Empathy. measurement of strength Positive Affect and Positive Emotions, Emotional Intelligence, Resilience, Mindset: Fixed, Growth and multicultural.

**Unit 3:** Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness, Grit and determination, Self-compassion, Forgiveness: Self forgiveness vs Interpersonal forgiveness

**Unit 4:** Positive Interventions: Overview of positive psychology interventions (PPIs); Examples of PPIs: gratitude exercises, savoring, mindfulness, Positive Education: Integrating positive psychology into educational settings; Teaching well-being and character strengths in schools; Impact on academic performance and student well-being. Applications in ageing and health, Role of affirmations.

### **Course Outcomes:**

**CO1:** Understand the concepts of Positive psychology with Indian and Western perspectives and identify the difference between Character Strengths and virtues.

**CO2:** Discuss various affective and cognitive components of positive mental state.

**CO3:** Understand and relate the application of positive psychology in various real life settings

**CO4:** Develop the skills and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

### **Readings:**

Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

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

Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.

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

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



## **PYE251 Cognitive Behavioural Therapy**

### **Objectives:**

To introduce the fundamental concepts of the approach of CBT. To understand its applications in various psychological problems. To make students self-therapist with the help of CBT

**Unit 1:** Basic Principles of Cognitive Therapy, Theoretical foundations of CBT, Misconception about CBT, Recognizing cognitive distortions & emotions

**Unit 2:** Identifying negative automatic thoughts (NAT), Identifying underlying assumptions and rules, Uncovering core beliefs, Developing new core beliefs and strengthening existing core beliefs

**Unit 3:** Case conceptualization, Structuring sessions, Cognitive Behavioural Techniques Assignments & Role play, Application of Cognitive Behaviour Therapy in counselling settings, Limitations

**Unit 4:** CBT for: Stress and coping, anxiety and fear, treating depression, anger and rage, traumatic injuries, forgiveness, chronic pain, embracing imperfection, childhood trauma and neglect.

### **Course Outcomes:**

**CO1:** To apply the concepts of CBT

**CO2:** Develop the skills and competence to apply CBT

**CO3:** To make student their self-therapist

**CO4:** Practical application in various psychological problems

### **Readings:**

Judith S. Beck and Aaron T. Beck (2011). Cognitive Behavior Therapy, Second Edition: Basics and Beyond, 2nd edition, The Guilford Press;

Jeffrey A. Cully (2008). A Therapist's Guide to Brief Cognitive Behavioral Therapy. Published by the Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center (MIRECC),

David F. Tolin (2016). Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions. The Guilford Press; Illustrated edition

## **PYE252 Industrial relations**

### **Objective:**

This course aims at providing the students the intricacies of industrial relations so that a healthy environment is developed for functioning of employees

**Unit-1:** Industrial Relations: Concept, Scope, Objectives of IR, Functional Requirement of good IR Program, Human Relations and Industrial Relations.

**Unit-2:** Trade Union: Concept of Industrial unions, function of trade unions, Registration of Trade unions, Types of Trade unions, Trade union movement, Code of conduct, Code of Discipline.

**Unit-3:** Collective Bargaining: Concept, objective, bargaining process, Pre-requisites for successful collective Bargaining. Industrial Disputes: Meaning, courses, Types (Strikes, Lockouts & Demonstration), prevention and settlement of Industrial Disputes.

**Unit-4:** Industrial Democracy: Meaning, Workers Participation, Prerequisites of WPM. Grievance Handling: Concept, meaning, objective, Processes of grievances handling, Type of grievance handling processes, Code of Discipline and code of Conduct.

### **Course Outcomes:**

**CO1:** student will able to understand Industrial Relations

**CO2:** Develop the skills and competence to use knowledge in practical settings

**CO3:** To deliver the knowledge of collective bargaining

**CO4:** Practical application in various problems in industrial relations

### **Readings:**

Arora ,M. (1999): Industrial Relations. Excel Books

Monappa, Arun Nambudiri, Ranjeet and Selvaraj, Patturaja (2012) Industrial Relations and Labour Laws. MC Graw Hill

Ravindranath E 1: (2013) Industrial Relations in India: A Practitioner's Handbook. McGraw Hill Education (India) Private Limited

Srivastava, S.C. (2014) Industrial Relations and Labour Laws. Vikas Publications

Venkat Ratnam, C.S. & Dhal, Manoranjan(2017): Industrial Relations. Oxford University Press.

## **PYG251 Effective Decision Making**

### **Objective:**

Students will learn various strategies which will enable them to make good decisions in life.

**Unit 1:** Introduction: What is decision making? Importance of making good decisions.

**Unit 2:** Decisions regarding career: Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices/career.

**Unit 3:** Decision making in interpersonal context: Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions

**Unit 4:** Decision making at the workplace: developing competencies and skills required for effective decision making

### **Course Outcomes:**

**CO 1:** Understand the models of decision making and evaluate its importance.

**CO 2:** Apply decision making models for optimizing decisions relating to self and career.

**CO 3:** Apply decision making models for conflict management and negotiation in interpersonal context.

**CO 4:** Understand the application of decision making in workplace.

### **Readings:**

Adler, R.B & Proctor, R.F (2009).Communication Goals and Approaches. Wadsworth cengage Learning, India

Chadha, N.K. & Bhatia, H. (2014).Career Development-different voices, different choices. The Readers Paradise: New Delhi.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009).Developing soft skills. Pearson Education, India.

## **PYG252 Personal Growth and Development**

### **Objectives:**

To facilitate the process of self-discovery and the development of emotional, cognitive and interpersonal competencies for personal growth and effectiveness using the experiential learning paradigm.

**Unit 1:** Understanding the Self, the self-concept and self-esteem, Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories

**Unit 2:** Emotional Competence: Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence

**Unit 3:** Cognitive Competence: Setting and achieving goals; Effective time management; Metacognitive strategies

**Unit 4:** Interpersonal Competence, Effective interpersonal communication (conversational skills, listening skills, reading non-verbal messages, improving communication climates), Intimacy and self-disclosure in close relationships, Managing interpersonal conflicts

### **Course Outcomes:**

**CO1:** Develop and exhibit an appropriate sense of self.

**CO2:** Inculcate the characteristics of responsible and confident social being.

**CO3:** Nurture themselves as well balanced personalities with emotional intelligence and human values.

**CO4:** Develop into competent global professionals and lifelong learners

### **Readings:**

Adler, R. B., & Proctor II, R.F. (2012). Looking out/Looking in.(14th ed.). USA: Wadsworth Cengage Learning

Haddon, P. F. (1999). Mastering personal and interpersonal skills. London: Thorogood

Robbins, S.P. & Hunsaker, P. L. (2008).Training in interpersonal skills:Tips for managing people at work.(5th ed.).New Delhi: PHI Learning

Schraw, G. (1998). Promoting general metacognitive awareness. Instructional Science, 26,113-125.

Waters, S. H. & Schneider, W. (2010). Metacognition: Strategy use and instruction. New York: Guilford Press (Chapters 9 and 10).

Weiten, W. & Lloyd, M.A. (2006). Psychology applied to modern life: Adjustment in the 21st century.(8<sup>th</sup> ed.).USA: Thomson Wadsworth

**SEC4**

**PYS251 Experimentation in Psychology [Practical]**

**(4 Experiments related to core papers)**

**AEC4** From University's AEC Pool

**VAC4**

From University's VAC Pool

## SEMESTER-V

### PYC301 Cognitive Psychology-I

#### Objectives:

To Explore the field of cognitive psychology. To provide a foundation on which to build an understanding of the topics in cognitive processes like perception. To Describe some of the learning theories. To provide understanding on cognitive processes like memory

**Unit- 1:** Emergence of cognitive psychology: Research methods and Applications in cognitive psychology: Attention: Nature and definition; Information processing. Selective attention, Models-Filter and Attenuation; Divided attention, bottom up and top-down approaches

**Unit-2:** Perception: Gestalt and physiological approaches, Perceptual Organization: Figure and Ground, Perceptual constancies; Illusions, Perception of Form, Perceptual sets, Depth and Movement, Role of motivation and learning in perception, Signal detection theory, Subliminal perception, information processing approach to perception, culture and perception, perceptual styles, Pattern recognition, Ecological perspective on perception. Extra sensory perception

**Unit-3:** Learning Process: Fundamental theories: Thorndike, Guthrie, Hull Classical Conditioning: Procedure, Instrumental learning: Reinforcement: Basic variables and schedules; Behaviour modification, Latent learning, observational learning. Verbal learning and Discrimination learning Recent trends in learning: Neurophysiology of learning

**Unit 4:** Encoding, Storage, Retrieval Stages of memory: Sensory memory, Short-term memory (Working memory), Long-term Memory (Declarative – Episodic and Semantic; Procedural); Models of memory: Levels of processing, Parallel distributed processing, Information processing; Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting

#### Course outcomes:

**CO1:** emergence of cognitive psychology and its research methods and areas

**CO2:** understanding of various approaches of perception, understanding of concepts related to perception like subliminal perception, pattern recognition and extra sensory perception

**CO3:** applications of learning theories in various aspects of life and in psychotherapies

**CO4:** understanding of the process of memory and forgetting & including various theories of memory and forgetting

#### Readings:

Cofer, C.N., & Appley, M.H. (1964). Motivation: Theory and Research. New York: Wiley

Eysenck, M. W., & Keane, M. T. (2015). Cognitive psychology: A student's handbook. Psychology Press.

Goldstein, E. B. (2019). Cognitive psychology: Connecting mind, research, and everyday experience (5th ed.). Cengage Learning.

Margret, W., Matlin, Hugh, J. & Foley (4th Edition). Sensation and Perception.

Neisser, U. (1967). Cognitive psychology. Appleton-Century-Crofts.

Passer & Smith, (2007). Psychology. Pearson Education.

Postman, L., & Egen, J. P. (1949). Experimental Psychology: An Introduction. New York: Harper and Brothers

Sternberg, R. J., & Sternberg, K. (2016). Cognitive psychology. Cengage Learning.

## **PYC302 Psychological Statistics-I**

### **Objective:**

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

**Unit 1:** Relevance of Statistics in Research; Descriptive and Inferential Statistics; Variables and Constants; Nature of Psychological Measurement; Measurement Scales; Frequency; Distribution and Graphic representation of data. Measures of Central Tendency: Computation of Mean, Median and Mode and their uses.

**Unit 2:** Measures of Variability: Computation of Quartile and Standard Deviations; Cumulative Distribution; Decile; Percentiles; Standard Scores and their uses.

**Unit 3:** Correlations: Meaning and Methods, Spearman and Pearson techniques. Standard Error of Mean: Significance of the difference between means and Partial and Multiple correlation.

**Unit 4:** Parametric test [z-test, t-test,] ANOVA [One-way, Factorial], MANOVA, ANCOVA.

### **Course Outcomes:**

**CO1:** Discuss statistical methods for the social and behavioural sciences.

**CO2:** Apply Various Statistical tools utilized in descriptive statistics of quantitative research.

**CO3:** Use the concepts of central tendency and dispersion, and be able to compute related statistics.

**CO4:** Calculate descriptive and inferential statistics, and test hypotheses using the suitable inferential distributions and formulae.

### **Readings:**

Chadha, N.K. (1991). Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi

Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.

Gravetter, F.J. & Wallnau, L.B. (2009). Statistics for the Behavioral Sciences (9th Ed.). USA: Cengage Learning.

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

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

## **PYC303 Research Methodology -I**

### **Objective:**

To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

**Unit 1:** Research: Meaning, Definition, Need, Application in Social science.

**Unit 2:** Research Process: Steps Involved in Psychological Research. Research Problem-Source and Criteria, Formulating a Problem. Hypothesis: Statement, characteristics, Types, and Error. Variables: Definition, Types (Independent, Dependent, and Extraneous), and Techniques of controlling Extraneous variables.

**Unit 3:** Sampling: Methods under probability and non-probability, sampling error. Data Collection: Primary and Secondary source of data, Observation, Survey [Interview, Questionnaires]. Ethics in conducting and reporting research

**Unit 4:** Paradigms of Research, Types of Research: Quantitative (Descriptive, Correlational, and Experimental), Qualitative (Focus groups, Case studies, content analysis), and Mixed methods.

