

**FYUP in Education
North-Eastern Hill University**

Date of Approval of Academic Council

Semester 1-2: May 30, 2024

Semester 3-6: May 26, 2026

PSY- 100: BASIC FOUNDATIONS OF PSYCHOLOGY

Semester: 1

Credit: 4

Learning Objectives

1. Examine the historical and theoretical foundations of psychology.
2. Apply research methods to psychological inquiry.
3. Explain the biological and cognitive bases of behaviour.
4. Analyse human development and social behaviour across the lifespan.

Course outcomes

At the end of the course students are able to:

1. Explore the development of psychology as a scientific discipline, examining early philosophical influences and major perspectives such as behavioural, cognitive, and psychodynamic approaches.
2. Utilize the scientific method, distinguish between various research methods (e.g., experimental, correlational), and understand ethical considerations in conducting psychological research
3. Explain of the structure and function of the nervous and endocrine systems, and understand how biological processes influence behavior, sensation, perception, learning, memory, and problem-solving
4. Analyse the developmental stages from prenatal to adulthood, explore theories of cognitive and social development, and understand the impact of social influence on behavior, attitudes, and personality

Unit I: Introduction to Psychology

- History and Approaches: Early Philosophical Influences; Development of Psychological Science; Major Perspectives in Psychology (e.g., Behavioural, Cognitive, Psychodynamic); Modern Approaches and Fields of Psychology
- Research Methods in Psychology: Scientific Method; Types of Research (Experimental, Correlational, Observational); Ethics in Psychological Research; Analyzing and Interpreting Data
- Biological Bases of Behavior: Structure and Function of the Nervous System; Neurotransmitters and Their Effects; Brain Imaging Techniques; The Endocrine System and Hormonal Influences
- Sensation and Perception: Basic Principles of Sensation; Visual and Auditory Systems; Perceptual Organization and Interpretation; Sensory Disorders

Unit 2: Developmental Psychology

- Prenatal Development and Infancy: Genetic and Environmental Influences; Stages of Prenatal Development; Physical and Cognitive Development in Infancy; Attachment and Early Social Development
- Childhood Development: Theories of Cognitive Development (Piaget, Vygotsky); Language Development; Social and Emotional Development; The Role of Play in Development
- Adolescence: Physical Changes During Adolescence; Cognitive and Moral Development; Identity Formation; Adolescent Social Relationships
- Adulthood and Aging: Early and Middle Adulthood; Cognitive and Emotional Changes in Adulthood; Theories of Aging; Psychological Aspects of Death and Dying

Unit 3: Cognitive Processes

- Learning: Classical Conditioning; Operant Conditioning; Observational Learning; Applications of Learning Theories
- Memory: Models of Memory (Information Processing Model); types of Memory (Sensory, Short-term, Long-term); Factors Influencing Memory; Memory Disorders and Amnesia
- Thinking and Problem Solving: Nature of Concepts and Prototypes; Problem-Solving Strategies; Decision Making and Judgment; Creative Thinking
- Language: Structure and Components of Language; Theories of Language; Acquisition Language Development; Language and Thought

Unit 4: Social and Personality Psychology

- Social Cognition: Attribution Theory; Attitudes and Behavior; Social Perception; Prejudice and Stereotyping
- Social Influence: Conformity and Obedience; Persuasion Techniques; Group Dynamics and Behavior; The Role of Social Norms
- Personality Theories and Assessment: Psychoanalytic and Neo-Freudian Theories; Trait Theories; Humanistic and Existential Theories; Personality Assessment Methods
- Mental Health and Disorders: Defining Psychological Disorders; Major Categories of Disorders (Anxiety, Mood, Psychotic); Approaches to Treatment (Psychotherapy, Pharmacotherapy); Stigma and Mental Health Advocacy

Assignment (choose any one)

1. Comparative Analysis of Historical and Modern Psychological Perspectives
2. Designing and Conducting a Mini Experiment
3. Biological Bases of Behaviour
4. Sensation and Perception
5. Social and Personality Psychology: Personality Assessment Project

Practical (Time: 3 Hours. Mode of conduct: as per the given manual)

1. Sentence Completion Test Revised by L.N. Dubey and A. Dubey.(2004)
2. Retroactive and proactive inhibition in Experiments in Psychology by S. M. Mohsin (2016)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings:

Anderson John R. (1980) "Cognitive Psychology and Its Implications" published by W.H. Freeman and Company, San Francisco, USA.

Aronson Elliot (1972), "The Social Animal", published by W.H. Freeman and Company, San Francisco, USA.

Baron R A (2013). Psychology, 5th edition. Pearson, New Delhi

Carole, W. and Carol, T. (2007). Psychology (7th Edition). Pearson Education, India

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

Ciccarelli, S. K.; White J. N. Adapted by Girishwar Misra (2018). Psychology (5th Edition). Pearson.

Coon, D., & Mitterer, J.O. (2007). Introduction to Psychology (11th ed.). New Delhi: Cengage Learning India PvtLtd.

Feldman R S (2011). Understanding Psychology, 10th edition, Tata McGraw-Hill, New Delhi

Freud Sigmund (1900) "The Interpretation of Dreams" published by Franz Deuticke, Leipzig and Vienna, Austria.

Freud Sigmund (1923), "The Ego and the Id" published by International Psychoanalytic Press, Vienna, Austria.

Hayes Nicky (2002), "Psychology: The Study of Human Behaviour", published by Tata McGraw-Hill Education, New Delhi.

Hilgard, Atkinson & Atkinson (2003) Introduction to Psychology. IBH Publishing Co Pvt Ltd. New Delhi

James William (1890) "Principles of Psychology" published by Henry Holt and Company, New York, USA

Kahneman Daniel (2011) "Thinking, Fast and Slow", published by Farrar, Straus and Giroux, New York, USA

Kolesar Tara L. (2008), "General Psychology, published", by Pearson Education India, New Delhi

Kuppuswamy, B. (1990). Elements of ancient Indian psychology, 3rd Ed. New Delhi: Konark Publishers Pvt. Ltd

Lazarus Richard S. (1991), "Emotion and Adaptation" published by Oxford University Press, New York, USA

Mangal, S.K. (2017), "Foundations of Psychology", published by PHI Learning Pvt. Ltd. New Delhi

Mishra, B. K. (2008). Psychology: The study of human behaviour. New Delhi: Prentice Hall

Morgan Clifford T., Richard A. King, John R. Weisz, John Schopler (2009), "Introduction to Psychology", published by Tata McGraw-Hill Education, New Delhi

Pandey Janak (Editor) (2000), "Psychology in India Revisited - Developments in the Discipline: Volume 1: Physiological Foundation and Cognitive Processes", published by Sage Publications India Pvt. Ltd. New Delhi

Pinker Steven (2002). "The Blank Slate: The Modern Denial of Human Nature", published by Viking Press, New York, USA.

Santrock, J.W. (2006). Psychology Essentials (Updated 2nded.). New Delhi: Tata McGraw Hill.

Vygotsky Lev (1978). "Mind in Society: The Development of Higher Psychological Processes", published by Harvard University Press, Cambridge, USA

Watson John B. (1924) "Behaviourism" published by W.W. Norton & Company, New York, USA.

PSY 150: PHYSIOLOGICAL PSYCHOLOGY

Semester: 2

Credits: 4

Learning Objectives

1. Identify the foundations and scope of physiological psychology
2. Explain the mechanisms of neural communication
3. Analyse the functioning of sensory and motor systems
4. Examine the relationship between hormones, the brain, and behaviour

Course Outcomes

At the end of the course students are able to:

1. Explore the definition, historical development, and key figures in physiological psychology, along with the research methods used to study the relationship between the brain and behaviour
2. Explain the Mechanisms of Neural Communication its structure and function of neurons, the process of action potentials, synaptic transmission, and the role of major neurotransmitters in influencing behaviour and neuroplasticity
3. Analyse the Functioning of Sensory and Motor Systems in relation to sensory systems (visual, auditory, and somatosensory) process information and how the motor system controls movement and bodily responses
4. Examine the Relationship Between Hormones, the Brain, and Behaviour in respect to the endocrine system, focusing on how hormones regulate behaviour, influence stress responses, and impact mental health

Unit 1: Introduction to Physiological Psychology

- Definition and Scope of Physiological Psychology
- Historical Development and Key Figures
- Research Methods in Physiological Psychology
- Basic Neuroanatomy

Unit 2: Neural Communication and Neurotransmitters

- Neuronal Structure and Function
- Action Potentials and Synaptic Transmission
- Major Neurotransmitters and Their Functions
- Neuroplasticity and Neurogenesis

Unit 3: Sensory and Motor Systems

- The Visual System
- The Auditory System
- The Somatosensory System
- The Motor System

Unit 4: Hormones, Brain, and Behaviour

- Introduction to the Endocrine System
- Hormonal Regulation of Behaviour
- Stress and the Brain
- Hormones and Mental Health

Assignment (Choose any one)

1. Literature Review Assignment:
2. Case Study Analysis
3. Neuroanatomy Lab Assignment
4. Behavioural Neuroscience Project

Practical: (Time: 3 Hours, Mode of conduct: Classroom Dyadic assessment)

1. Neurocognitive Test: Stroop Effect adapted version by Prasad Psycho, (2019)
2. Neurocognitive Test: Mirror Drawing (Bilateral transfer of learning), Prasad Psycho(2019)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings:

Amartya Sen (2005), "The Argumentative Indian: Writings on Indian History, Culture and Identity", published by Penguin Books; New Delhi, India

Arundhati Roy (1997), "The God of Small Things"; published by IndiaInk (an imprint of HarperCollins); New Delhi, India

Breedlove S. Marc and Neil V. Watson (2019), "Biological Psychology: An Introduction to Behavioural, Cognitive, and Clinical neuroscience" published by Sinauer Associates, 8th Edition. Sunderland, MA.