### **Course outcomes:**

**CO 1:** Discuss different methodological approaches and paradigms that have been used to study psychological processes.

**CO 2:** Understand and evaluate the process and methods of quantitative and qualitative psychological research.

**CO 3:** Explain types of variables and characteristics of a psychological test.

**CO 4:** Understand and apply various methods of data collection in psychological research.

### **Readings:**

Bordens, K.S. & Abbott, B.B.(2006). Research and Design Methods: A Process approach. ( 6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) Statistics in Psychology and Education. Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty, C. (2014). Research Methods Statistics in Psychology. (2nd Ed.) New Delhi;Sage.

Helode, R.D. (2012). Basic of Research in Behavioural Sciences. Wardha; Psychoscan.

Mangal, S.K. and Mangal, S. (2013). Research Methodology in Behavioural Sciences. Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). The Process of Research in Psychology. (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid, H (2015) Research Methodology: Principals Methods and Practices. Delhi; Manglam.

Mohanty, B. and Misra, S. (2016). Statistics for Behavioural and Social Sciences, New Delhi: Sage.

Nestor, P.G. and Schutt, R.K. (2012) . Research Methods in Psychology: Investigating Human Behavior. New Delhi :Sage .



Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2000). Research Methods in Psychology. (5th Ed.) New Delhi: McGraw Hill.

Siegel, S. (1994) Non-Parametric Statistics. New York: McGraw Hill

Singh, A.K. (2011). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan (Publishers & Distributors).

Singh, R. and Radheshyam & Gupta, L. (2015). Fundamental Statistics For Social Sciences. Rohtak: Intellectual Foundation (India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). Research Methods for the Behavioural and Social Sciences. New Jersey: John Wiley.

### **PYE301 Clinical Psychology**

#### **Objectives:**

To have extensive knowledge of mental illness and how to diagnose and treat it. To be able to conduct research in the field of mental health. To be able to perform research and collect data to enhance the understanding of clinical psychology.

**Unit 1-** Clinical Psychology - Definition and Characteristics, Professional activities and employment settings, Distinguishing clinical psychology from related professions, Training in clinical psychology, ethical and legal issues. What is Abnormal Behaviour, Mental illness – Importance of Diagnosis, Classification Systems; Causes of Abnormal Behaviour and Mental Illness

**Unit-2:** Approaches to Clinical Psychology: Biological, Psychological, Psychoanalytic, Behaviouristic, Humanistic. Methods to Study Clinical Psychology: Epidemiological, Experimental, Correlational

**Unit- 3:** Clinical Interview: Goals, General skills and specific behaviours of interviewer, Components of clinical interview, Types of clinical interviews and issues related to clinical interviews, Reliability and Validity of Interviews.

**Unit 4:** Clinical Assessment: Types of referral settings - Psychiatric setting, General medical setting, Phases in clinical assessment, ethical practice of assessment. Psychological report general guidance guidelines and format.

#### **Course outcomes:**

**CO1-** Understanding fundamental concept of clinical Psychology

**CO2-** Exploration of various Classification Systems

**CO3-** Use of Clinical Interview and apply the knowledge in clinical setting

**CO4-** Application of Clinical Assessment in various settings

#### **Readings:**

Hecker, J. E., & Thorpe, G. L. (2005). Introduction clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.

Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press. 3. Holt, R. R. (Ed.) (1984). Diagnostic psychological testing (Revised edition). New York: International Universities Press. ,



- Kaplan, R. M., & Saccuzzo, D. P. (2001). Psychological testing: Principles applications, and issues (5th ed.). New Delhi, India: Asian Books Pvt. Ltd. 5. Marks, D. F., & Yardley, L. (Eds.) (2004). Research methods for clinical and health psychology. New Delhi, India: Sage.
- Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). Case analysis for abnormal psychology: Learning to look beyond the symptoms. Philadelphia, USA: Psychology Press.
- Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.
- Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning. 9. Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? Oxford UK: Oxford University Press
- Bellack, A. S., & Hersen, M. (1980). Introduction to clinical psychology. New York: Oxford University Press.
- Korchin, S. J. (1986). Modern clinical psychology. Delhi: CRR Publishers and Distributors.
- Ray, S. D. (1996). The practice of psychotherapy. New Delhi: New Age International.
- Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.
- Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.

### **PYE302 Human Resource Management**

#### **Objective:**

To help students understand the various processes and issues inherent in organizations related to human resources.

**Unit 1:** Nature, Scope, History of Human Resource Management, Role of Hawthorne Studies. Human Resource Planning and Recruitment: Establishing Role Prescriptions, Job Analysis, Designing and Changing Organizations, Personnel Selection.

**Unit 2:** Stress and Coping at Work Place: Concepts and indicators, Sources of Stress Family, individual, work stressors and social stressors, General Adaptation Syndrome Model, coping with stress- Problem focused, emotion focused.

**Unit 3:** Personnel Training and Management Development: Goals, Establishing Training Needs, Methods and Approaches in Training, Management Development Techniques: Human Relations and Sensitivity Training.

**Unit 4:** Performance Appraisal and Career Development: Objectives, Methods and factors affecting performance appraisal, Judgment Appraisal, Objective Measures of Productivity and Profit, Career Appraisal, Career Development, Planning, stages, Career Self-Management and evaluation.

#### **Course Outcomes:**

**CO1:** Understand of the concept of human resource management and to understand its relevance in organizations.

**CO2:** Analyse the strategic issues and strategies required to select and develop human resources.

**CO3:** Appraise the concept and model of Organisational change and development.

**CO4:** Evaluate the impact of globalisation and other contemporary issues in HRM

**Readings:**

Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.

Bhatnagar, J. & Budhwar, J.(2009). The changing face of people management in India. London: Routledge.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises ( 3rd Ed). New York: Routledge.

Chadha, N.K. (2005) Human Resource Management-Issues, case studies and experiential exercises. (3rd ed.) New Delhi: Sai Printographers.

DeCenzo, D.A.& Robbins, S.P.(2006). Fundamentals of human resource management.(8th Ed). NY: Wiley.

DeLenzo, D.A. & Robbins, S.P. (1996). Human Resource Management. New York: Wiley & Sons.

Miner, J.B. (1969). Personnel Psychology. MacMillan Press.

Schultz, D. & Schultz, S.E. (2004) (8th Edition). Psychology and Work Today. New Delhi: SAGE

**PYG301 Organisational Psychology**

**Objectives:**

To understand the historical and theoretical foundation of Organisational Behaviour and Industrial Psychology and Dynamics of Organizational Behavior

**Unit -I:** Introduction: Meaning, nature, scope, history & development, problems, key areas of industrial psychology, research methods used in Organisational psychology. Individual level processes: Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour

**Unit 2:** Dynamics of Organizational Behavior: Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism, Emotional Intelligence

**Unit 3:** Leadership: Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership. Motivational basis of Organizational Behaviour: McClelland's Need Theory, Herzberg 's X and Y theory, Maslow's Theories of Motivation, Vroom's theory of expectancy, application.

**Unit 4:** Communication model, importance, networks, types of interpersonal communication, Context: Transitions analysis, Johari window, communication barriers, managing communication, system of IT. Decision making: Decision making process, Behavioural decision making, participative decision making, role of IT in decision making, individual & group decision making techniques.

**Course Outcomes:**

**CO1:** Understand the historical and theoretical foundation of Organisational Behaviour and Industrial Psychology.

**CO2:** Understand and evaluate the contemporary developments and challenges in Industry setting especially in Indian context.

**CO3:** Understand individual level processes like employee attitudes and their conceptual development.

**CO4:** Analyze various theories and importance of work motivation, job satisfaction and leadership at the workplace.

### **Readings:**

Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.

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

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

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

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

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

Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.  
Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.),

Handbook of Psychology. New Delhi: Oxford University Press.

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

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

Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage.

## **PYG302 Positive Psychology**

### **Objective:**

This course provides an in-depth exploration of the theories, research, and applications of positive psychology. Students will examine topics such as well-being, resilience, strengths, happiness, positive emotions, and flourishing. Through readings, discussions, and practical exercises, students will gain an understanding of how positive psychology principles can be applied to enhance individual and collective flourishing.

**Unit 1:** Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, VIA classification of Character Strengths and virtues, Clifton's Strength Finder.

**Unit 2:** Positive Emotional States and Processes: Happiness, Interpersonal strength and Well-being: Forgiveness, Gratitude, kindness, Empathy. measurement of strength Positive Affect and Positive Emotions, Emotional Intelligence, Resilience, Mindset: Fixed, Growth and multicultural.

**Unit 3:** Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness, Grit and determination, Self-compassion, Forgiveness: Self forgiveness vs Interpersonal forgiveness

**Unit 4:** Positive Interventions: Overview of positive psychology interventions (PPIs); Examples of PPIs: gratitude exercises, savoring, mindfulness, Positive Education: Integrating positive psychology into educational settings; Teaching well-being and character strengths in schools; Impact on academic performance and student well-being. Applications in ageing and health, Role of affirmations.

### **Course Outcomes:**

**CO1:** Understand the concepts of Positive psychology with Indian and Western perspectives and identify the difference between Character Strengths and virtues.

**CO2:** Discuss various affective and cognitive components of positive mental state.

**CO3:** Understand and relate the application of positive psychology in various real-life settings

**CO4:** Develop the skills and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

### **Readings:**

Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

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

Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.

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

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

### **PYP301 Internship/Project/ Community Outreach**

**Objectives** - Students should be able to design and perform original, ethical research/community outreach. They should be competent to prepare a dissertation/report in APA style. The research can be empirical/data-driven (quantitative, qualitative, or mixed-methods) or take the shape of a critical assessment of research and theory.

**Reference** - The most recent APA dissertation manual.

**Evaluation:** Viva conducted jointly by one internal and one external examiner

## SEMESTER-VI

### PYC351 Cognitive Psychology-II

#### Objectives:

To Explore the field of cognitive psychology. To provide a foundation on which to build an understanding of the topics in cognitive processes. To Describe some of the intellectual history of the study of human thinking. To provide understanding on cognitive processes like motivation and emotion

**Unit-1:** Theoretical perspectives on thought processes: Associationism, Gestalt, Information processing, Feature integration model, Concept formation: Rules, Types, and Strategies; Role of concepts in thinking, Types of Reasoning. Language- components and theories (Chomsky and nativism)

**Unit-2:** Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg; Goleman; Das, Kar & Parrila, Emotional Intelligence, Creativity: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan Relationship between Intelligence and Creativity. Problem solving: Type, Strategies, and Obstacles Decision-making: Types and models. Metacognition: Metacognitive knowledge and Metacognitive regulation

**Unit-3:** Motivation: Instincts; Needs; Drives; Arousal; Incentives. Biological and Social Motives: Achievement, Affiliation and Power, Extrinsic and Intrinsic motivation. Zuckerman's Sensation seeking, Theories of Motivation: Instinct Theories, Drive Theory, incentive Theories, Opponent Process Theory, Optical-Level Theory, Vector Valence Theory.

**Unit- 4:** Emotions: Nature, Characteristics and Components, Types of Emotions, Theories of Emotion: James-Lange Theory of Emotion, Facial Feedback Hypothesis Cannon-Bard Theory of Emotion, Schachter-Singer Theory, cognitive-mediational theory

#### Course outcomes:

**CO1:** Understanding of theoretical perspective on thought processes, concept formations and types of reasoning

**CO2:** Understanding of components and theories of language, metacognition and problem-solving approaches

**CO3:** Exploration of various Intelligence theories and creativity

**CO4:** Understanding of various theories of motivation including biological and social motives and understanding of various emotions theories

#### Readings:

Cofer, C.N., & Appley, M.H. (1964). Motivation: Theory and Research. New York: Wiley

Eysenck, M. W., & Keane, M. T. (2015). Cognitive psychology: A student's handbook. Psychology Press.

Goldstein, E. B. (2019). Cognitive psychology: Connecting mind, research, and everyday experience (5th ed.). Cengage Learning.

Margret, W., Matlin, Hugh, J. & Foley (4th Edition). Sensation and Perception.

Neisser, U. (1967). Cognitive psychology. Appleton-Century-Crofts.

Passer & Smith, (2007). Psychology. Pearson Education.

Postman, L., & Egen, J. P. (1949). *Experimental Psychology: An Introduction*. New York: Harper and Brothers

Sternberg, R. J., & Sternberg, K. (2016). *Cognitive psychology*. Cengage Learning.

## **PYC352 Research Methodology -II**

### **Objective:**

To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

**Unit 1:** Research: Meaning, Types, and Characteristics, Positivism and Post positivistic approach to research.

**Unit 2:** Types of research design: Experimental designs; pre-experimental, Quasi-Experimental designs, experimental designs- Ex-post facto designs- Single subject design- Between-group and within-group designs- Factorial designs, longitudinal and cross-sectional designs.

**Unit 3:** Randomized Block Designs, Repeated Measures Design, Latin Square, Cohort studies, Time series.

**Unit 4:** Dissertation and Article Writing: Format and styles of referencing. Use of Artificial intelligence, R, SPSS, Research ethics.

### **Course outcomes:**

**CO 1:** Discuss different methodological approaches and paradigms that have been used to study psychological processes.

**CO 2:** Understand and evaluate the process and methods of quantitative and qualitative psychological research.

**CO 3:** Explain types of variables and characteristics of a psychological test.

**CO 4:** Understand and apply various methods of data collection in psychological research.

### **Readings:**

Bordens, K.S. & Abbott, B.B.(2006). *Research and Design Methods: A Process approach*. ( 6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) *Statistics in Psychology and Education*. Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty., C. (2014). *Research Methods Statistics in Psychology*. (2nd Ed.) New Delhi;Sage.

Helode, R.D. (2012). *Basic of Research in Behavioural Sciences*. Wardha; Psychoscan.

Mangal, S.K. and Mangal, S. (2013). *Research Methodology in Behavioural Sciences*. Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). *The Process of Research in Psychology*. (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid, H (2015) *Research Methodology: Principals Methods and Practices*. Delhi; Manglam.

Mohanty, B. and Misra, S. (2016). *Statistics for Behavioural and Social Sciences*, New Delhi: Sage.



Nestor, P.G. and Schutt, R.K. (2012) . Research Methods in Psychology: Investigating Human Behavior. New Delhi :Sage .

Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2000). Research Methods in Psychology. (5th Ed.)New Delhi: Mc Graw Hill.

Siegel, S. (1994) Non-Parametric Statistics. New York: McGraw Hill

Singh, A.K. (2011). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan (Publishers & Distributors).

Singh, R. and Radheshyam & Gupta,L. ( 2015). Fundamental Statistics For Social Sciences. Rohtak: Intellectual Foundation (India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). Research Methods for the Behavioural and Social Sciences. New Jersey: John Wiley.

### **PYC353 Psychological Statistics-II**

#### **Objective:**

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

**Unit 1:** Introduction: Meaning, Definition, Need, Application in Social science.

**Unit 2:** Normal Probability curve and its applications, skewness, and kurtosis

**Unit 3:** Non-parametric Tests; Chi-squares: Computation of Chi-square from simple and contingency table; Uses and properties of Chi-squares, The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequency.

**Unit 4:** Procedures of Hypothesis Testing: Non-Parametric test [Wilcoxon Sign Ranked test, Mann Whitney test, Friedman, Kruskal Wallis Test], Degree of freedom. Regression and Factor Analysis: Assumption, Method, Types of Rotation, Interpretation.

#### **Course Outcomes:**

**CO1:** Discuss statistical methods for the social and behavioural sciences.

**CO2:** Apply Various Statistical tools utilized in descriptive statistics of quantitative research.

**CO3:** Use the concepts of central tendency and dispersion, and be able to compute related statistics.

**CO4:** Calculate descriptive and inferential statistics, and test hypotheses using the suitable inferential distributions and formulae.

#### **Readings:**

Chadha, N.K. (1991). Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi

Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.

Gravetter, F.J. & Wallnau, L.B. (2009). Statistics for the Behavioral Sciences (9th Ed.). USA: Cengage Learning.

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

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

### **PYE351 Behaviour Modification**

#### **Objectives:**

Focuses on changes problem behaviour by using techniques derived from learning theory. Topics of discussion include basic concepts of behaviour modification: behaviour counselling, positive & negative reinforcement, extinction, chaining, stimulus generalization and discrimination, behaviour medicine techniques for mental disorders.

**Unit-1:** Basic concepts of Behavior Modification: Behavior Counseling: Salient Features, Enhancement of Client's Involvement, Some Misconceptions about Behavioral Approach. Relaxation Techniques: Jacobson's Deep Muscle Relaxation Training, Autogenic Training, Yoga and Meditation.

**Unit 2:** Reinforcement: increasing behaviour with positive reinforcement, conditioned reinforcement & various schedule of reinforcement. Extinction: decreasing the behaviour with extinction, getting with a new behaviour to occur with shaping. Intermittent reinforcement. Stimulus discrimination and generalization: Stimulus discrimination learning and stimulus control, Fading.

**Unit 3:** Chaining, Punishment, Escape and avoidance conditioning, Token Economies, Respondent conditioning, Higher order conditioning, Counter-conditioning, Operant vs. respondent conditioning, combining operant and respondent conditioning: Operant-respondent interactions, Respondent and operant components of emotions and thinking, Private thoughts and feelings Existing stimulus control - rules, goals, modeling, guidance, and situational inducement

**Unit 4:** Behavioural medicine: Mental disorders: anxiety and depression , Sleep problems, sexual dysfunctions, Pain and headache, Report and documentation

#### **Course outcomes:**

**CO1:** Demonstrate and understanding of behaviour measurement in the implementation of behaviour modification procedures.

**CO2:** Distinguish the basic principles of operant and classical conditioning

**CO3:** Describe behaviour changes procedures and the establishment of new behaviour.

**CO4:** Demonstrate knowledge of the broad practical application of behaviour modification.

#### **Readings:**

Martin Gray and Pear Joseph (2019) Behaviour Modification, Published by Rout-ledge publications

Antony, M. M. & Roemer, L. (2011). Behavior Therapy. Washington, DC: American Psychological Association Press. 78

Erwin, E. (1978). Behavior Therapy: Scientific, Philosophical and Moral Foundations. Cambridge University Press.

Feldman , M. & Christensen, M. J. Behavioral Medicine: A Guide for Clinical Practice (3rd ed.). McGraw- Hill Companies, Inc.



Geoffrey, L. Thorpe, Sheryl L. Olson (1997). Behavior Therapy: Concepts, Procedures and Applications. Allyn & Bacon.

Graziano, A.M. (2009). Behavior Therapy with Children. USA: Transaction Publishers.

John, C., Masters, J. C., Burish, T., Hollon, H.D., & Rimm, D. C. (1990). Behavior Therapy: Techniques and Empirical Findings. New York: Academic Press

Koerner, K. (2012). Doing Dialectical Behavior Therapy: A Practical Guide. New York, NY: Guilford Press.

Spiegler, M. D. & Guevremont, D. C. (2010). Contemporary Behavior Therapy. Belmont, CA: Wadsworth Pub Co.

Wolpe, J. (1978). The Practice of Behavior Therapy. Pearson.

### **PYE352 Psychological Skills in Organization**

#### **Objective:**

To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment.

**Unit 1:** Self-management and social awareness Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management

**Unit 2:** Inter-personal Communication, Verbal (Oral, writing) and Non-verbal Communication at Work, overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback

**Unit 3:** Leadership Development: Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution

**Unit 4:** Team building: Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

#### **Course Outcomes:**

**CO1:** Develop an understanding of interpersonal relation by using Johari window.

**CO2:** Examine the importance of interpersonal communication within organization.

**CO3:** Investigate the determinants of leadership development.

**CO4:** Analyse the role and effectiveness of team building on workplace.

#### **Readings:**

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3), 19-31.

De Cenzo and Robbins, S.P. (2006). Fundamentals of human resource management (8th ed). New York: Wiley.

Greenberg, J, & Baron, R.A. (2007). Behaviour in Organizations (9th ed.). Noida: Dorling Kindersley.

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

Herzberg, F. (1966). Work and The Nature of Man. Cleveland: Work

## **PYG351 Psychological Skills in Organization**

### **Objective:**

To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment.

**Unit 1:** Self-management and social awareness Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management

**Unit 2:** Inter-personal Communication, Verbal (Oral, writing) and Non-verbal Communication at Work, overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback

**Unit 3:** Leadership Development: Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution

**Unit 4:** Team building: Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

### **Course Outcomes:**

**CO1:** Develop an understanding of interpersonal relation by using Johari window.

**CO2:** Examine the importance of interpersonal communication within organization.

**CO3:** Investigate the determinants of leadership development.

**CO4:** Analyse the role and effectiveness of team building on workplace.

### **Readings:**

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.

De Cenzo and Robbins, S.P. (2006). *Fundamentals of human resource management* (8th ed). New York: Wiley.

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

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

Herzberg, F. (1966). *Work and The Nature of Man*. Cleveland: Work

## **PYG352 Environmental Psychology**

### **Objective:**

The objective of the course is to introduce the area of environmental psychology which seeks to understand the relationship between human behaviour and well-being in relation to the socio-physical environment. Through this course the students will understand the nature, scope and basic concepts of environmental psychology and environmental influence. Frontier areas of environmental psychology will also be discussed.

**Unit 1:** Introduction: Definitions, Typology of Environment, Built natural environmental/physiology, Social environment, Culture and Behaviour

**Unit 2:** Processes of Person-Environment, Environmental Cognition; Environmental Perception; Environment Stress

**Unit 3:** Environmental Stressors: Territoriality, Crowding, Noise, Air Quality, Traffic, Garbage, Water, Natural and Manmade Disasters, Prevention and their Management

**Unit 4:** Experiences, Consequences and Adaptation, Restorative and Health Effects; Environmental conflict and its Resolution; Sustainability and Psychology. Eco-psychology: eco anxiety, ecological grief, eco-therapy.

**Course outcomes:**

**CO 1:** Students will develop a comprehensive understanding of environmental psychology, including definitions, typologies of environments (built, natural, social, and cultural), and the physiological, cognitive, and behavioral responses of individuals to their surroundings.

**CO2:** Students will analyze the processes of person-environment interaction, including environmental cognition, perception, and stress, examining how individuals perceive, interpret, and respond to their environments, and the impact of environmental stressors on well-being.

**CO 3:** Students will recognize various environmental stressors such as territoriality, crowding, noise, air quality, and natural disasters, and understand their implications for individuals and communities, including prevention and management strategies to mitigate adverse effects.

**CO 4:** Students will evaluate the experiences, consequences, and adaptation mechanisms associated with environmental contexts, including the restorative and health effects of nature exposure, the resolution of environmental conflicts, and the promotion of sustainability through psychological interventions and practices.

**Readings:**

Bechtel, R. B., & Bechtel, R. B. (1997). Environment and behavior: An introduction. Sage Publication

Gifford, R. (2007). Environmental psychology: Principles and practice (p. 372). Colville, W A: Optimal books.

Steg, L. E., Van Den Berg, A. E., & De Groot, J. I. (2013). Environmental psychology: An introduction. BPS Blackwell.

Stokols, D., & Altman, I. (Eds.). (1987). Handbook of environmental psychology (Vol.1 & ). John Wiley & Sons.

**PYP351 Internship/Project/ Community Outreach**

**Objectives** - Students should be able to design and perform original, ethical research. They should be competent to prepare a dissertation in APA style. The research can be empirical/data-driven (quantitative, qualitative, or mixed-methods) or take the shape of a critical assessment of research and theory.

**Reference** - The most recent APA dissertation manual.

**Evaluation:** Viva conducted jointly by one internal and one external examiner

## **SEMESTER-VII**

### **PYC401 Rehabilitation Psychology**

#### **Objectives:**

To understand the historical development, growth, and scope of Rehabilitation Psychology. Recognize the distinctions between impairment, disability, and handicap, and understand various models of disability, including the International Classification of Functioning, Disability, and Health (ICF). Explore psychosocial aspects of rehabilitation, including family dynamics, social support networks, and community resources for individuals with disabilities, as well as issues related to sexuality, intimacy, and adjustment to acquired disabilities.