- Carlson, N.R. (2000). "Physiology of behaviour": London: Allen and Bacon.
- Chetan Bhagat (2004), "Five Point Someone: What not to do at IIT", published by Rupa Publications; New Delhi, India
- Eric R. Kandel, James H. Schwartz, Thomas M. Jessell, Steven A. Siegelbaum, and A.J. Khosla, Meetu. (2017). Physiological Psychology. Sage Publications India Private Limited; First Edition.
- Hudspeth (2013)"Principles of Neural Science" by, McGraw-Hill Education, 5th Edition. New York, NY.
- Kiran Desai (2006), "The Inheritance of Loss" published by Penguin Books India, New Delhi, India
- Leukel, F. (1985). "Introduction to Physiological Psychology". CBS Publishing Company, New Delhi
- Neil R. Carlson (2016), "Physiology of Behaviour" published by Pearson, 12th Edition. New York, NY.
- Neil R. Carlson (2017)"Foundations of Behavioural Neuroscience" by, Pearson, 9th Edition. New York, NY.
- Ramachandra Guha (2007), "India After Gandhi: The History of the World's Largest Democracy", published by HarperCollins; New Delhi, India.
- Schneider, A. M. & Tarshis (1975). "Physiological Psychology". New York: Random House.
- Williams E, Sherly. & Karim L, Razeena. (2018). Physiological Psychology. Notion Press.

PSY200: DEVELOPMENTAL PSYCHOLOGY

Semester: 3

Credits: 4

Learning Objectives

1. Explain theories and concepts of lifespan development
2. Examine cognitive and language development in various contexts
3. Analyse social and emotional development across the lifespan
4. Identify key concepts in developmental psychopathology and intervention strategies

Course Outcomes:

At the end of the course students are able to:

1. Explain the key developmental theories, such as those by Piaget, Erikson, and Vygotsky, while gaining an overview of physical, cognitive, and socio-emotional development across the lifespan, including the nature vs. Nurture debate.
2. Compare Piaget's and Vygotsky's theories on cognitive development, explore the stages of language acquisition, and assess how cognitive development varies across different cultural settings.
3. Analyse Social and Emotional Development Across the Lifespan in relation to attachment theory, emotional regulation, and the impact of family, peers, and schools on social development, as well as how social behaviours evolve throughout life.
4. Identify Key Concepts in Developmental Psychopathology and Intervention Strategies in relation to developmental psychopathology, learn about common psychological disorders in children and adolescents, understand risk and protective factors, and explore intervention and treatment strategies for developmental issues.

Unit 1: Introduction to Developmental Psychology

- Theories of Development (e.g., Piaget, Erikson, Vygotsky)
- Lifespan Development: An Overview
- Nature vs. Nurture Debate
- Research Methods in Developmental Psychology

Unit 2: Cognitive and Language Development

- Piaget's Theory of Cognitive Development
- Vygotsky's Sociocultural Theory
- Language Acquisition and Development
- Cognitive Development in Different Cultures

Unit 3: Social and Emotional Development

- Attachment Theory (Bowlby and Ainsworth)
- Emotional Regulation and Expression
- Influence of Family, Peers, and School
- Social Development across the Lifespan

Unit 4: Developmental Psychopathology

- Introduction to Developmental Psychopathology
- Common Psychological Disorders in Children and Adolescents
- Risk and Protective Factors
- Intervention and Treatment Strategies

Assignments: (Choose any one)

1. Comparative Analysis of Developmental Theories
2. Nature vs. Nurture Debate Presentation.
3. Lifespan Development Timeline
4. Research Methods Exploration
5. Piaget vs. Vygotsky Role Play

Practical: (Time: 3 Hours, Mode of conduct: As specified in the manuals)

1. Vineland Social maturity scale by Dr. J. Bharath Raj, (2011)
2. The Developmental Assessment Scale for Indian Infants (DASII) by P. Phatak and N. Misra, (2014)
3. Child Behaviour Checklist (CBCL) for ages 1.5 to 5 years and 6 to 18 years, by T. M. Achenbach and L. A. Rescorla 2015 and 2017

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings:

- Berk, L. E. (2018). *Child Development* (10th ed.). Pearson, Boston, MA.
- Bhatia, H. (2012). *Developmental Psychology: Childhood and Adolescence*. Shree Publishers, Mumbai, India.
- Chaube, S. P. (2003). *Developmental Psychology*. Neel Kamal Publications Pvt.ltd.

- Davies, D. (2010). *Child Development: A Practitioner's Guide* (3rd ed.). Guilford Press, New York, NY.
- Feldman, R. S. (2017). *Development Across the Life Span* (8th ed.). Pearson, Boston, MA.
- Kail, R. V., & Cavanaugh, J. C. (2018). *Human Development: A Life-Span View* (8th ed.). Cengage Learning, Boston, MA.
- Kapoor, S. (2016). *Developmental Psychology: A Life-Span Approach*. Sterling Publishers, New Delhi, India.
- Konwar, Ishmirekha Handique & Boruah, Angita Sarmah. (2021). *Developmental Psychology (Child Psychology, Adolescence Psychology & Adult Psychology)*. EBH Publishers (India); Student's Edition.
- Lee, Victor & Das Gupta, Prajna. (Eds.) (1995). *Children's Cognitive and Language Development (Child Development)*. Wiley-Blackwell.
- Mangal, S. K. (2019). *Advanced Educational Psychology* (2nd ed.). PHI Learning Pvt. Ltd., New Delhi, India.
- Mangal, S. K. & Mangal, Shubhra. (2022). *Child Psychology and Development*. Sterling Publishers Pvt.Ltd. First Edition.
- Papalia, D. E., & Martorell, G. (2020). *Experience Human Development* (14th ed.). McGraw-Hill Education, New York, NY.
- Parke, R. D., & Gauvain, M. (2018). *Child Psychology: A Contemporary Viewpoint* (8th ed.). McGraw-Hill Education, New York, NY.
- Pathak, R. P. (2011). *Child Development and Pedagogy*. Pearson Education India, Noida, India.
- Rao, N., & Dhawan, N. (2014). *Developmental Psychology: Understanding Human Development* (2nd ed.). Sage Publications India Pvt. Ltd., New Delhi, India.
- Sahoo, Padma. (2012). *Developmental Psychology*. Saurabh Publishing House.
- Santrock, J. W. (2020). *Life-Span Development* (17th ed.). McGraw-Hill Education, New York, NY.
- Shaffer, D. R., & Kipp, K. (2013). *Developmental Psychology: Childhood and Adolescence* (9th ed.). Cengage Learning, Belmont, CA.
- Shivan, Viruti Satyan. (2024). *Developmental Psychopathology - The Comprehensive Guide*. Viruti Satyan Shivan.
- Siegler, R., Saffran, J., Eisenberg, N., DeLoache, J., Gershoff, E., & Leaper, C. (2017). *How Children Develop* (5th ed.). Worth Publishers, New York, NY.
- Sigelman, C. K., & Rider, E. A. (2017). *Life-Span Human Development* (9th ed.). Cengage Learning, Boston, MA.
- Venta, Amanda. (Editor), Sharp, Carla. (Editor), Fonagy, Peter. (Editor), & Fletcher, Jack M. (Editor). (2021). *Developmental Psychopathology*. Wiley-Blackwell; 1st edition.

PSY 201: INTRODUCTION TO THE MIND AND BEHAVIOUR

Semester: 3

Credits: 4

Learning Objectives

1. Identify key brain structures involved in cognitive processes
2. Recognise the cognitive aging process and its implications
3. Discuss the formation and change of attitudes and the process of persuasion
4. Describe various neuroimaging techniques and their applications

Course Outcomes

At the end of the course students are able to:

1. Explain development of cognitive psychology, the relationship between brain and cognition, basic cognitive processes (such as perception, attention, and memory), and the research methods used in cognitive psychology
2. examine the key theories of cognitive development, study the cognitive changes that occur during infancy, childhood, adolescence, and aging, and explore how these changes affect behaviour and learning
3. recognize how social perception, attitudes, persuasion, and group dynamics influence decision-making, and examine the effects of stereotyping and prejudice on social interactions
4. demonstrate some neuroimaging techniques, study the neural underpinnings of memory, language, and executive functions, and explore how the prefrontal cortex contributes to higher-order cognitive processes

Unit 1: Foundations of Cognitive Psychology

- Historical Perspectives
- Brain and Cognition
- Basic Cognitive Processes
- Research Methods in Cognitive Psychology

Unit 2: Developmental Psychology

- Theories of Cognitive Development
- Cognitive Development in Infancy and Childhood
- Cognitive Changes in Adolescence
- Cognitive Aging

Unit 3: Social Cognition

- Social Perception
- Attitudes and Persuasion
- Group Dynamics and Decision Making
- Stereotyping and Prejudice

Unit 4: Cognitive Neuroscience

- Neuroimaging Techniques
- Neural Basis of Memory
- Language and the Brain
- Executive Functions and the Prefrontal Cortex

Assignments (Choose any one)

1. Write a 1500-word essay exploring the major milestones in the history of cognitive psychology. Include discussions on key figures such as Wilhelm Wundt, William James, and Ulric Neisser, and describe how their contributions have shaped the field.
2. Conduct a research paper (2000 words) on the relationship between specific brain regions and cognitive functions. Focus on areas such as the prefrontal cortex, hippocampus, and amygdala, and discuss their roles in processes like decision-making, memory, and emotional regulation.
3. Design and conduct a small experiment to investigate a basic cognitive process (e.g., attention, perception, or memory). Write a report (1000 words) detailing your methodology, results, and conclusions. Include a discussion on the implications of your findings.
4. Select a recent research study in cognitive psychology and write a 1200-word critique. Evaluate the research methods used, discuss the strengths and limitations, and suggest possible improvements or alternative approaches.
5. Create a presentation (10-15 slides) comparing and contrasting Piaget's and Vygotsky's theories of cognitive development. Include key concepts, stages, and implications for education and parenting.
6. Design and conduct a simple experiment to test a theory of persuasion (e.g., the Elaboration Likelihood Model). Write a report (1000 words) detailing your methodology, results, and implications for understanding attitude change.