**Unit 1:** Introduction: Overview of Rehabilitation Psychology, history, growth and scope, the role of rehabilitation psychologists, Ethical considerations, cost of disability (disability adjusted life years (DALY), Introduction to key concepts and terminology – epidemiology, morbidity, prevalence, incidence and mortality.

**Unit 2:** Understanding impairment, disability and handicap, Models of disability, international classification of functioning, impairment, disability and handicap, coping strategies, and resilience in individuals with disabilities, Intersectionality: understanding how multiple identities intersect with disability.

**Unit 3:** Assessment and Intervention: Assessment techniques (e.g., psychological assessment, functional assessment, vocational assessment), Principles of intervention planning, and goal setting, Assistive technology, Aids, and appliances.

**Unit 4:** Psychosocial Aspects of Rehabilitation and Contemporary Issues: Family dynamics and social support networks and community resources for individuals with disabilities Access to rehabilitation services, Advocacy, and social justice.

#### **Course outcomes:**

**CO 1:** Students will develop a comprehensive understanding of the history, growth, and scope of rehabilitation psychology, including the role of rehabilitation psychologists, ethical considerations, and the societal cost of disability.

**CO 2:** Students will gain insight into the conceptualization of impairment, disability, and handicap, including various models of disability and the International Classification of Functioning, Disability, and Health (ICF).

**CO 3:** Students will acquire proficiency in assessment techniques relevant to rehabilitation psychology, such as psychological, functional, and vocational assessment.

**CO 4:** Students will gain an understanding of the psychosocial aspects of rehabilitation, including family dynamics, social support networks, and community resources for individuals with disabilities.

#### **Readings:**

American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. Retrieved from <https://www.apa.org/ethics/code/>

Brooks, D. N., & McKinlay, W. W. (Eds.). (2016). Traumatic brain injury: Rehabilitation, treatment, and case management (4th ed.). CRC Press.

Chan, F., & Corrigan, P. (2009). Foundations of rehabilitation counseling. Springer Publishing Company.

- Chan, F., McMahon, B. T., & Cheing, G. (Eds.). (2019). Handbook of rehabilitation counseling. Springer International Publishing.
- Mueser, K. T., & Jeste, D. V. (2008). Clinical handbook of schizophrenia. Guilford Press.
- Nosek, M. A., & Howland, C. A. (Eds.). (2011). Handbook of rehabilitation psychology (2nd ed.). American Psychological Association.
- Oliver, M. (1996). Understanding disability: From theory to practice. St. Martin's Press.
- Prigatano, G. P., & Schacter, D. L. (1991). Awareness of deficit after brain injury: Clinical and theoretical issues. Oxford University Press.
- Rosenthal, D. A. (2016). The disability studies reader. Routledge.
- Shakespeare, T. (2010). The social model of disability. In L. J. Davis (Ed.), The disability studies reader (3rd ed., pp. 214-221). Routledge.
- Wehmeyer, M. L., & Webb, K. W. (Eds.). (2016). Handbook of adolescent transition education for youth with disabilities. Routledge.
- World Health Organization. (2001). International classification of functioning, disability and health: ICF. World Health Organization.

### **PYE401 Research and Publication Ethics**

#### **Objective**

To ensure that research is directed in a manner that assists welfares of persons, groups and/or civilization as a whole.

**Unit 1:** Introduction to philosophy: definition, nature and scope, concept, branches, Ethics: definition, moral philosophy, nature of moral judgments and relations. Ethics with respect to science and research, Intellectual honest and research integrity, Intellectual Property Rights,

**Unit 2:** Scientific misconducts: falsification, fabrication, and plagiarism: Concept, Software tools, Use of plagiarism software like Turnitin, Urkund and other open source software tools. Redundant publications: duplicate and overlapping publications, salami slicing

**Unit 3:** Selective reporting and misrepresentation of data. Publication ethics: definition, introduction and importance, Best practices/standards setting initiatives and guidelines: COPE, WAME, etc., Violation of publication ethics, authorship and contributor ship, Predatory publishers and journals

**Unit 4:** Open access publications and initiatives, Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc., Indexing, Research Metrics, Impact Factor of journal as per journal citation report, SNIP, SJR, IPP and Cite Score. Metrics: h-index, g index, i10 index, altimetric.

#### **Course outcomes:**

**CO1:** To understand the philosophy of science and ethics, research integrity and publication ethics

**CO2:** discussion on various steps in psychological research. Identification of research problem and formulation of various types of hypotheses.

**CO3:** knowledge about various variables and sampling method

**CO4:** To understand the usage of plagiarism tools.

#### **Readings:**

Anderson B.H., Dursaton, and Poole M.: Thesis and assignment writing, Wiley Eastern 1997.

Bjorn Gustavii: How to write and illustrate scientific papers? Cambridge University Press.  
 Bordens K.S. and Abbott, B.b.: Research Design and Methods, Mc Graw Hill, 2008.  
 Ethics in Science Education, Research and Governance Edited by Kambadur Muralidhar, Amit Ghosh Ashok Kumar Singhvi. Indian National Science Academy, 2019. ISBN : 978-81-939482-1-7.  
 Graziano, A., M., and Raulin, M.,L.: Research Methods – A Process of Inquiry, Sixth  
 Nicholas H. Steneck. Introduction to the Responsible Conduct of Research. Office of Research Integrity. 2007. Available at: <https://ori.hhs.gov/sites/default/files/rcrintro.pdf>  
 Responsible Conduct of Research By Adil E. Shamoo; David B. Resnik Oxford University Press, 2003  
 The Student's Guide to Research Ethics By Paul Oliver Open University Press, 2003

## **PYE402 Clinical Case Studies**

### **Objective:**

The objective of the course is to take the students of Abnormal Psychology beyond theory into real-life clinical cases. The course takes a holistic approach by including multiple perspectives and considerations. Each case that follows a consistent format: Presenting Problems and Client Description; Diagnosis and Case Formulation; Course of Treatment; Outcome and Prognosis/Treatment Follow-up; and Discussion Questions. Providing empirically supported treatments and long-term follow-up in many case studies gives students a deeper understanding of each psychopathology and the effects of treatment over time.

**Unit 1:** Panic Disorder, Obsessive-Compulsive Disorder, Specific Phobia, Posttraumatic Stress Disorder, Hoarding Disorder

**Unit 2:** Major Depressive Disorder, Bipolar Disorder, Somatic Symptom Disorder/ Illness, Anxiety Disorder, Substance Use Disorder

**Unit 3:** Schizophrenia, Personality Disorders (Antisocial Personality Disorder, Borderline Personality Disorder, Paranoid Personality Disorder), Attention-Deficit/Hyperactivity Disorder, Autism Spectrum Disorder

**Unit 4:** Sexual Dysfunction: Erectile Disorder, Premature Ejaculation and Female Orgasmic Disorder, Anorexia Nervosa/ Bulimia Nervosa, Gender Dysphoria, Parasomnia: Nightmare Disorder and Isolated Sleep Paralysis

### **Course outcomes:**

**CO 1:** Students will develop a comprehensive understanding of a wide range of psychiatric disorders,

**CO 2:** Students will learn to recognize the symptoms and diagnostic criteria associated with various psychiatric disorders, enabling them to accurately diagnose and differentiate between different conditions, including understanding the diagnostic criteria outlined in the DSM-5.

**CO 3:** Students will gain insight into the underlying etiology and contributing factors associated with each psychiatric disorder, including genetic, biological, psychological, and environmental influences, as well as an understanding of evidence-based treatment approaches, including pharmacotherapy, psychotherapy, and psychosocial interventions.

**CO 4:** Students will be able to apply their understanding of psychiatric disorders to clinical practice scenarios, demonstrating the ability to conduct comprehensive assessments, develop appropriate treatment plans, and provide effective interventions for individuals presenting with psychiatric symptoms



## **Readings:**

Thomas F. Oltmanns, Michele T. Martin (2018). Case Studies in Abnormal Psychology, 11th Edition, Wiley  
Kenneth N. Levy, Kristen M. Kelly & William J. Ray (2018). Case Studies in Abnormal Psychology. Sage publication

## **PYE403 Evolutionary Psychology**

### **Objectives:**

To acquaint learners with concepts of Evolutionary psychology. To explain various psychological aspects as a function of evolution. To learn to think about human mind and its processes from an evolutionary perspective. To understand specific areas and applications of Evolutionary Psychology

**Unit 1:** Foundation of evolutionary psychology, Historical development, landmarks in evolution of human beings & common misunderstandings, Origins of human nature, evolutionary game theory. Evolution of psychological mechanism, evolutionary and psychological foundation of human behavior, psychological basis of culture, Research methods and hypothesis-testing in evolutionary psychology, use and misuse of Darwinism

**Unit 2:** Major aspects of evolutionary theory: survival and mating, Problems of survival: food acquisition, human fear and landscape preferences, Mate selection and sexual strategies, Women's long-term mating strategies, men's long-term mating strategies, Short-term sexual strategies across sexes

**Unit 3:** Parenting and social behavior; Parenting: maternal involvement, parental involvement, parent-offspring conflict, Kinship: theory of implicit and inclusive fitness and empirical support, Cooperation: evolution of cooperation, reciprocal altruism, Cognitive adaptations for social exchange

**Unit 4.** Social behavior and specific topics: Aggression as solution to adaptive problem & empirical evidence, sex differences in aggression, conflicts between sexes. Evolution of morality. evolution of art. Evolution of Emotions. Cognitive development, modularity of mind, and innateness issues, Status, prestige and social dominance.

### **Course outcomes:**

**CO1:** Students will be able to understand foundation and history of evolutionary psychology

**CO2:** Students will gain understanding about the survival and mating

**CO3:** Students will learn parenting and social behavior

**CO4:** Students will be able to know the causes of aggression and sex differences and conflicts.

## **Readings:**

Barkow, J. H., Cosmides, L., Tooby, J. (1992). The adapted mind. Oxford University Press.

Buss, D. (2011). Evolutionary Psychology: A new Science of Mind. Pearson Education.

Dunbar, R. I. M. (2005). Evolutionary Psychology: A Beginner's Guide. One world.

Buss, D. (2005). The Handbook of Evolutionary Psychology. John Wiley & Sons, Inc. 14 of 23

- Dunbar, R. and Barret, L. (2007). *The Oxford Handbook of Evolutionary Psychology*. Oxford University Press.
- Hampton, S. (2010). *Essential Evolutionary Psychology*. Sage Publications Ltd.
- Lauser, M. (2006). *Moral minds: The nature of right and wrong*. Harper Collins.
- Pinker, S. (2006). *The Blank Slate: The Modern Denial of Human Nature*. Penguin.
- Pinker, S. (1999). *How the Mind Works*. New York: WW Norton & Co.
- Pinker, S. (1994). *The Language Instinct*. Penguin.
- Swami, V. (2011). *Evolutionary Psychology: A Critical Introduction*. BPS Blackwell textbook
- Workman L. (2008). *Evolutionary Psychology: An Introduction*. Cambridge University Press.
- De Waal, F. B. M. (2008). Putting the altruism back into altruism: The evolution of empathy. *Annual Review of Psychology*, 59, 279-300.
- Nesse & Ellsworth (2009). Evolution, emotions, and emotional disorders. *American Psychologist*, 64, 129-139.
- Tooby, J. and Cosmides, L. (2010). The Evolutionary Psychology of the Emotions and Their Relationship to Internal Regulatory Variables. In Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). *Handbook of emotions* (3rd edition). New York, NY: Guilford.
- Lieberman, D., Tooby, J. & Cosmides, L. (2003). Does morality have a biological basis? An empirical test of the factors governing moral sentiments relating to incest. *Proceedings of the Royal Society London (Biological Sciences)*, 02PB0795, 1-8.

## **PYE404 Mindfulness Based Psychotherapies**

### **Objective:**

This course explores the theory, research, and practical applications of mindfulness-based approaches in psychotherapy. Students will learn about the principles of mindfulness, its integration into various therapeutic modalities, and its effectiveness in treating a range of psychological disorders and promoting overall well-being. Through experiential exercises, case studies, and discussions, students will develop skills in applying mindfulness techniques in clinical practice.

**Unit 1:** Introduction to Mindfulness: Definition and origins of mindfulness, Buddhist roots and secular adaptations, Basic principles and qualities of mindfulness practice. Theoretical Frameworks: Mechanisms of mindfulness: attention regulation, emotion regulation, and self-awareness. Neuroscientific basis of mindfulness,

**Unit 2:** Mindfulness meditation practices (e.g., breath awareness, body scan, loving-kindness), Informal mindfulness practices in daily life, Challenges and barriers to mindfulness practice. Empirical Evidence for Mindfulness in Psychotherapy, Efficacy and effectiveness of MBIs for various disorders, Mechanisms of change in mindfulness-based approaches, Limitations and areas for further research. Technology-assisted mindfulness interventions.

**Unit 3:** Integrating mindfulness into clinical assessment, Case conceptualization from a mindfulness perspective, Tailoring mindfulness interventions to individual client needs. Mindfulness Skills Training: Teaching mindfulness techniques to clients, Cultivating mindfulness in the therapeutic relationship, Addressing common challenges and misconceptions



**Unit 4:** Mindfulness in Psychotherapeutic Approaches: Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT). Mindfulness with children and adolescents, Mindfulness in couples therapy, Mindfulness in addiction treatment, Mindfulness in trauma.

**Course outcomes:**

**CO 1:** Students will demonstrate a comprehensive understanding of the definition, origins, and basic principles of mindfulness, including its Buddhist roots and secular adaptations.

**CO 2:** Students will evaluate the empirical evidence for mindfulness-based interventions (MBIs) in psychotherapy, including their efficacy and effectiveness for various psychological disorders.

**CO 3:** Students will apply mindfulness meditation practices and informal mindfulness techniques in clinical settings, including breath awareness, body scan, and loving-kindness meditation. They will integrate mindfulness into clinical assessment and case conceptualization, tailor mindfulness interventions to individual client needs, and address challenges and barriers to mindfulness practice.

**CO 4:** Students will integrate mindfulness into various psychotherapeutic approaches, and will explore the application of mindfulness in specific populations and contexts, such as children and adolescents, couples therapy, addiction treatment, and trauma therapy.

**Readings:**

Baer, R. A. (Ed.). (2014). Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications. Academic Press.

Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., ... & Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical psychology: Science and practice*, 11(3), 230-241.

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

Germer, C. K., Siegel, R. D., & Fulton, P. R. (Eds.). (2013). *Mindfulness and psychotherapy* (2nd ed.). Guilford Press.

Grepmaier, L., Mitterlehner, F., Loew, T., & Nickel, M. (2007). Promotion of mindfulness in psychotherapists in training: Preliminary study. *European Psychiatry*, 22(8), 485-489.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). Guilford Press.

Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Delta.

Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.

Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Bantam.

Linehan, M. M. (2015). *DBT® skills training manual* (2nd ed.). Guilford Press.

*Mindfulness into Psychology and the Helping Professions*. Washington D.C.: APA Books.

*Rewire Your Brain for Calm, Clarity & Joy*. Sounds True, CO.

Salzberg, S. (1995). Loving-kindness: The revolutionary art of happiness. Shambhala Publications.

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2018). Mindfulness-based cognitive therapy for depression. Guilford Publications.

Shapiro, S. (2020) Good Morning, I Love You: Mindfulness & Self-Compassion Practices to

Shapiro, S.L. & Carlson, L.E. (2017). The Art and Science of Mindfulness: Integrating

True, CO

Williams, Justin Michael. (2020) Stay Woke: A Meditation Guide for the Rest of Us. Sounds

### **PYE405 Applied Psychometry**

#### **Objectives:**

To be aware of the role of measurement in psychology. To appreciate the criteria of a good psychological test. To understand necessary steps involved in test construction

**Unit 1:** History of Psychological Measurement; Definition of Psychological Tests, Nature of measurement and Scales of measurement; Distinction between psychological measurement physical measurement. Applications of psychological tests, Characteristics of good test.

**Unit 2:** Types of Intelligence and creativity tests: History, Use, Criticism, Types; WAIS, Stanford Binet Scale, Raven Progressive Matrices, Bhaitia Battery.

**Unit 3:** Types of Personality Inventories: History, Use, Criticism, Types; CPI, 16-PF, EPQ, NEO-PI-R,

**Unit 4:** Clinical Inventories History, Use, MMPI, Millon Multiaxial Inventory, MSE, Criticism

#### **Course outcome:**

**CO1:** Students will understand nature of measurement and characteristics of good test

**CO2:** Students will be able to use and differentiate intelligence and creativity tests

**CO3:** Students will gain understanding about personality inventories

**CO4:** students will leant the use of MMPI, MMI, MSE

#### **Readings:**

Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Prentice Hall.

Crocker, L., & Algina, J. (1986). Introduction to classical and modern test theory. Holt, Rinehart & Winston.

Embretson, S. E. (1983). Construct validity: Construct representation versus nomothetic span. Psychological Bulletin, 93(1), 179-197.

Embretson, S. E., & Reise, S. P. (2000). Item response theory for psychologists. Lawrence Erlbaum Associates Publishers.

Hambleton, R. K., Swaminathan, H., & Rogers, H. J. (1991). Fundamentals of item response theory. Sage Publications, Inc.

Lord, F. M., & Novick, M. R. (1968). Statistical theories of mental test scores. Addison-Wesley.

McDonald, R. P. (1999). Test theory: A unified treatment. Lawrence Erlbaum Associates Publishers.

Nunnally, J. C., & Bernstein, I. H. (1994). Psychometric theory (3rd ed.). McGraw-Hill.

Rogosa, D. R., & Willett, J. B. (1985). Understanding correlates of change by modeling individual differences in growth. *Psychometrika*, 50(2), 203-228.

Strauss, M. E., & Smith, G. T. (2009). Construct validity: Advances in theory and methodology. *Annual Review of Clinical Psychology*, 5, 1-25.

## **PYE 406 Gestalt Therapy in Practice**

### **Objectives:**

This course provides an in-depth exploration of Gestalt therapy, a humanistic and experiential approach to psychotherapy. Students will learn about the theoretical foundations, key concepts, therapeutic techniques, and applications of Gestalt therapy. Through readings, discussions, experiential exercises, and case studies, students will gain an understanding of how Gestalt principles can be applied in clinical practice and personal growth.

**Unit 1-** Maps for a gestalt therapy journey: Theoretical assumptions underpinning, The approach: Historical context of gestalt therapy- What is gestalt therapy, gestalt psychology, concept of gestalt therapy- concept, goals and principles, Field theory, Existentialism and Phenomenology, founders of gestalt therapy

**Unit-2-**fundamental terminology and concepts: the field of practice, the theory of change, Creative adjustment, the theory of self in gestalt therapy, awareness, contact, Polarities, experiments.

**Unit-3:** Contact forms: confluence, introjection, projection, retroflection, self-monitoring, deflection,

**Unit-4:** Process Model: the process of contact, the process of experience, the process of change

### **Course outcomes:**

**CO 1:** Students will develop a comprehensive understanding of the theoretical assumptions underpinning Gestalt therapy, including its historical context, key concepts from Gestalt psychology.

**CO 2:** Students will master fundamental terminology and concepts in Gestalt therapy, including the field of practice, the theory of change, creative adjustment, and the theory of self. T

**CO 3:** Students will gain insight into the various forms of contact in Gestalt therapy, including confluence, introjection, projection, retroflection, self-monitoring, and deflection.

**CO 4:** Students will learn how processes unfold in therapy sessions and how to facilitate therapeutic growth and transformation using Gestalt principles.

### **Readings:**

Bloom, R. (2010). Methods of gestalt therapy: How gestalt therapy works. Gestalt Journal Press.

- Brownell, P. (2010). Gestalt therapy: A guide to contemporary practice. Springer Publishing Company.
- Clarkson, P. (2010). Gestalt counselling in action. Sage.
- Latner, J. (2013). The gestalt therapy book. Gestalt Journal Press.
- Nevis, E. C. (2000). Gestalt therapy: Perspectives and applications. Gardner Press.
- Perls, F., Hefferline, R., & Goodman, P. (1951). Gestalt therapy: Excitement and growth in the human personality. Julian Press.
- Polster, E., & Polster, M. (1973). Gestalt therapy integrated: Contours of theory & practice. Vintage Books.
- Resnick, J. (1997). The gestalt therapist's training manual: A relational perspective for understanding and practicing gestalt therapy. Springer Publishing Company.
- Wheeler, G. (1991). Gestalt reconsidered: A new approach to contact and resistance. Gardner Press.
- Wheeler, G. (1991). Gestalt revisited: A new approach to contact and resistance. Gardner Press.
- Woldt, A. L., & Toman, S. M. (2005). Gestalt therapy: History, theory, and practice. Sage Publications.
- Yontef, G. M. (1993). Awareness, dialogue, and process: Essays on Gestalt therapy. The Gestalt Journal Press.

### **PYG401 Selection and Training**

#### **Objectives:**

To define the significance, process, and techniques of recruitment and selection; identify the importance of induction; discuss the need and approaches for training and development of manpower; list the steps in the process of training; and to explain the meaning and objectives of internal mobility, transfers, promotions, and separation of employees in human resource development.

**Unit 1:** Job analysis: training needs, techniques; importance of job analysis.

**Unit 2:** Employee Selection: Brief Introduction to HR and HR Cycle; Selection devices: Interview, Psychometric testing, Assessment center.

**Unit 3:** Performance appraisal, Relevance of performance appraisal, Performance Appraisal Methods: Graphic Rating scales, Employee comparison methods, Behavioural checklist and scales, Feedback of performance appraisal information to employees.

**Unit 4:** Training: Steps in establishing a training program; Methods and techniques of training.

#### **Course outcomes:**

**CO 1:** Students will learn significance, process, and techniques of recruitment and selection

**CO 2:** Students will learn about the need and approaches for training and development of manpower

**CO 3:** Students will learn key point about the performance appraisal and its Method

**CO 4:** Students will learn steps in establishing a training program

### **Readings:**

Cascio, W. F., & Aguinis, H. (2005). Applied psychology in human resource management (6th ed.). Pearson Education.

Goldstein, I. L., & Ford, J. K. (2002). Training in organizations: Needs assessment, development, and evaluation (4th ed.). Cengage Learning.

Kraiger, K., Ford, J. K., & Salas, E. (Eds.). (2017). Applications of cognitive psychology: Problem solving, education, and computing. Psychology Press.

Noe, R. A. (2017). Employee training and development (7th ed.). McGraw-Hill Education.

Saks, A. M., & Haccoun, R. R. (2013). Managing performance through training and development. Nelson Education.

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. Psychological Science in the Public Interest, 13(2), 74-101.

### **PYG402 Stress Management**

#### **Objectives:**

To understand the concept of stress, its symptoms and sources. To explain the factors which contribute to stress. To describe the effect of stress on several areas of life. To understand and explain the stress management and coping techniques.

**Unit 1:** Introduction to Stress: Introduction, concept, Nature: Sources of stress, Symptoms of stress, Types of Stress; Measurement of Stress

**Unit 2:** Factors Contributing to Stress Proneness: Type A personality, Perfectionism, Procrastination, Hostility, Learned helplessness. Models of Stress, Moderators of Stress: Locus of control, Hardiness, Social Support, Optimism and Pessimism, Gender and Culture

**Unit 3:** Effect of Stress: on health, on performance and productivity, on relationships; Physiological effect of stress.

**Unit 4:** Stress Management: Coping with Stress: Definition and nature of stress coping, Coping styles; Stress Management Techniques: self-awareness and resilience, Relaxation, meditation, Yoga, Mindfulness, Biofeedback, Cognitive restructuring, Time management.

#### **Course outcomes:**

**CO 1:** Develop a comprehensive understanding of the physiological, psychological, and environmental factors contributing to stress, including its effects on physical and mental health.

**CO 2:** Acquire a repertoire of evidence-based stress management techniques and coping strategies, including relaxation techniques, time management skills, and cognitive-behavioral approaches.

**CO 3:** Cultivate self-awareness and resilience to effectively recognize and respond to stressors, build adaptive coping mechanisms, and promote overall well-being.