Practical: (Time: 3 Hours, Mode of conduct: In class, dyadic assessment)

1. Children's Pictorial Measure of Social Cognitive Ability (CPMSCA) by K Kumar, K. Salagame & A.B. Kallahalla (2013)
2. Pandey's Cognitive Development Test for pre-schoolers (PCDTP) by H. Pandey (2015)
3. Ravens Progressive Matrices (Clinical Edition 2)
4. Digit Span Test in Wechsler Intelligence Scale for Children – Fourth Edition, India (WISC-IV INDIA) (2012)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings

Anthony, Sue. (2009). *Foundations of Cognitive Psychology*.

Anderson, J. R. (2015). *Cognitive Psychology and Its Implications*. Worth Publishers.

Berk, L. E. (2018). *Development Through the Lifespan*. Pearson Education.

Demetriou, Andreas., Shayer, Michael., & Efklides, Anastasia. (Editor). (2018). *Neo-Piagetian Theories of Cognitive Development: Implications and Applications for Education (Psychology Library Editions: Cognitive Science)*. Routledge; 1st edition.

Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive Neuroscience: The Biology of the Mind*. W.W. Norton & Company.

Gross, R. (2020). *Psychology: The Science of Mind and Behaviour*. Hodder Education.

Hogg, M. A., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education.

Kandel, E. R., Schwartz, J. H., & Jessell, T. M. (2013). *Principles of Neural Science*. McGraw-Hill.

Kankaras, Milos. (2023). *Jean Piaget's Theory of Cognitive Development: A Simple Guide*. Milos Kankaras.

Kellogg, R. T. (2012). *Fundamentals Of Cognitive Psychology*. Sage Publications; Second edition.

Kunda, Ziva. (1999). *Social Cognition – Making Sense of People*. MIT Press.

Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological Assessment*. Oxford University Press.

- Passer, M. W., & Smith, R. E. (2020). *Psychology: The Science of Mind and Behaviour*. McGraw-Hill Education.
- Passingham, R. (2016). *Cognitive Neuroscience: A Very Short Introduction*. OUP Oxford; Illustrated edition.
- Purves, Dale., Brannon, Elizabeth., Cabeza, Roberto., Huettel, Scott A., Labar, Kevin., Platt, Michael L., & Woldorff, Marty. (2007). *Principles of Cognitive Neuroscience*. Sinauer Associates Inc., U.S.; 1st edition.
- Revonsuo, Antti. (2017). *Foundations of Consciousness (Foundations of Psychology)*. Routledge; 1st edition.
- Shivan, Viruti Satyan. (2024). *Cognitive Neuroscience & Neuropsychology - The Comprehensive Guide*. Viruti Satyan Shivan.

PSY-250: SOCIAL PSYCHOLOGY

Semester 4

Credits: 4

Learning Objectives

1. Understand the foundations and scope of social psychology
2. Analyse social cognition and perception in interpreting the social world
3. Examine social interaction and influence on individual and group behaviour
4. Apply social psychology concepts to real-world contexts

Course Outcomes:

At the end of the course, students are able to:

1. Explain the definition, nature, and scope of social psychology, study its historical development, and become familiar with research methods and ethical issues in the field
2. Examine how individuals perceive, think about, and evaluate the social world, focusing on social cognition, attribution theory, attitudes, stereotypes, prejudice, and discrimination
3. Identify the key social behaviours such as interpersonal attraction, conformity, obedience, aggression, persuasion, pro-social behaviour, group dynamics, leadership, and power
4. Explore the role of social psychology in health, environmental behaviour, legal and political arenas, and understand how social change and innovation are influenced by psychological principles

Unit 1: Introduction

- Definition, Nature and scope of social psychology;
- Overview of the history of social
- Research Methods in social psychology
- Ethical issues in social psychology research

Unit 2: Understanding and evaluating the social world

- Social cognition; Social perception,
- Attribution Theory
- Attitudes and Attitude change
- Stereotypes, prejudice and discrimination

Unit 3: Social interaction and Influence

- Interpersonal attraction, Conformity and Obedience, Aggression,
- Persuasion Techniques; Pro-Social Behaviour,
- Group dynamics; Social Influence
- Leadership and Power

Unit 4: Applied Social Psychology

- Health and Social Behaviour
- Environmental Influences on Behaviour
- Legal and Political Applications
- Subunit Social Change and Innovation

Assignments (choose any one)

1. Write a review paper on a specific topic within social psychology, synthesizing research findings from multiple sources.
2. Design a research study, including hypothesis formulation, literature review, and proposed methodology.
3. Analyse a real-world case using social psychological theories and present their findings in a report.
4. Work in groups to create and deliver a presentation on a selected topic, demonstrating their understanding and ability to communicate their insights.
5. Write a reflective essay on how social psychology theories apply to their personal experiences and observations.

Practical: (Time: 3 Hours, Mode of conduct: In class dyadic assessment.)

1. Social Loafing (Facilitation) Scale (SLS) by Q. G. Alam and Ramji Srivastava(2011)
2. Sodhi's Attitude Scale (SAS) by T. S. Sodhi(2012)
3. The Attribution Questionnaire (AQ) by P. W. Corrigan, D. Rowan, A. Green, R. Lundin, P. River, K. Uphoff-Wasowski, K., White, K., & Kubiak, M. A. (2014).
4. Impression Formation Experiment by Solomon Asch (1987)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings:

Aronson, Elliot., Wilson, Timothy D., Sommers, Samuel R., Tucker, Veena. (2020). *Social Psychology*. Pearson Education; Tenth edition.

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.
- Bhardwaj, Gopa. (2011). *Fundamentals of Social Psychology*. Pearson Education India; First Edition.
- Branscombe, Nyla R., Baron, Robert A., & Kapur, Preeti. (2017). *Social Psychology*. Pearson Education; Fourteenth edition.
- Crisp, Richard J. (2016). *Social Psychology: A Very Short Introduction*. Oxford University Press; Reprint edition.
- Franzoi, S.L. (2009). *Social Psychology (5th Ed.)*. New York: McGraw-Hill.
- Gruman, Jamie A., Schneider, Frank W., & Coutts, Larry M. (2024). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. SAGE Publications India Pvt Ltd.
- Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.
- Kool, V.K. & Agrawal, Rita. (2023). *Applied Social Psychology*. Atlantic Publishers and Distributors (P) Ltd.
- Misra, G. (2009). *Psychology in India, Vol 4: Theoretical and Methodological Developments (ICSSR). Survey of Advances in Research*. New Delhi: Pearson
- Mathur, S.S. (2020). *Social Psychology*. Shri Vinod Pustak Mandir.
- Schneider, Frank W. (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. SAGE South Asia; Second Edition.
- Singh, Arun Kumar. (2019). *Social Psychology 7th Edition*. PHI Learning Pvt. Ltd.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology (12th Ed.)*. New Delhi: Pearson

PSY 251: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Semester: 4

Credits: 4

Learning Objectives

1. Analyse the theoretical foundations of individual differences
2. Evaluate cognitive and emotional differences
3. Examine social and environmental influences on individual differences
4. Apply psychological theories to practical domains

Course Outcomes

At the end of the courses, students are able to:

1. *Analyse* the historical and contemporary perspectives, biological bases, and personality theories that explain individual differences, and *evaluate* the contributions of key figures in the field
2. *Evaluate* different models of intelligence, emotional regulation, and creativity, and *apply* their understanding of cognitive and learning styles to educational contexts
3. *Examine* how socialization processes, environmental factors, and cultural contexts shape individual differences, and *compare* cross-cultural differences in behavior and relationships
4. *Apply* theories of individual differences to real-world areas such as clinical and counselling psychology, educational psychology, occupational psychology, and health psychology, and *propose* appropriate interventions and strategies

Unit 1: Theoretical Foundations of Individual Differences

- Historical Perspectives: Early Theories of Individual Differences; Evolution of Psychological Theories; Key Figures in the Field; Contemporary Perspectives
- Biological Bases of Individual Differences: Genetics and Heredity; Neurobiology and Brain Structure; Hormonal Influences; Psychophysiology
- Personality Theories: Trait Theories; Psychodynamic Theories; Humanistic Theories; Cognitive Theories
- Measurement and Assessment: Psychometrics; Types of Psychological Tests; Reliability and Validity; Ethical Issues in Assessment