**CO 4:** Apply stress management skills in various contexts, including academic, professional, and personal domains, to optimize performance, reduce burnout, and foster a balanced lifestyle.

**Readings:**

- Pestonjee, D. (1999). Stress and Coping. New Delhi: Sage
- Cartwright, S., & Cooper, C. L. (1997). Managing Workplace Stress. New Delhi: Sage Publications.
- Coleman, J. C. (1970). Abnormal Psychology and Modern Life. Bombay: D. B. Taraporewala and Sons.
- Cox, T. (1978). Stress. London: Macmillan.
- Ghosh, M. (2015). Health Psychology: Concepts in Health and Wellbeing. New Delhi: Dorling Kindersley (India) Pvt. Ltd
- Lazarus, R. S., & Folkman, S. (1984). Stress, Appraisal and Coping. New York: Van Nostrand.

**PYG403 Human Resource Management****Objective:**

To help students understand the various processes and issues inherent in organizations related to human resources.

**Unit 1:** Nature, Scope, History of Human Resource Management, Role of Hawthorne Studies. Human Resource Planning and Recruitment: Establishing Role Prescriptions, Job Analysis, Designing and Changing Organizations, Personnel Selection.

**Unit 2:** Stress and Coping at Work Place: Concepts and indicators, Sources of Stress Family, individual, work stressors and social stressors, General Adaptation Syndrome Model, coping with stress- Problem focused, emotion focused.

**Unit 3:** Personnel Training and Management Development: Goals, Establishing Training Needs, Methods and Approaches in Training, Management Development Techniques: Human Relations and Sensitivity Training.

**Unit 4:** Performance Appraisal and Career Development: Objectives, Methods and factors affecting performance appraisal, Judgment Appraisal, Objective Measures of Productivity and Profit, Career Appraisal, Career Development, Planning, stages, Career Self-Management and evaluation.

**Course Outcomes:**

**CO1:** Understand of the concept of human resource management and to understand its relevance in organizations.

**CO2:** Analyse the strategic issues and strategies required to select and develop human resources.

**CO3:** Appraise the concept and model of Organisational change and development.

**CO4:** Evaluate the impact of globalisation and other contemporary issues in HRM

**Readings:**

- Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.
- Bhatnagar, J. & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
- Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises ( 3rd Ed). New York: Routledge.



Chadha, N.K. (2005) Human Resource Management-Issues, case studies and experiential exercises. (3rd ed.) New Delhi: Sai Printographers.

DeCenzo, D.A. & Robbins, S.P. (2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.

DeLenzo, D.A. & Robbins, S.P. (1996). Human Resource Management. New York: Wiley & Sons.

Miner, J.B. (1969). Personnel Psychology. MacMillan Press.

Schultz, D. & Schultz, S.E. (2004) (8th Edition). Psychology and Work Today. New Delhi: SAGE

### **PYG404 Cultural Psychology**

#### **Objectives:**

This course explores the dynamic interaction between culture and psychology, emphasizing the role of cultural context in shaping human behavior, cognition, and emotions. Through theoretical frameworks, empirical research, and case studies, students will examine cultural diversity, cultural influences on psychological processes, and applications of cultural psychology in various domains.

**Unit 1:** Introduction to cultural psychology: Nature, Human culture and psychology; Foundations of cultural psychology: Vygotsky's cultural -historical psychology; Culture and Human nature: Psychic Unity and Evolutionary school, Cultural Evolution.

**Unit 2:** Culture and individual psychology: Development and Socialisation: Cultural socialisation and language, Early childhood experiences, Socialisation through education; Self and Personality: Who Am I?, Independent Versus Interdependent Views of Self, Relations with Ingroups and Outgroups, Individualism and Collectivism ; Culture and Social identity.

**Unit 3:** Cross cultural Psychology: Acculturation, living in multicultural worlds, Blending, Frame Switching.

**Unit 4:** Indigenous Psychology: Perception and Cognition in Indian Perspective; Self, Motivation and desires ; Impact of Globalisation

#### **Course outcomes:**

**CO 1:** Develop an understanding of the role of culture in shaping psychological processes and behaviors, and demonstrate cultural awareness and sensitivity in diverse contexts.

**CO 2:** Analyze and critique cultural frameworks, theories, and methodologies used in cultural psychology research, and evaluate cultural influences on human behavior and cognition.

**CO 3:** Apply principles of cultural competence in psychological practice, including assessment, intervention, and research, to effectively work with diverse individuals and communities.

**CO 4:** Demonstrate the ability to adapt psychological interventions to diverse cultural contexts, and advocate for cultural diversity, equity, and social justice in psychological research, practice, and policy.

#### **Readings:**

Ratner C., 2008, Cultural Psychology, Cross-cultural psychology, Indigenous Psychology, Nova Science Publishers, Inc.

Heine S. J., 2016, Cultural Psychology, W. W. Norton & Company, Inc. Third Edition.

Kitayama S., Cohen D., 2007, Handbook of Cultural Psychology, The Guilford Press.

Matt higs Cornelissen R. M., Misra G. , Varma S., 2011, Foundations of Indian Psychology, Pearson Education South Asia Ltd, vol. 1

### **PYG405 Gender and Sexuality**

#### **Objective:**

The effects of gender and sexuality intersect in the construction of identity and institutional formations. The course aims to understand and evaluate major theories and texts central to Women, Gender, and Sexuality Studies. The students would learn how concepts of gender and sexuality are created, maintained, and/or challenged through embodiment, cultural representations, and social organization.

**Unit 1:** sex, gender and sexuality: Concept; Masculinity and Femininity; Gender roles; Gender Identity formation; Social construction of Gender.

**Unit 2:** history of feminist and queer movements: The Feminist movement; Diversity of Gender and Sexual Identities in India; Strands within the Queer Movement

**Unit 3:** theorizing gender and sexuality: Social learning theory, neurophysiological development theory, cognitive developmental theory, and gender schema theory; The psychological dimensions of Sexuality.

**Unit 4:** rights and legal provisions for gender and sexual minorities: Gender and Sexuality rights in India under Colonialism; Past, Present and Future of the human rights of gender and sexual minorities.

#### **Course outcomes:**

**CO 1:** Students will develop a comprehensive understanding of the concepts of sex, gender, and sexuality, including their social construction, the formation of gender identity, and the roles of masculinity and femininity.

**CO 2:** Students will gain knowledge of the history and evolution of feminist and queer movements, both globally and within the context of India, including an understanding of the diversity of gender and sexual identities and the various strands within the queer movement.

**CO 3:** Students will be familiarized with key theoretical frameworks for understanding gender and sexuality, including social learning theory, neurophysiological development theory, cognitive developmental theory, and gender schema theory, as well as an exploration of the psychological dimensions of sexuality.

**CO 4:** Students will acquire awareness of the historical and contemporary rights and legal provisions for gender and sexual minorities, with a focus on the Indian context, including an examination of the impact of colonialism on gender and sexuality rights and an exploration of past, present, and future human rights issues for gender and sexual minorities.

#### **Readings:**

Bose, B., & Bhattacharyya, S. (2007). The phobic and the erotic: The politics of sexualities in contemporary India.

Chatterjee, S. (2018). Queer Politics in India: Towards Sexual Subaltern Subjects. Routledge.

Walby, S. (2011). The future of feminism. Polity.



## **PYG406 Educational Psychology**

### **Objectives:**

To orient students to the field of educational psychology and to familiarize students with concept of exceptionality and how exceptionality can be managed in the classroom. It will enable students to understand the role of diversity in learning and help in understanding the applications of psychology in the area of education

**Unit 1:** Introduction to educational psychology- concept, need and scope of educational psychology, methods of educational psychology, stages of growth and development, Adolescent behavior- characteristics, challenges and role of education

**Unit 2:** Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

**Unit 3:** Nature versus nurture, Application of Piaget and Vygotsky's theories of cognitive development in the classroom. Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs

**Unit 4:** Effective Teaching and Classroom Management: Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management

### **Course outcomes:**

**CO1:** Develop an understanding of the nature and fundamentals of educational psychology with several prominent theories of learning.

**CO2:** Understand and apply techniques and issues pertaining to effective classroom management and assessment.

**CO3:** Critically evaluate the impact of human diversity on education.

**CO4:** Explore the challenges in dealing with exceptionality and importance of inclusive education.

### **Readings:**

Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.

Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.

Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.

Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

### **PYP401 Dissertation /Academic Project**

Objectives - Students should be able to design and perform original, ethical research. They should be competent to prepare a dissertation in APA style. The research can be empirical/data-driven (quantitative, qualitative, or mixed-methods) or take the shape of a critical assessment of research and theory.

Reference - The most recent APA dissertation manual.

Evaluation: Viva conducted jointly by one internal and one external examiner

## **SEMESTER-VIII**

### **PYC451 Psychological Assessment for Abnormal Behavior**

#### **Objectives:**

To learn and understand the different types of psychological assessment and its practical uses and to understand the structure and components of psychological assessment tools

**Unit 1:** Introduction and Areas, Need for Psychological Assessment, Types of Psychological tools, Case Report File (CRF), Mental Status Examination (MSE)

**Unit 2:** Neuro-developmental test: VSMS, Child Behavioural Checklist (CBC), Bender-Gestalt Test (BGT), ESSA, INCLEN, Vanderbilt ADHD Rating Scale, Gessel Drawing Test (GDT).

**Unit 3:** Assessment of Psychotic Disorders: Brief Psychiatric Rating Scale (BPRS), Scale for Assessment of Positive Symptoms (SAPS), Brief Symptom Inventory (BSI), IDEAS

**Unit 4:** Neuropsychological Tests: Beck's Depression Inventory (BDI-II), Beck's Anxiety Inventory (BAI), Clinical Dementia Rating, Luria-Nebraska Neuropsychological Battery, Mini Mental Status Examination (MMSE), Hopelessness Scale.

#### **Course Outcomes:**

**CO1:** Learn about Psychological Assessment scales and its uses.

**CO2:** Learn and understand how to use and apply the Assessment tools.

**CO3:** Learn the theoretical foundations of the Assessment tools and their components

**CO4:** Learn to identify the symptoms of various neuropsychological and Neuro-developmental disorders.

#### **Readings:**

Plane T G, 2005, Contemporary Clinical Psychology, 2<sup>nd</sup> Ed, John Wiley ed

Trull T J, 2005, Clinical Psychology, 7<sup>th</sup> ed, USA: Thomson Learning Inc

### **PYE451 Cultural Psychology**

#### **Objectives:**

This course explores the dynamic interaction between culture and psychology, emphasizing the role of cultural context in shaping human behavior, cognition, and emotions. Through theoretical frameworks, empirical research, and case studies, students will examine cultural diversity, cultural influences on psychological processes, and applications of cultural psychology in various domains.

**Unit 1:** Introduction to cultural psychology: Nature, Human culture and psychology; Foundations of cultural psychology: Vygotsky's cultural -historical psychology; Culture and Human nature: Psychic Unity and Evolutionary school, Cultural Evolution.

**Unit 2:** Culture and individual psychology: Development and Socialisation : Cultural socialisation and language, Early childhood experiences, Socialisation through education ; Self and Personality: Who Am I?, Independent Versus Interdependent Views of Self, Relations with Ingroups and Outgroups, Individualism and Collectivism ; Culture and Social identity.

**Unit 3:** Cross cultural Psychology: Acculturation, living in multicultural worlds, Blending, Frame Switching.

**Unit 4:** Indigenous Psychology: Perception and Cognition in Indian Perspective; Self, Motivation and desires ; Impact of Globalisation

**Course outcomes:**

**CO 1:** Develop an understanding of the role of culture in shaping psychological processes and behaviors, and demonstrate cultural awareness and sensitivity in diverse contexts.

**CO 2:** Analyze and critique cultural frameworks, theories, and methodologies used in cultural psychology research, and evaluate cultural influences on human behavior and cognition.

**CO 3:** Apply principles of cultural competence in psychological practice, including assessment, intervention, and research, to effectively work with diverse individuals and communities.

**CO 4:** Demonstrate the ability to adapt psychological interventions to diverse cultural contexts, and advocate for cultural diversity, equity, and social justice in psychological research, practice, and policy.