Unit 2: Cognitive and Emotional Differences

- Intelligence: Definitions and Models of Intelligence; Measuring Intelligence; Nature vs. Nurture Debate; Emotional Intelligence
- Cognitive Styles and Learning Preferences: Theories of Cognitive Styles; Learning Styles and Strategies; Implications for Education; Cognitive Flexibility

- Emotion and Temperament: Theories of Emotion; Emotional Regulation; Temperamental Differences; Impact on Behavior and Relationships
- Creativity and Innovation: Definitions and Theories of Creativity; Measuring Creativity; Factors Influencing Creativity; Encouraging Creativity in Various Settings

Unit 3: Social and Environmental Influences

- Socialization Processes: Family Influences; Peer Influence; Cultural Impact; Socioeconomic Status
- Environmental Factors: Education and Schooling; Media and Technology; Urban vs. Rural Living; Life Experiences and Critical Incidents
- Interpersonal Relationships: Attachment Theory; Friendship and Peer Relationships; Romantic Relationships; Workplace Dynamics
- Cultural and Cross-Cultural Differences: Individualism vs. Collectivism; Cultural Dimensions; Cross-Cultural Research Methods; Acculturation and Adaptation

Unit 4: Applications and Implications

- Clinical and Counselling Psychology: Diagnosis of Psychological Disorders; Personality Disorders; Therapeutic Approaches; Counselling Techniques
- Educational Psychology: Differentiated Instruction; Special Education; Gifted Education; Classroom Management
- Occupational and Organizational Psychology: Personnel Selection and Assessment; Leadership Styles; Job Satisfaction and Motivation; Organizational Culture
- Health Psychology: Stress and Coping Mechanisms; Health Behaviors; Psychological Impact of Chronic Illness; Health Promotion and Intervention

Assignment (Choose any one)

1. Two psychological tests (one based on Intelligence and one based on personality).
2. Analyze a historical figure's contribution to the field of individual differences, focusing on their theories and impact.
3. Investigate the role of genetics and environment in shaping intelligence, supported by current research findings.
4. Evaluate a clinical case involving personality disorders, proposing potential therapeutic approaches.
5. Develop a program aimed at enhancing creativity in educational or organizational settings, including implementation strategies.

6. Critically assess a psychological test used to measure personality or intelligence, discussing its reliability, validity, and ethical considerations.

Practical: (Time: 3 Hours, Mode of conduct: In class, dyadic association)

1. Personality test: Eysenck Personality Questionnaire (EPQ-R) by H. J. Eysenck, & S.B.G. Eysenck(2008)
2. 16 Personality Factor Questionnaire factor by R. Cattell (2017)or Thematic Apperception Test by Uma Chowdhury (2013)
3. TAMANA Aptitude Test by CBSE and NCERT (2015)
4. Aptitude and Cognitive Abilities: Cognitive style Inventory by Praveen Kumar Jha(2011)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings:

Ashton, M. (2013). Individual Differences and Personality. Academic Press,U.S.A.

Ben-ZakenSigal, Gideon J. Ariel, & Michael Bar-Eli (2019)"Genetics and the Psychology of Motor Performance" published by, Routledge, London.

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

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

Chamorro-Premuzic, T. (2016). Personality and Individual Differences. JohnWiley & Sons.Chamorro

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

Daniel Cervone & Lawrence A. Pervin (2020)"Personality: Theory and Research"published by, John Wiley & Sons, New York.

Goleman Daniel (1995), "Emotional Intelligence: Why It Can Matter More Than IQ"published by Daniel Goleman (1995), Bantam Books, New York.

Ian J. Deary (2001), "Intelligence: A Very Short Introduction"published by Oxford University Press, Oxford.

Kaufman James C. & Robert J. Sternberg (2019) "The Cambridge Handbook of Creativity" edited by, Cambridge University Press, Cambridge.

Leary Mark R. & Rick H. Hoyle (2009) "Handbook of Individual Differences in Social Behavior" edited by Mark R. Leary & Rick H. Hoyle (2009), The Guilford Press, New York.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), "Foundations of Indian Psychology"

Pervin Lawrence A. (2003), "The Science of Personality" published by Oxford University Press, Oxford.

Premuzic, Tomas. (2015). Personality and Individual Differences. Chichester: Wiley

Shirayev Eric B. & David A. Levy (2017), "Cross-Cultural Psychology: Critical Thinking and Contemporary Applications" published by Routledge, London.

Sternberg Robert J. (2018) "The Nature of Human Intelligence" published by, Cambridge University Press, Cambridge.

Straub Richard O. (2019) "Health Psychology: A Biopsychosocial Approach" published by, Worth Publishers, New York.

PSY-252: PSYCHOLOGICAL SKILLS IN ORGANIZATION

Semester: 4

Credits: 4

Learning Objectives

1. Analyse human behaviour and organizational dynamics
2. Evaluate strategies to enhance employee performance and well-being
3. Develop leadership and team collaboration skills
4. Apply change management and organizational development theories

Course Outcomes

At the end of the course students are able to:

1. *Analyse* theories of motivation, personality, and perception in organizational settings and *examine* how organizational culture and communication impact employee behaviour and performance
2. *Evaluate* performance management techniques, motivation strategies, and methods for improving job satisfaction, and *propose* interventions to manage stress and support work-life balance
3. *Develop* leadership skills by *applying* leadership theories, enhancing team collaboration, and *implementing* decision-making techniques to foster creativity and resolve conflicts in teams
4. *Apply* change management models to organizational scenarios, *design* strategic plans for development, and *evaluate* interventions that foster innovation and creativity within organizations

Unit 1: Introduction to Psychological Skills in Organizations

- Foundations of Organizational Psychology: Definition and scope of organizational psychology; Historical development and key theories; Importance of psychological skills in the workplace
- Understanding Human Behavior in Organizations: Theories of motivation and their application (Maslow, Herzberg, McClelland); Personality and individual differences (Big Five, MBTI); Perception and attribution in organizational settings
- Organizational Culture and Climate: Defining organizational culture and climate; Impact of culture on employee behavior and performance; Methods for assessing and changing organizational culture
- Communication in Organizations: Types and models of communication; Barriers to effective communication; Strategies for improving communication skills

Unit 2: Enhancing Employee Performance and Well-being

- Performance Management: Setting performance standards and goals; Techniques for performance appraisal and feedback; Strategies for performance improvement

- Employee Motivation and Engagement: Intrinsic vs. extrinsic motivation; Strategies to enhance employee engagement; Role of leadership in motivating employees
- Stress Management and Work-life Balance: Sources and consequences of workplace stress; Techniques for stress management and resilience building; Importance of work-life balance and policies to support it
- Job Satisfaction and Employee Well-being: Factors affecting job satisfaction; Measuring and improving job satisfaction; Promoting mental health and well-being in the workplace

Unit 3: Leadership and Team Dynamics

- Theories of Leadership: Trait, behavioral, and contingency theories of leadership; Transformational and transactional leadership; Contemporary leadership approaches (servant leadership, authentic leadership)
- Leadership Skills and Development: Essential leadership skills (communication, decision-making, emotional intelligence); Leadership development programs and practices; Role of coaching and mentoring
- Team Dynamics and Group Behavior: Stages of team development (forming, storming, norming, performing, adjourning); Roles and responsibilities within teams; Managing team conflicts and enhancing collaboration
- Decision-Making in Teams: Group decision-making processes and models; Techniques for effective decision-making (brainstorming, nominal group technique); fostering creativity

Unit 4: Change Management and Organizational Development

- Understanding Organizational Change: Types and levels of organizational change; Models of change management (Lewin's Change Model, Kotter's 8-Step Model); Resistance to change and strategies to overcome it
- Strategic Planning and Implementation: Importance of strategic planning; Steps in the strategic planning process; Aligning organizational strategies with goals
- Organizational Development Interventions: Overview of organizational development (OD) and its goals; Types of OD interventions (process consultation, team building, survey feedback); Evaluating the effectiveness of OD interventions
- Innovation and Creativity in Organizations: Fostering a culture of innovation and creativity; Techniques for enhancing creativity (design thinking, brainstorming); Role of leadership in driving innovation

Assignments (Choose any one)

- Develop a performance improvement plan for a fictional employee struggling with motivation and productivity issues.
- Design and deliver a leadership development workshop focusing on enhancing emotional intelligence among team leaders.
- Role-play a team conflict scenario and develop a resolution strategy using appropriate conflict management techniques.
- Develop a change management plan for implementing a new organizational initiative (e.g., adoption of remote work policies).
- Formulate and present a creative solution to a real-world organizational problem.

Practical: (Time: 3 Hours, Mode of conduct: In class, dyadic assessment)

1. Hogan Personality Inventory (HPI) 3rd edition by R. Hogan and J. Hogan (2021)
2. Organizational Culture Assessment Instrument (OCAI) by K. Cameron and R. Quinn (2011)
3. Achievement Motivation Inventory (AMI) by H. Schuler and Frintrup (2019)
4. Emotional Intelligence scale for Adults by A. Kumar and S. Pal(2012)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings:

- Bhawuk, D. P. (2008). Towards an Indian organizational psychology. *Handbook of Indian Psychology*, 471–491. <https://doi.org/10.1017/upo9788175968448.026>
- Cameron, K. S., & Green, M. (2019); “Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change”; Kogan Page; London
- Dwivedi R.S., (1997), “Personnel Management in Indian Enterprises”, Galgotia Publishing Company, New Delhi.
- French, W. L., Bell, C. H., & Zawacki, R. A. (2005); “Organization Development and Transformation: Managing Effective Change”; McGraw-Hill Education; Boston
- Goleman, D. (1998); “Working with Emotional Intelligence”; Bantam Books; New York

Hersey, P., Blanchard, K. H., & Johnson, D. E. (2012); "Management of Organizational Behavior: Leading Human Resources"; Pearson; Upper Saddle River

Katzenbach, J. R., & Smith, D. K. (2003); "The Wisdom of Teams: Creating the High-Performance Organization"; Harvard Business Review Press; Boston

Luthans, F., Luthans, B. C., & Luthans, K. W. (2015); "Organizational Behavior: An Evidence-Based Approach"; Information Age Publishing; Charlotte

Mamoria C.B., Gankar S.V., (2006), "A Textbook of Human Resource Management", Himalaya Publishing House, New Delhi.

Pinder, C. C. (2008); "Work Motivation in Organizational Behavior; Psychology" Press; New York

Prasad,L.M. (2013), "Human Resource Management", 6th Edition, Sultan Chand & Sons

Robbins, S. P., & Judge, T. A. (2019); "Organizational Behavior" ; Pearson; New York

Schein, E. H. (2017); "Organizational Culture and Leadership" ; Wiley; Hoboken

Yukl, G. A. (2013); "Leadership in Organizations"; Pearson; Upper Saddle River

PSY-253: SELECTION & TRAINING

Semester: 4

Credits: 4

Learning Objectives

1. Analyse job analysis techniques and applications
2. Evaluate employee selection methods and decision-making processes
3. Design and implement performance appraisal systems
4. Develop and assess training programs for organizational improvement

Course Outcomes

At the end of the course, students are able to:

1. *Analyse* various job analysis methods, such as the Critical Incident Technique (CIT) and Functional Job Analysis (FJA), and *apply* these techniques to create job descriptions and develop recruitment, selection, and training plans
2. *Evaluate* the effectiveness of selection tools like psychological tests and assessment centres, and *formulate* decision-making criteria to ensure fair and legal hiring practices
3. *Design* performance appraisal systems using traditional and modern methods, *implement* strategies for providing constructive feedback, and *evaluate* the effectiveness of appraisal systems in improving employee performance
4. *Develop* training programs aligned with organizational goals, *implement* various training methods, and *assess* the impact of training on employee development through post-training evaluations and follow-up measures

Unit 1: Job analysis

- Job Analysis Fundamentals: Overview of Job Analysis; Importance and Purpose of Job Analysis; Methods and Approaches to Job Analysis; Legal and Ethical Considerations in Job Analysis
- Job Analysis Techniques: Task Inventory Approach; Functional Job Analysis (FJA); Critical Incident Technique (CIT); Position Analysis Questionnaire (PAQ)
- Data Collection and Analysis: Conducting Interviews and Questionnaires; Observational Methods; Job Analysis Software and Tools; Analyzing and Interpreting Job Analysis Data
- Applications of Job Analysis: Job Description Writing; Job Evaluation and Compensation; Recruitment and Selection; Training and Development Planning

Unit 2: Employee Selection:

- Selection Process Overview: Introduction to Employee Selection; Importance and Objectives of Selection Process; Legal and Ethical Considerations in Employee Selection; Overview of the Selection Process Steps

- Selection Methods and Tools: Interviews: Types, Techniques, and Best Practices; Psychological Testing: Aptitude, Personality, and Skills Assessment; Assessment Centres and Simulation Exercises; Reference Checks and Background Investigations
- Evaluation Criteria and Decision Making: Establishing Selection Criteria and Job Requirements; Weighting Criteria and Decision Rules; Reliability and Validity in Selection Methods; Bias Reduction and Diversity Considerations
- Selection Challenges and Future Trends: Addressing Common Selection Challenges; Technology in Employee Selection: AI, Big Data, and Automation; Remote and Virtual Selection Processes; Emerging Trends in Employee Selection Practices

Unit 3: Performance appraisal

- Introduction to Performance Appraisal: Definition and Purpose of Performance Appraisal; Importance of Performance Appraisal in Organizations; Historical Evolution of Performance Appraisal Systems; Key Stakeholders and their Roles in the Appraisal Process
- Performance Appraisal Methods: Traditional Methods: Rating Scales, Ranking, and Checklist; Modern Methods: Behavioural Observation Scales (BOS), Management by Objectives (MBO), and 360-Degree Feedback; Comparative Methods: Forced Distribution and Paired Comparison; Narrative Methods: Critical Incident Technique (CIT) and Essay Appraisal
- Performance Feedback and Communication: Providing Constructive Feedback to Employees; Effective Communication Strategies in Performance Appraisal; Addressing Performance Improvement Needs; Handling Resistance and Emotional Reactions
- Performance Appraisal Implementation and Evaluation: Designing an Effective Performance Appraisal System; Training Managers and Employees on Performance Appraisal Processes; Monitoring and Evaluating the Appraisal System's Effectiveness; Continuous Improvement and Adaptation of Performance Appraisal Practices

Unit 4: Training:

- **Training Strategy Development:** Identifying Organizational Goals and Objectives; Analyzing Training Needs: Skills, Knowledge, and Competencies Required; Formulating Training Strategies Aligned with Organizational Goals; Budgeting and Resource Allocation for Training Initiatives

- **Training Program Design:** Defining Learning Objectives and Outcomes; Selecting Appropriate Training Methods and Techniques; Developing Training Materials: Presentations, Handouts, and Activities; Designing Assessment Methods to Measure Learning Effectiveness
- **Training Implementation:** Scheduling Training Sessions: Timing, Duration, and Frequency; Delivering Training: Facilitation Techniques, Engagement Strategies, and Group Dynamics Management; Providing Resources and Support Materials for Trainees; Monitoring Trainee Progress and Addressing Challenges in Real-Time
- **Training Evaluation and Follow-Up:** Conducting Post-Training Evaluation: Feedback Surveys, Assessments, and Performance Reviews; Analyzing Training Effectiveness: Comparing Learning Outcomes with Objectives; Identifying Areas for Improvement and Revising Training Programs Accordingly; Implementing Follow-Up Measures: Refresher Courses, Ongoing Support, and Continuous Learning Opportunities

Assignment (Choose any one)

- Design a comprehensive training program for a specific job role or skill area within a chosen organization.
- Conduct a simulated training session on a selected topic or skill.
- Conduct a needs assessment for a given organization or department to identify training gaps and development needs.
- Evaluate the effectiveness of a training program or session using Kirkpatrick's Four Levels of Evaluation.
- Evaluation report analyzing the training's impact on learning outcomes, participant satisfaction, behaviour change, and organizational results, along with recommendations for improvement.

Practical: (Time: 3 Hours, Mode of conduct: As per the given Manual)

1. Instructional Material Development

- **Task:** Develop instructional materials (e.g., presentations, handouts, e-learning modules) for a specific training topic.
- **Deliverable:** Completed instructional materials along with a rationale for design decisions, alignment with learning objectives, and considerations for learner engagement and comprehension.

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings

- Aamodt, M. G. (1999). "Applied Industrial/Organizational Psychology". India: Cengage Learning.
- Chadha, N.K. (2002). "Human Resource Management: Issues, Case Studies & Experiential Exercises". New Delhi: ShriSaiPrintographers
- De Cenzo and Robbins, S.P. (2006). "Fundamentals of human resource management (8thed)". NY: Wiley.
- Muchinsky, P. (2006). "Psychology applied to work: An introduction to industrial and organizational Psychology". NC: HypergraphicPress.
- Smither, R.D. (1988). "The psychology of work and human performance". NY: Harper and Row.
- Noe, Raymond A. (2020). "Employee Training and Development". McGraw-Hill Education: New York, NY.
- Blanchard, P. Nick and Thacker, James W. (2021). "Effective Training: Systems, Strategies, and Practices". Pearson: Boston, MA.
- Goldstein, Irwin L. and Ford, Kevin. (2020). "Training in Organizations: Needs Assessment, Development, and Evaluation". Cengage Learning: Boston, MA.
- Kirkpatrick, Donald L. and Kirkpatrick, James D. (2016). "Kirkpatrick's Four Levels of Training Evaluation". ATD Press: Alexandria, VA.
- Salas, Eduardo et al. (2019). "The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement". Wiley-Blackwell: Hoboken, NJ.
- Phillips, Jack J. and Phillips, Patti P. (2019). "Investing in Human Capital: A Capital Budgeting Approach to Employee Development". Berrett-Koehler Publishers: Oakland, CA.
- Rothwell, William J. and Kazanas, Harry C. (2019). "Mastering the Instructional Design Process: A Systematic Approach". Wiley: Hoboken, NJ.
- Arthur, Winfred A. et al. (2019). "Training and Development: Concepts and Applications. Wiley: Hoboken, NJ.
- Biech, Elaine. (2015). "The ASTD Handbook of Training Design and Delivery". ATD Press: Alexandria, VA.
- Saks, Alan M. and Haccoun, Robert R. (2018). "Managing Performance through Training and Development. Nelson Education: Toronto, Canada.