**Readings:**

Ratner C., 2008, Cultural Psychology, Cross-cultural psychology, Indigenous Psychology, Nova Science Publishers, Inc.

Heine S. J., 2016, Cultural Psychology, W. W. Norton & Company, Inc. Third Edition.

Kitayama S., Cohen D., 2007, Handbook of Cultural Psychology, The Guilford Press.

Matt higs Cornelissen R. M., Misra G. , Varma S., 2011, Foundations of Indian Psychology, Pearson Education South Asia Ltd, vol. 1

**PYE452 Dialectic Behaviour Therapy**

**Objective:**

To learn the goal and roles of DBT in several domains of life. To understand the theoretical foundations and strategies of DBT. To learn the role of emotions and emotion regulation in DBT

**Unit 1:** Introduction: Nature and Features of DBT, Scope of DBT, Components of DBT, Principles and strategies in DBT, Goals of DBT, Ethical concerns in DBT, Mechanism of change in DBT

**Unit 2:** Theoretical Underpinnings of DBT: Integrative Treatment, Transactional Biosocial Theory, Learning Theories and Behavioural foundations, Mindfulness

**Unit 3:** Conceptual and Practical Issues in Application: Emotional barriers, Emotional Regulation, Emotions and Biofeedback, distress tolerance, over reliance on distress tolerance

**Unit 4:** Applications: in Suicide and Self-harm treatment; in Borderline Personality Disorder; in Eating Disorders; with Parents, Couples, and Families; with Adolescents; and in Substance use Disorders

**Course Outcome:**

**CO1.** Understand the nature, mechanisms and principles of DBT

**CO2.** Learn the basic foundational theories of DBT

**CO3.** Learn the Role of emotions and emotional barriers in DBT

**CO4:** Learn to apply DBT in various clinical settings, and with Adolescents, families and parents.

**Readings:**

Swales M., Heard H., 2017, Dialectic Behaviour Therapy, Routledge New York and London, Secondary ed

Swales M, 2018, The Oxford Handbook of Dialectic Behaviour Therapy, OUP Oxford

**PYE453 Applied Social Psychology**

**Objectives:**

To use the concepts of social psychology and develop an understanding of social process and issues for its application in the field of environment, culture, workplace, health and law. To help student understand social problems and gain knowledge about intervention strategies.

**Unit 1:** Introduction: Nature of applied Social Psychology, Social influences on behaviour, Levels of analysis, Methodological approaches – Participatory Action and Learning research techniques.

**Unit 2:** Applying Social Psychology-I: Environment: Pro environmental behaviour, environmental concern and environmental issues. Diversity: acceptance and respect of human in their socioecological, historical and cultural concern.

**Unit 3:** Applying Social Psychology-II: Work: workplace social psychology, harassment, safety, burnout & stress management. Health: Mental and physical well-being. Legal system: criminal justice system, Jury decision, trial consultancy, expert witness and policymaking

**Unit 4:** Intervention and Evaluation: Process of intervention; need for evaluation for effective programmes. Case studies in Indian context.

**Course Outcomes (COs):**

**CO1:** Understand the nature, scope and methods of Applied Social psychology.

**CO2:** Discuss the levels of social behavior and understand the influences of societal variables on human behavior.

**CO3:** Investigate various social problems by applying the theories and concepts of applied social psychology.

**CO4:** Critically examine a variety of intervention techniques dealing with issues and problems in interpersonal and societal issues

**Readings:**

Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage. Mikkelsen, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.

Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.

### **PYE454 Acceptance and Commitment Therapy**

**Objectives:** To understand the potential sources of human suffering and its philosophical Foundations, To understand the role of acceptance of the present and movement towards valued behaviour

**Unit 1:** Introduction, the Dilemma of human suffering, Philosophical and Theoretical Foundations of ACT, ACT model of Psychopathology

**Unit 2:** Clinical Methods: Creative Hopelessness, Barriers to giving up unworkable systems, Role of Control, Building Acceptance, Attacking the arrogance of words, Undermining reasons as causes

**Unit 3:** Self and Valuing: Discovering Self, Building awareness by Observing Self, Valuing and Value clarification, Assessment of values, goals and actions; Willingness and Commitment, cost of unwillingness, Building Acceptance by defusing language

**Unit 4:** Application of ACT: Effect ACT therapeutic relationships, ACT in functional sense, Contradictions and uncertainty, Identification with client, Positive and Negative Leverage points in ACT; ACT in present context

#### **Course outcomes:**

**CO 1:** Help the students to learn the theoretical and historical foundations of ACT

**CO 2:** Analyses the cause of hopelessness. Challenging the normal change agenda and challenging the idea of control as the solution.

**CO 3:** Learn about the role conceptualised self in human suffering, and how to overcome it with the help of observation, value clarification

**CO 4:** Understand and learn about the therapeutic relationship

#### **Readings:**

Hayes S, Stronachlachar K, Wilson K., 2003, Acceptance and Commitment Therapy, Guilford Press

Hayes S., Smith S., 2005, Get out of your mind and your life, New Harbinger Publishing

### **PYE455 Test Construction**

#### **Objectives:**

To understand the criteria of a good psychological test, To practice necessary steps involved in test construction. To administer self-developed test on sample

**Unit-1:** Test construction: Steps in Test construction, Types of items, Construction of test Items. Levels of measurement, Item Analysis: Pre-testing Calculation of item discrimination; Determination of item difficulty; Classical Test Theory, Item Response Theory.

**Unit-2 :** Reliability: History and theory of reliability, Standard Error of Measurement; Types of reliability, Factors influencing reliability of test scores. Validity: Types of validity; Methods of calculating validity; Cross validation; Relation of validity and reliability; Factors influencing validity.

**Unit-3:** Standardization and Development of Norms: Meaning of norms; Steps in developing norms; Types of norms. Response set in test scores: Meaning of response sets; Types of response sets; Methods to eliminate response sets. Psychological Scaling Methods: Method of Rank Order, Method of successive categories, Method of Paired Comparisons. Attitude Scales—Semantic differential, Staples, Likert scale. Computer-based psychological testing

**Unit 4:** Test development Students will be divided into groups. Each group has to choose an area by consensus or majority. Each student will have to develop a psychological test pertaining to the area chosen by the group. Every student in each group will present his or her ideas about developing a specific psychological test in the class.

*Note:* Test development Students will be divided into groups. Each group has to choose an area by consensus or majority. Each student will have to develop a psychological test pertaining to the area chosen by the group. Every student in each group will present his or her ideas about developing a specific psychological test in the class. Reporting of newly developed tool by the all groups. The newly developed tool has to be administered on a group of at least 60 individuals. The item analysis, reliability and validity, norms are to be computed and reported in the file.

### **Course outcome:**

**CO1:** Students will learn about steps in test construction

**CO2:** Students will gain insight about the reliability and validity

**CO3:** Students will understand the process of developing norms

**CO4:** Students will learn to develop a psychological test

### **Readings:**

Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (Seventh Ed.). New Delhi: Prentice Hall.

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

Kline, P. (1998). *The New Psychometrics: Science, psychology and measurement*. New York: Routledge.

## **PYE456 Psychology of Addictive Behaviours**

### **Objective:**

Students will critically evaluate the impact of drug use on individuals, families, communities, and society at large. Students will explore the pharmacological mechanisms of commonly abused substances, including their effects on the brain and body. Students will examine the psychological factors contributing to drug use, addiction, and recovery, including individual differences in susceptibility and resilience.

**Unit 1:** Addiction: The History of Drug, Societal and Personal Impacts of Drug Addiction, The Psychology and Neuroscience of Reward: How Addiction Hijacks the Brain: Numbed Pleasure Response, Strengthened Associations between Drug Taking and Drug-Related Cues, Reduced Self-Control

**Unit 2:** Genetics—Born to Be an Addict? The Psychological Effects of Psychoactive Drugs, Why We Crave Coffee and Cigarettes: Caffeine, Nicotine, Treatment Options for Smokers Alcohol—Alcohol versus Drugs of Abuse, Treatment Options for Alcoholism, The Science of Marijuana, The Effects and Uses of Marijuana, Marijuana Addiction and Abuse, Treatment for Marijuana Addiction



**Unit 3:** Stimulants—From Cocaine to Ritalin: The History, The Effects of Psychostimulants, Treatments for Psychostimulant Addictions, The Science of Poppies, Pleasure, and Pain: Opium, The Effects of Opioids on Behavior and the Brain, Opioid Abuse, Treatment for Opioid Abuse and Addiction

**Unit 4:** The Gambler's Brain: Gambling versus Drugs of Abuse: Behavioral Symptoms, Gambling versus Drugs of Abuse: Neural Mechanisms, Gambling versus Drugs of Abuse: Genetics, Treatment for Gambling, Junk Food, Porn, Video Games—Addictions?: Pornography, Video Games, Neural Effects of Supernormal Stimuli, Approaches to Overcoming Behavioral Addictions

**Course outcomes:**

**CO 1.** Understanding of psychological effects of drugs

**CO 2.** Understanding of role of neurotransmitters and brain in addiction

**CO 3.** Role of psychopharmacology in human

**CO 4.** Recognise when to facilitate access to further mental health support in the case of addiction

**Readings:**

Grilly, D.M. & Salamone, J. (2011). Drugs and behavior. Pearson education.

Levinthal, C.F. (2013). Drugs, behavior and modern society. Pearson Higher education.

Perry, P.J., Alexander, B., Liskow, B., & De Vane, C.L. (2006). Psychotropic drugs handbook. Lippincott Williams & Wilkins.

Preston, J., & Johnson, J. (2011). Clinical psychopharmacology made ridiculously simple. Medmaster Inc.

Stahl, S.M. (2013). Stahl's essential psychopharmacology: Neuroscientific basis and practical applications. Cambridge University Press.

**PYG451 Psychological First Aid**

**Objectives:**

This course provides an introduction to Psychological First Aid (PFA), a supportive intervention designed to promote psychological resilience and mitigate distress in the aftermath of crisis or trauma. Students will learn the principles, strategies, and techniques of PFA, as well as its application in diverse settings. Through case studies, role-plays, and experiential learning, students will develop the skills necessary to provide immediate psychological support to individuals and communities in crisis situations.

**Unit 1:** Introduction to Psychological First Aid: Overview of Psychological First Aid, Principles and Core Components, Ethical Considerations and Cultural Sensitivity

**Unit 2:** Providing Psychological Support: Active Listening and Communication Skills, Empathy and Validation, Psychoeducation and Information Provision,

**Unit 3:** Crisis Intervention and De-escalation: Assessing Psychological Needs, Crisis Response and De-escalation Techniques, Supporting Individuals in Distress



**Unit 4:** Applying Psychological First Aid in Practice: Role-plays and Case Studies, Application of PFA Techniques in Various Settings (e.g., natural disasters, emergencies, community crises), Collaboration, Referral, and Self-Care Strategies

**Course outcomes:**

**CO 1:** Students will gain a comprehensive understanding of the principles and core components of Psychological First Aid. This course provides an introduction to Psychological First Aid (PFA), a supportive intervention designed to promote psychological resilience and mitigate distress in the aftermath of crisis or trauma.

**CO 2:** Students will learn the principles, strategies, and techniques of PFA, as well as its application in diverse settings. Through case studies, role-plays, and experiential learning, students will develop the skills necessary to provide immediate psychological support to individuals and communities in crisis situations or trauma.

**CO 3:** Students will demonstrate cultural competence and sensitivity in the delivery of Psychological First Aid, recognizing and respecting diverse cultural, social, and individual differences, and adapting interventions to meet the unique needs of diverse populations.

**CO 4:** Students will learn the importance of collaboration and interdisciplinary teamwork in the provision of Psychological First Aid

**Readings:**

Brymer, M. J., Layne, C. M., Jacobs, A. K., Pynoos, R. S., Ruzek, J. I., Steinberg, A. M., ... & Watson, P. J. (2006). Psychological first aid: Field operations guide (2nd ed.). National Child Traumatic Stress Network and National Center for PTSD.

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., ... & Watson, P. (2006). Psychological first aid field operations guide (2nd ed.). National Child Traumatic Stress Network and National Center for PTSD.