PSY 300: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Semester: 5

Credits: 4

Learning Objectives

1. Explain the Contributions of Psychology to Education
2. Evaluate Debates in Educational Psychology
3. Analyze Classroom Management and Assessment Practices
4. Develop Strategies for Inclusive Education

Course Outcomes

At the end of the course, students are able to:

1. *Explain* the nature and scope of educational psychology, *analyse* the influence of psychology on concepts such as 'child-centred' and 'progressive' education
2. *Evaluate* different roles of teachers in education and *critically examine* the importance of play, dialogue, and teacher-student relationships in educational contexts
3. *Analyse* the challenges of classroom management, *compare* traditional and alternative assessment methods, and *debate* issues like the controversy and the misuse of psychological testing in education
4. *Develop* strategies to address classroom diversity, *propose* ways to foster an inclusive classroom, and *assess* the responsibilities of teachers in supporting learners with diverse needs

Unit 1: Education and Psychology:

- An Introduction to Psychology; nature and scope; Educational Psychology
- Education as a Discipline,
- Education & Schooling;
- Contributions of Psychology to Education; 'Child-centred' and 'progressive' education

Unit 2: Debates and Issues in Educational Psychology:

- De-constructing childhood; Role of Play in Education;
- Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest,
- Education as dialogue

Unit 3: Classroom Management & Assessment:

- Issues related to Classroom Management,
- Discipline and Control: Behavioural objective myth, the law-and-order myth, the myth of irresponsible youth;
- Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom
- Assessment & Evaluation: grades and grading, alternatives to traditional assessment

Unit 4: Inclusive Education:

- Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance;
- Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional,

- Ethnic and Linguistic Diversity, Disability;
- Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling

Assignment (Choose any one)

1. Analyze a personal learning experience through the lens of educational psychology theories.
2. Evaluate a classroom scenario using developmental psychology principles.
3. Explore a cognitive theory and its application in educational settings.
4. Observe a classroom and identify motivational strategies employed by the teacher.
5. Develop and present effective classroom management techniques based on psychological theories.

Practical: (Time: 3 Hours, Mode of conduct: In class, dyadic assessment)

1. Strengths and Difficulties Questionnaire (SDQ) by R. Goodman(2022)
2. Conduct Disorder Scale- Clinician and self-Report Measure (CDS-CSR) by A. P. Singh, V Kotnala& S. Chaudhary(2018)
3. Academic Achievement Motivation Test (AAMT-ST) – T.R. Sharma(2013)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings

- Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. London: Sage.
- Berliner, David C., & Calfee, Robert C. (2018). *Handbook of Educational Psychology*. Routledge; New York, NY.
- Combs, A. (1979). *Myths in education: Beliefs that hinder progress and their alternatives*. London: Allyn& Bacon.
- Dearden, R. (1967). *The concept of play*. In R. Peters, The concept of education (pp. 51-63). London:
- Fox, Mark. (1993). *Psychological Perspectives in Education*. Continuum International Publishing Group Ltd.
- Leicester, M. (2008). *Creating an inclusive school*. London: Continuum International Publishing Group.

- Long, M. (2000). *The Psychology of Education*. Sussex: Routledge.
- Mangal, S.K. (2007). *Essentials of Education Psychology*. Prentice Hall India Learning Private Limited.
- Matthews, M. (1980). *The Marxist theory of schooling: A study of epistemology and education*. Sussex: The Harvester Press.
- Moon, Tonya R., Brighton, Catherine M., Tomlinson, Carol A. (2020). *Using Differentiated Classroom Assessment to Enhance Student Learning (Student Assessment for Educators)*. Routledge; 1st edition.
- Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, *The study of education* (pp. 133-178). London: Routledge & Kegan Paul.
- Ormrod, Jeanne Ellis. (2018). *Educational Psychology: Developing Learners*. Pearson; Upper Saddle River, NJ.
- Phillips, Carol Brunson., & Kendall, Frances E. (1996). *Diversity in the Classroom: New Approaches to the Education of Young Children (Early Childhood Education Series)*. Teachers' College Press; 2nd edition.
- Piaget, Jean. (2019). *The Psychology of Intelligence*. Routledge; New York, NY.
- Richmond, W. (1975). *Education and schooling*. London Methuen & Co. Ltd. Routledge & Kegan Paul.
- Santrock, John W. (2019). *Educational Psychology*. McGraw-Hill Education; New York, NY.
- Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.
- Snowman, Jack, & McCown, Rick. (2017). *Psychology Applied to Teaching*. Cengage Learning; Boston, MA.
- Sternberg, Robert J., & Williams, Wendy M. (2019). *Educational Psychology*. Routledge; New York, NY.
- Sutherland, M. (1988). *Theory of education*. London: Longman.
- Vygotsky, Lev. (2016). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press; Cambridge, MA.
- Woolfolk, A. (2013). *Educational psychology*. Delhi: Pearson.
- Woolfolk, Anita, & Margetts, Kirstin. (2016). *Educational Psychology*: Pearson New International Edition. Pearson Education Limited; Harlow, England.
- Woolfolk, Anita. (2020). "Educational Psychology: Active Learning Edition". Pearson Education; Boston, MA.

PSY 301: Abnormal Psychology [for both Major and Minor]

Semester 5

Credits: 4

Learning Objectives

1. Define abnormal behavior using different criteria and describe major theoretical models of psychopathology
2. Identify and explain the symptoms, causes, and general characteristics of major psychological disorders
3. Identify symptoms of common psychological disorders in case studies and distinguish between different diagnostic categories
4. Analyze how cultural, social, and biological factors influence the understanding of mental health and illness
5. Demonstrate basic observation and interview skills in structured practice settings
6. Display awareness of ethical considerations and cultural sensitivity when discussing mental health topics

Course Outcomes

At the end of the course students are able to

1. Explain the basic concepts, historical development, and theoretical frameworks of abnormal psychology.
2. Explain diagnostic classification systems and research methodologies in abnormal psychology.
3. Identify anxiety and trauma-related disorders with emphasis on cultural manifestations.
4. Describe the nature, causes, and treatment of mood disorders in diverse cultural contexts.
5. Explain severe mental disorders and developmental conditions across cultures.

Unit I: Foundations of Abnormal Psychology

- History and Concepts: History of Mental Illness; Defining Normality and abnormality, and Mental health vs. mental illness; Prevalence of mental illnesses internationally and in India; Attitudes towards people with mental illness internationally and in India
- Theoretical Models of Psychopathology and Treatment: Biological model; Psychological models: psychodynamic, behavioral, cognitive; Sociocultural model (family systems, social factors); Biopsychosocial and diathesis-stress models and their implications for treatment.
- Classification, Assessment and Research methods: Diagnostic and Statistical Manual (DSM) & WHO's International Classification of Diseases (ICD); Comorbidity; Clinical assessment methods and psychological testing;
- Research Methods and Ethical issues in Abnormal Psychology: Case studies, Epidemiology, Experimental research

Unit II: Emotional and Related Disorders

- Anxiety and Trauma-Related Disorders: Etiology, symptoms and treatment for Generalized Anxiety Disorder, Panic Disorder, Phobias, Social Anxiety Disorder, and Post Traumatic Stress disorder
- Obsessive-Compulsive and Somatic Symptom Related Disorders: Etiology, symptoms and treatment for Obsessive-Compulsive disorders; Somatic Symptom Disorder, Body Dysmorphic Disorder, Eating disorders (Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorder)
- Mood Disorders: Etiology, symptoms and treatment for Major and Persistent Depressive Disorder, and Bipolar disorder
- Dissociative Disorders: Etiology, symptoms and treatment for Dissociative Amnesia, Dissociative Identity Disorder and Depersonalization/Derealization Disorder

Unit III: Severe and Developmental Psychological Disorders

- Schizophrenia Spectrum Disorders: Etiology, symptoms and treatment of Schizophrenia spectrum disorders
- Personality disorders: Etiology, symptoms and treatment Cluster A (Paranoid, Schizoid, Schizotypal), Cluster B (Antisocial, Borderline, Histrionic, Narcissistic) and Cluster C (Avoidant, Dependent, Obsessive-Compulsive) personality disorders
- Neurodevelopmental Disorders: Etiology, symptoms and treatment of Autism Spectrum Disorder, ADHD, Intellectual Disability, Learning Disorders.
- Behavioural and Developmental Disorders of Childhood and Adolescence: Etiology, symptoms and treatment of Conduct Disorder, Oppositional Defiant Disorder, Adjustment Disorders and Attachment Disorders

Unit IV: Substance-Related Disorders and Current Issues in Mental Health

- Substance-Related Disorders: Etiology, symptoms and treatment of Substance Use Disorders Behavioral addictions (internet and gaming)
- Indian and Cultural Perspectives: Indian philosophical perspectives on mind and mental health; Cultural concepts of distress and healing
- Culture and diagnosis: Cultural formulation and Culture-bound syndromes; Cultural variations in symptoms
- Contemporary issues: Rising mental health problems in youth and vulnerable populations, Community mental health approaches, Artificial intelligence in detection, diagnosis, and therapy, Mental Health legislations in India

Practical: Time: 3 Hours, Mode of conduct: In class, dyadic assessment

1. Mental Status Examination from Ahuja (2019), A Short Textbook of Psychiatry (7th ed.).
2. Psychological testing:
 - a. Beck Depression Inventory (BDI-II) by Beck, Steer & Brown (2011) or Patient Health Questionnaire-9 by Kurt Kroenke, Robert L. Spitzer, Janet B.W. Williams (2016)
 - b. General Anxiety Disorder Scale (GAD-7) by Spitzer et al (2016)

- c. General Health Questionnaire (2012) or Self Reporting Questionnaire (SRQ) by WHO(2014)
3. Suicide risk assessment: Columbia Suicide Severity Rating Scale (C-SSRS) by Posner et al. (2016)
4. 16 pf personality factors Questionnaire(2017)
5. Yale -Brown Obsessive Compulsive Scale (Y-BOCS) by Wayne K. Goodman et al. (2010)
6. INCLIN Test by International Clinical Epidemiology Network(2011)
7. **INCLIN Diagnostic Tool for ADHD (INDT-ADHD) (2014)**
8. Learning Disorder Screening by Nimhans(2014)

Assignments: (Choose any one)

1. Cultural Perspectives on Mental Health: A Comparative Analysis
2. Case Study Analysis: Applying Theoretical Models [At least 5]
3. Mental Health Awareness Campaign Design
4. Research Methods Mini-Project

Evaluation:

- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

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1. Ahuja, N. (2011). *A Short Textbook of Psychiatry* (7th ed). JPB,
2. Avasthi A. (2011). Indianizing psychiatry - Is there a case enough?. *Indian journal of psychiatry*, 53(2), 111–120. <https://doi.org/10.4103/0019-5545.82534>
3. Avasthi, A., Kate, N., & Grover, S. (2013). Indianization of psychiatry utilizing Indian mental concepts. *Indian journal of psychiatry*, 55(Suppl 2), S136–S144. <https://doi.org/10.4103/0019-5545.105508>
4. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). *Abnormal Psychology: An Integrative Approach* (8th ed.). Cengage Learning.
5. Comer, R. J. (2023). *Abnormal Psychology* (11th ed.). Worth Publishers.
6. Gautam, Shiv; Jain, Nikhil. Indian culture and psychiatry. *Indian Journal of Psychiatry* 52(Suppl1):p S309-S313, January 2010. | DOI: 10.4103/0019-5545.69259
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8. Jayan, P., Kashyap, H., & Thippeswamy, H. (2025). Dissociative Disorders in India: Cultural Influence on Psychopathology and Treatment. *Indian journal of psychological medicine*, 47(2), 183–186. <https://doi.org/10.1177/02537176231220554>
9. Jayasankar, P., Manjunatha, N., Rao, G. N., Gururaj, G., Varghese, M., Benegal, V., & NMHS India National Collaborator Group (2022). Epidemiology of common mental disorders: Results from "National Mental Health Survey" of India, 2016. *Indian*

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<https://doi.org/10.7759/cureus.42559>
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https://doi.org/10.4103/ipj.ipj_69_16
15. Raguram, R., Venkateswaran, A., Ramakrishna, J., & Weiss, M. G. (2002). *Traditional community resources for mental health: A report of temple healing from India*. *BMJ*, 325(7354), 38-40.
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17. Hooley, J. M., Butcher, J. N., & Mineka, S. (2017). *Abnormal psychology*. Pearson Education India.
18. Durand, V. M., & Barlow, D. H. (2013). *Essentials of abnormal psychology* (6th ed.). Wadsworth/Cengage Learning.
19. NIMHANS Assessment for Specific Learning Disability

PSY 302: EMOTIONAL INTELLIGENCE

Semester: 5

Credits: 4

Learning Objectives

1. Evaluate theoretical models of emotional intelligence
2. Apply emotional intelligence assessments
3. Develop strategies for self-awareness and self-management
4. Implement emotional intelligence in social and professional settings

Course Outcomes

At the end of the course, Students are able to:

1. *Evaluate* different theoretical models of emotional intelligence, such as those proposed by Daniel Goleman, Mayer and Salovey, and Bar-On, and *compare* their contributions to understanding EI in various contexts
2. *Apply* various self-assessment tools, 360-degree feedback, and psychometric tests to *assess* emotional intelligence and *analyse* the results to enhance personal and professional development
3. *Develop* self-awareness techniques, including mindfulness and reflective practices, and *design* strategies for emotional regulation, stress management, and building resilience
4. *Implement* emotional intelligence principles in workplace scenarios, educational settings, and personal relationships, and *assess* the impact of EI on interpersonal interactions, job performance, and overall well-being.

Unit 1: Introduction to Emotional Intelligence

- Understanding Emotional Intelligence (EI): Definition and Components of EI; History and Evolution of EI; Importance of EI in Personal and Professional Life
- Theoretical Models of EI: Daniel Goleman's Model; Mayer and Salovey's Model; Bar-On Model
- Assessing Emotional Intelligence: Self-Assessment Tools; 360-Degree Feedback; Psychometric Tests
- Neuroscience of Emotions: Brain Structures Involved in Emotions; How Emotions Affect Decision Making; Emotional Regulation

Unit 2: Self-Awareness and Self-Management

- Developing Self-Awareness: Recognizing and Understanding Emotions; The Role of Mindfulness; Reflective Practices
- Self-Management Techniques: Emotional Regulation Strategies; Stress Management; Building Resilience

- Motivation and Achievement: Intrinsic vs. Extrinsic Motivation; Goal Setting and Achievement; Overcoming Procrastination
- Building Confidence and Optimism: Positive Self-Talk; Visualization Techniques; Building a Growth Mindset

Unit 3: Social Awareness and Relationship Management

- Developing Social Awareness: Empathy and Its Importance; Understanding Non-Verbal Cues; Active Listening
- Effective Communication Skills: Verbal Communication Techniques; Non-Verbal Communication; Conflict Resolution
- Building and Maintaining Relationships: Trust and Rapport Building; Networking Strategies; Collaborative Working
- Leadership and Emotional Intelligence: EI in Leadership Styles; Influencing and Inspiring Others; Leading Teams with Emotional Intelligence

Unit 4: Applying Emotional Intelligence

- EI in the Workplace: Enhancing Workplace Relationships; Managing Organizational Change; EI and Job Performance
- EI in Education: Teaching and Developing EI Skills; EI for Students and Educators; EI and Academic Success
- EI in Personal Life: EI in Family Dynamics; EI in Romantic Relationships; EI and Personal Well-Being
- Future Trends in Emotional Intelligence: Technological Advancements and EI; EI in a Globalized World; Research Directions and Innovations

Assignments (choose any one)

1. Complete an emotional intelligence self-assessment and write a reflective essay on the results and areas for improvement.
2. Analyse a case study where emotional intelligence played a critical role in the outcome and propose alternative strategies using EI concepts.
3. Participate in role-playing scenarios to practice empathy, active listening, and conflict resolution skills.
4. Develop a group project that involves creating a workshop or training session on emotional intelligence for a chosen audience (e.g., workplace, schools).
5. Create a personal development plan that outlines specific strategies and goals for enhancing your emotional intelligence over the next six months.

Practical: (Time: 3 Hours, Mode of conduct: In class, Dyadic assessment)

1. Emotional Intelligence Scale – Anukool Hyde, Sanjyot Pethe, Upinder Dhar (2017)
2. Self-Efficacy Scale – Indian Adaptation by G. P. Mathur and R. K. Bhatnagar(2014)
3. Empathy Scale – Indian Adaptation by C. G. Venkatesh Murthy(2014)

Evaluation:

- For a 100 mark paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings:

Bar-On, Reuven, & Parker, James D.A. (2000). “The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School, and in the Workplace”. Jossey-Bass; San Francisco, CA.

Bradberry, Travis, & Greaves, Jean (2009). “Emotional Intelligence 2.0”. TalentSmart; San Diego, CA.

Goleman, D. (1998). “Working with Emotional Intelligence”. New York: Bantam Books.

Goleman, Daniel (1995).” Emotional Intelligence: Why It Can Matter More Than IQ”. Bantam Books; New York, NY.

Harvard Business Review, Goleman, Daniel., Kaplan, Robert Steven., David, Susan., Eurich, Tasha. (2018). Self-Awareness (HBR Emotional Intelligent (Hbr Emotional Intelligence). Harvard Business Review Press.

Kanwar, Priya. (2023). Emotional Intelligence. Notion Press.

Mayer, John D., & Salovey, Peter (1997). “Emotional Development and Emotional Intelligence: Educational Implications”. Basic Books; New York, NY.

Mukherjee, Subra. (2021). The Power of Self-Awareness: Your Doorway to a Balanced Life. Notion Press.

Purushothaman, Rajagopalan. (2021). Emotional Intelligence.Sage Publications India Pvt Ltd; 1st edition.

Simpst, Bella. (2022). The Practicality of Emotional Intelligence: Self-Awareness Self-Management Social Awareness Relationship Management Emotional Intelligence and Empathy. Bella Simpst.

Singh, D. (2003). “Emotional intelligence at work (2nd ed.)” New Delhi: Response Books.