Everly Jr, G. S., & Lating, J. M. (2019). The Johns Hopkins guide to psychological first aid. Johns Hopkins University Press.

Forbes, D., O'Donnell, M., Bryant, R., Seidler, A., Creamer, M., & McFarlane, A. (2010). The Australian guideline for prevention, diagnosis and management of acute stress disorder and posttraumatic stress disorder. Australian Centre for Posttraumatic Mental Health.

Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., ... & Ursano, R. J. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry: Interpersonal and Biological Processes*, 70(4), 283-315.

National Child Traumatic Stress Network & National Center for PTSD. (2006). Psychological first aid: Field operations guide. National Child Traumatic Stress Network.

Ritchie, E. C., & Watson, P. J. (Eds.). (2016). Psychological first aid: A practical guide. Routledge.

## **PYG452 Counseling Psychology**

### **Objectives:**

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

**Unit 1:** Introduction: Nature and Goals; Counselling as a profession: professional ethics; The effective counsellor: personality characteristics; Counselling status of counselling psychology in India

**Unit 2:** Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships

**Unit 3:** Techniques of Counselling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

**Unit 4:** Counselling Applications: Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse

### **Course Outcomes**

**CO1:** Understand the meaning, goals and process of counseling.

**CO2:** Analyse various techniques and approaches of counseling used in psychology.

**CO3:** Evaluate various contemporary trends and developments in the field of counseling along with Indian yogic and meditative techniques.

**CO4:** Apply Counseling skills as an intervention in varied clinical setting.

### **Readings:**

Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Geldard, K. & Geldard, D. (2011). Counselling Children: A Practical Introduction ( 3rd Ed.) New Delhi: Sage.

Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.

Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson

### **PYG453 Understanding Psychological Disorders**

#### **Objectives:**

The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.

**Unit 1:** Understanding Abnormality: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment

**Unit 2:** Clinical Picture and etiology of Disorders I: Anxiety disorders; Somatoform disorders – Hypochondriasis and Conversion disorders

**Unit 3:** Clinical Picture of: Mood disorders; Eating disorders; Sexual disorders: Gender Identity Disorder

**Unit 4:** Clinical Picture: Schizophrenia; Borderline Personality Disorder, Anti-Social Personality Disorders; Disorders of Development: Learning disorder/ Mental Retardation, ADHD, Autism

#### **Course Outcomes:**

**CO1:** Understand the concept of Abnormality by applying the knowledge of assessment, diagnosis, classification system

**CO2:** Explain various Theoretical approaches on abnormal behavior as Biological, familial, cultural, behavioral, cognitive and psychodynamic

**CO3:** Describe the etiology of anxiety disorders, conversion disorders and Dissociative disorder.

**CO4:** Identify and explain the etiology and dynamics of various Developmental disorders, Substance related disorders and eating disorders.

#### **Readings:**

Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer,K. (2001). Clinical Psychology.Oxford : Heinemann Educational Publishers

Carson,R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

David Barlow H. & Durand V. Mark, 7thEdition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition

Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi :Cengage learning

## **PYG454 Psychology of Addictive Behaviours**

### **Objective:**

Students will critically evaluate the impact of drug use on individuals, families, communities, and society at large. Students will explore the pharmacological mechanisms of commonly abused substances, including their effects on the brain and body. Students will examine the psychological factors contributing to drug use, addiction, and recovery, including individual differences in susceptibility and resilience.

**Unit 1:** Addiction: The History of Drug, Societal and Personal Impacts of Drug Addiction, The Psychology and Neuroscience of Reward: How Addiction Hijacks the Brain: Numbed Pleasure Response, Strengthened Associations between Drug Taking and Drug-Related Cues, Reduced Self-Control

**Unit 2:** Genetics—Born to Be an Addict? The Psychological Effects of Psychoactive Drugs, Why We Crave Coffee and Cigarettes: Caffeine, Nicotine, Treatment Options for Smokers Alcohol—Alcohol versus Drugs of Abuse, Treatment Options for Alcoholism, The Science of Marijuana, The Effects and Uses of Marijuana, Marijuana Addiction and Abuse, Treatment for Marijuana Addiction

**Unit 3:** Stimulants—From Cocaine to Ritalin: The History, The Effects of Psychostimulants, Treatments for Psychostimulant Addictions, The Science of Poppies, Pleasure, and Pain: Opium, The Effects of Opioids on Behavior and the Brain, Opioid Abuse, Treatment for Opioid Abuse and Addiction

**Unit 4:** The Gambler's Brain: Gambling versus Drugs of Abuse: Behavioral Symptoms, Gambling versus Drugs of Abuse: Neural Mechanisms, Gambling versus Drugs of Abuse: Genetics, Treatment for Gambling, Junk Food, Porn, Video Games—Addictions?: Pornography, Video Games, Neural Effects of Supernormal Stimuli, Approaches to Overcoming Behavioral Addictions

### **Course outcomes:**

**CO 1.** Understanding of psychological effects of drugs

**CO 2.** Understanding of role of neurotransmitters and brain in addiction

**CO 3.** Role of psychopharmacology in human

**CO 4.** Recognise when to facilitate access to further mental health support in the case of addiction

### **Readings:**

Grilly, D.M. & Salamone, J. (2011). Drugs and behavior. Pearson education.

Levinthal, C.F. (2013). Drugs, behavior and modern society. Pearson Higher education.

Perry, P.J., Alexander, B., Liskow, B., & De Vane, C.L. (2006). Psychotropic drugs handbook. Lippincott Williams & Wilkins.

Preston, J., & Johnson, J. (2011). Clinical psychopharmacology made ridiculously simple. Medmaster Inc.

Stahl, S.M. (2013). Stahl's essential psychopharmacology: Neuroscientific basis and practical applications. Cambridge University Press.

## **PYG455 Psychotherapies**

### **Objective:**

This course aims to introduce the students with the therapeutic techniques used in Psychology. It further enables the learners to understand the use and effectiveness of therapy according to the psychological illness of the individual. It also deals with the current trends to meet the industrial demands and ethical issues of Psychotherapy.

**Unit-1:** Psychotherapy: Meaning, Nature & Scope Variables affecting Psychotherapy: Specific Variables: Client Variable, Therapist Variable, Process variables, Social & Environmental Variable Non-Specific Variables: Spontaneous cure, Placebo Effect

**Unit-2:** Psychoanalytic Therapies Freud's Psycho-analytic Therapy, Adlerian Psychotherapy, Transactional Analysis (TA)

**Unit-3:** Humanistic Therapies Client-Centered Therapy, Existential Therapy and Gestalt Therapy

**Unit-4:** Behaviour Therapy, Cognitive Behavior therapy, Yoga, Meditation, relaxation techniques.

### **Course outcomes:**

**CO1:** Develop understanding of therapeutic interventions for the various psychological disorders.

**CO2:** Understand techniques for dealing with moderate to severe psychopathology

**CO3:** Apply various individual and group psychotherapeutic devices and be aware about the ethical issues of the field.

**CO4:** Analyze current trends in the interventions.

### **Readings:**

Pomerantz, A. M. (2011). Clinical Psychology: Science, Practice & Culture (2nd Ed.). New Delhi: Sage Publications.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). Introduction to Clinical Psychology (4th Ed). New Jersey: Prentice Hall.

Korchin, S. J. (1975). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers & Distributors.

Spiegler, M.D. & Guevermont, D.C. (1998). Contemporary Behaviour Therapy. (3rd Ed.). US: Brooks/Cole.

Claringbull, N. (2011). Mental Health in Counseling and Psychotherapy. UK: Short Run Press.

Bellack, A. S. & Hersen, M. (1980). Introduction to Clinical Psychology. New York: Oxford University Press.

Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). The Clinical Psychology Handbook, New York: Pergamon. Davidson, P.W.,

## **PYG456 Mindfulness based Psychotherapies**

### **Objective:**

This course explores the theory, research, and practical applications of mindfulness-based approaches in psychotherapy. Students will learn about the principles of mindfulness, its integration into various therapeutic modalities, and its effectiveness in treating a range of psychological disorders and promoting overall well-being. Through experiential exercises, case studies, and discussions, students will develop skills in applying mindfulness techniques in clinical practice.

**Unit 1:** Introduction to Mindfulness: Definition and origins of mindfulness, Buddhist roots and secular adaptations, Basic principles and qualities of mindfulness practice. Theoretical Frameworks: Mechanisms of mindfulness: attention regulation, emotion regulation, and self-awareness. Neuroscientific basis of mindfulness,

**Unit 2:** Mindfulness meditation practices (e.g., breath awareness, body scan, loving-kindness), Informal mindfulness practices in daily life, Challenges and barriers to mindfulness practice. Empirical Evidence for Mindfulness in Psychotherapy, Efficacy and effectiveness of MBIs for various disorders, Mechanisms of change in mindfulness-based approaches, Limitations and areas for further research. Technology-assisted mindfulness interventions.

**Unit 3:** Integrating mindfulness into clinical assessment, Case conceptualization from a mindfulness perspective, Tailoring mindfulness interventions to individual client needs. Mindfulness Skills Training: Teaching mindfulness techniques to clients, Cultivating mindfulness in the therapeutic relationship, Addressing common challenges and misconceptions

**Unit 4:** Mindfulness in Psychotherapeutic Approaches: Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT). Mindfulness with children and adolescents, Mindfulness in couples therapy, Mindfulness in addiction treatment, Mindfulness in trauma.

### **Course outcomes:**

**CO 1:** Students will demonstrate a comprehensive understanding of the definition, origins, and basic principles of mindfulness, including its Buddhist roots and secular adaptations.

**CO 2:** Students will evaluate the empirical evidence for mindfulness-based interventions (MBIs) in psychotherapy, including their efficacy and effectiveness for various psychological disorders.

**CO 3:** Students will apply mindfulness meditation practices and informal mindfulness techniques in clinical settings, including breath awareness, body scan, and loving-kindness meditation. They will integrate mindfulness into clinical assessment and case conceptualization, tailor mindfulness interventions to individual client needs, and address challenges and barriers to mindfulness practice.

**CO 4:** Students will integrate mindfulness into various psychotherapeutic approaches, and will explore the application of mindfulness in specific populations and contexts, such as children and adolescents, couples therapy, addiction treatment, and trauma therapy.

### **Readings:**

Baer, R. A. (Ed.). (2014). Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications. Academic Press.



Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., ... & Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical psychology: Science and practice*, 11(3), 230-241.

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

Germer, C. K., Siegel, R. D., & Fulton, P. R. (Eds.). (2013). *Mindfulness and psychotherapy* (2nd ed.). Guilford Press.

Grepmaier, L., Mitterlehner, F., Loew, T., & Nickel, M. (2007). Promotion of mindfulness in psychotherapists in training: Preliminary study. *European Psychiatry*, 22(8), 485-489.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). Guilford Press.

Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Delta.

Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.

Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Bantam.

Linehan, M. M. (2015). *DBT® skills training manual* (2nd ed.). Guilford Press.

*Mindfulness into Psychology and the Helping Professions*. Washington D.C.: APA Books.

*Rewire Your Brain for Clam, Clarity & Joy*. Sounds True, CO.

Salzberg, S. (1995). *Loving-kindness: The revolutionary art of happiness*. Shambhala Publications.

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2018). *Mindfulness-based cognitive therapy for depression*. Guilford Publications.

Shapiro, S. (2020) *Good Morning, I Love You: Mindfulness & Self-Compassion Practices to*

Shapiro, S.L. & Carlson, L.E. (2017). *The Art and Science of Mindfulness: Integrating*  
True, CO

Williams, Justin Michael. (2020) *Stay Woke: A Meditation Guide for the Rest of Us*. Sounds

### **PYP451 Dissertation /Academic Project/Test construction/ internship in Hospital/Counseling setting**

**Objectives** - Students should be able to design and perform original, ethical research. They should be competent to prepare a dissertation in APA style. The research can be empirical/data-driven (quantitative, qualitative, or mixed-methods) or take the shape of a critical assessment of research and theory.

**Reference** - The most recent APA dissertation manual.

**Evaluation:** Viva conducted jointly by one internal and one external examiner