PSY 350: PSYCHOLOGICAL RESEARCH

Semester: 6

Credits: 4

Learning Objectives

1. Formulate research questions and hypotheses
2. Design and implement research methods
3. Utilize data collection techniques effectively
4. Analyse and interpret research data

Course Outcomes

At the end of the course, students are able to:

1. *Formulate* clear and testable research questions and hypotheses based on existing literature and theoretical frameworks, *demonstrate* their understanding of foundational principles in psychological research
2. *Design* appropriate experimental, correlational, and causal-comparative research studies, *apply* qualitative, quantitative, and mixed methods research techniques to address specific research questions
3. *Utilize* various data collection techniques, including sampling methods, surveys, questionnaires, observational methods, and interviews, and *evaluate* their effectiveness in different research contexts
4. *Analyse* data using descriptive and inferential statistics, *interpret* research findings accurately, *report* results clearly, and *utilize* statistical software to enhance the analysis process

Unit 1: Introduction to Psychological Research

- Foundations of Psychological Research
- Research Ethics in Psychology
- Formulating Research Questions and Hypotheses
- Literature Review and Theoretical Frameworks

Unit 2: Research Design and Methods

- Experimental Design
- Correlational and Causal-Comparative Research
- Qualitative and Quantitative Research Methods
- Mixed Methods Research

Unit 3: Data Collection Techniques

- Sampling Methods
- Surveys and Questionnaires
- Observational Methods
- Interviews and Focus Groups

Unit 4: Data Analysis and Interpretation

- Descriptive Statistics
- Inferential Statistics
- Data Interpretation and Reporting Results
- Utilizing Statistical Software

Assignments (Choose any one)

1. Conduct a comprehensive literature review on a chosen psychological topic, summarizing key findings and identifying gaps in the research.
2. Create a detailed research proposal including hypothesis formulation, methodology, and expected outcomes.
3. Conduct a small-scale survey or experiment, collect data, and present preliminary findings.
4. Analyse a given dataset using statistical software and interpret the results.
5. Write a full research report on the conducted study, including introduction, methodology, results, discussion, and conclusion.

Practical: (Time: 3 Hours, Mode of conduct: Based on Standard Research text book)

1. Design a simple experiment and write a research protocol (including variables, controls, randomization)
2. Develop and pre-test a survey/questionnaire, including question types and scales
3. Design a simple Mixed method research design
4. Practice entering and cleaning sample data in Excel/SPSS/JASP (or open-source R), compute descriptive statistics (mean, SD, frequency)
5. Present research findings with graphs/tables, emphasizing the distinction between statistical significance and practical implications

Evaluation:

- For a 100marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25

- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested References

- Asch, M. (2008). *Psychological Research*. Ivy Publishing House.
- Babbie, E. (2016). "The Practice of Social Research". Cengage Learning, Boston, MA.
- Banyard, Philip & Grayson, Andrew. (2007). *Introducing Psychological Research: Third Edition*. Palgrave Macmillan
- Clark-Carter, David. (2018). *Quantitative Psychological Research: The Complete Student's Companion*. Routledge; 4th edition.
- Creswell, J. W., & Creswell, J. D. (2018). "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches." SAGE Publications, Thousand Oaks, CA.
- Evans, Annabel Ness. & Rooney, Bryan J. (2013). *Methods in Psychological Research*. SAGE Publications Inc; Third edition.
- Field, A. (2018). "Discovering Statistics Using IBM SPSS Statistics". Sage Publications, Thousand Oaks, CA.
- Gravetter, F. J., & Forzano, L. B. (2018). "Research Methods for the Behavioural Sciences". Cengage Learning, Boston, MA.
- Johnson, R. B., & Christensen, L. (2019). "Educational Research: Quantitative, Qualitative, and Mixed Approaches". SAGE Publications, Thousand Oaks, CA.
- Kazdin, A. E. (2021). "Research Design in Clinical Psychology". Cambridge University Press, Cambridge, UK.
- Kerlinger, F. N., & Lee, H. B. (2000). "Foundations of Behavioural Research". Cengage Learning, Boston, MA.
- Maxwell, J. A. (2013). "Qualitative Research Design: An Interactive Approach". SAGE Publications, Thousand Oaks, CA.
- Schweigent, Wendy A. *Research Methods in Psychology - A Handbook*. Scientific International.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). "Research Methods in Psychology". McGraw-Hill Education, New York, NY.
- Trochim, W. M. K., & Donnelly, J. P. (2006). "The Research Methods Knowledge Base". Atomic Dog Publishing, Mason, OH.

PSY-351: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH

Semester: 6

Credits: 4

Learning Objectives

1. Define and explain statistical terminology
2. Apply descriptive statistics and probability theory
3. Interpret sampling distributions and conduct hypothesis testing
4. Perform and analyse correlation and regression techniques

Course Outcomes

At the end of the course, Students are able to:

1. *Define* key statistical terms and *explain* their significance in statistical analysis, *distinguish* between different scales of measurement, and *illustrate* how these concepts apply to various data types
2. *Apply* descriptive statistics methods to summarize data sets, *calculate* measures of central tendency and dispersion, and *utilize* probability theory to determine the likelihood of events and outcomes
3. *Interpret* sampling distributions and *conduct* hypothesis tests using t-tests and Anova, *analyse* the results to determine statistical significance, and *evaluate* the appropriateness of different statistical tests
4. *Perform* correlation and regression analyses, including simple and multiple regressions, *analyse* the relationships between variables, and *apply* logistic regression to assess binary outcomes and predict probabilities

Unit 1: Introduction to Statistical Concepts

- Basic Statistical Terminology
- Scales of Measurement
- Descriptive Statistics
- Probability Theory

Unit 2: Inferential Statistics

- Sampling Distributions
- Hypothesis Testing
- t-tests and ANOVA
- Chi-Square Tests

Unit 3: Correlation and Regression

- Correlation Analysis
- Simple Linear Regression
- Multiple Regression
- Logistic Regression

Unit 4: Advanced Statistical Methods

- Factor Analysis
- Cluster Analysis
- Structural Equation Modelling (SEM)
- Multivariate Analysis of Variance (MANOVA)

Assignments (Choose only one)

1. Analyse a dataset to calculate and interpret measures of central tendency and variability.
2. Conduct and report on hypothesis testing using t-tests or ANOVA.
3. Perform correlation and regression analyses on a provided dataset and interpret the results.
4. Apply factor analysis or structural equation modelling to a dataset and present findings.
5. Use statistical software (e.g., SPSS, R) to analyse a complex dataset and report the results, demonstrating proficiency in using the software.

Practical: (Time: 3 Hours, Mode of conduct: Based on Standard Research text book)

1. Design a simple study to compare two groups (e.g., stress levels of boys vs. girls) and write the research question, hypothesis, variables, and specify the type of statistical test that would be used
2. Based on a given dataset, calculate the mean, standard deviation, and independent sample t-test and interpret the output
3. Calculate and interpret Pearson/Spearman correlation coefficients for data pairs; create scatterplots to visualize associations
4. Use Chi-square tests (goodness-of-fit, independence) to categorical data examples (e.g., contingency tables from survey results)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings

- Agresti, A. (2018). "Statistical Methods for the Social Sciences". Pearson, Boston, MA.
- Andy Field (2018). "Discovering Statistics Using IBM SPSS Statistics". SAGE Publications, Thousand Oaks, CA.
- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology (4th Ed.). Delhi: Prentice Hall of India.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003)." Applied Multiple Regression/Correlation Analysis for the Behavioural Sciences". Routledge, New York.
- Everitt, B. S., & Hothorn, T. (2011). "An Introduction to Applied Multivariate Analysis with 'r' ". Springer, New York, NY.
- Garrett, H.E (2005). Statistics in Psychology and Education. Delhi: Cosmo Publications.
- Gravetter, F. J., & Wallnau, L. B. (2020). "Essentials of Statistics for the Behavioural Science" s. Cengage Learning, Boston, MA.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019)." Multivariate Data Analysis". Cengage Learning, Boston, MA.
- Harlow, L. L. (2014). "The Essence of Multivariate Thinking: Basic Themes and Methods". Routledge, New York, NY.
- Howell, D. C. (2016)." Fundamental Statistics for the Behavioural Sciences". Cengage Learning, Boston, MA.
- Kline, R. B. (2015). "Principles and Practice of Structural Equation Modelling". The Guilford Press, New York, NY.
- Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). Delhi: Prentice Hall of India
- Tabachnick, B. G., & Fidell, L. S. (2019). "Using Multivariate Statistics". Pearson, Boston, MA.

PSY 352: COUNSELLING PSYCHOLOGY

Semester: 6

Credits: 4

Learning Objectives

1. Analyse historical and theoretical developments
2. Apply ethical and legal principles:
3. Develop multicultural competence
4. Evaluate counselling techniques and interventions

Course Outcomes

At the end of the course, students are able to:

1. *Analyse* the historical evolution and key theoretical approaches in counselling psychology, *synthesize* major theories, and *evaluate* their impact on current practices
2. *Apply* ethical and legal principles in counselling scenarios, *demonstrate* an understanding of professional standards, and *formulate* solutions to ethical dilemmas in practice
3. *Develop* multicultural competence by *examining* cultural influences on counselling, *assessing* diverse client needs, and *designing* culturally sensitive intervention strategies
4. *Evaluate* various counselling techniques and interventions, *compare* cognitive-behavioural, humanistic, and integrative approaches, and *apply* appropriate techniques based on client needs and context

Unit 1: Foundations of Counselling Psychology

- History and Development of Counselling Psychology
- Theoretical Approaches to Counselling
- Ethical and Legal Issues in Counselling
- Multicultural Competence in Counselling

Unit 2: Counselling Techniques and Interventions

- Basic Counselling Skills
- Cognitive-Behavioural Techniques
- Humanistic and Existential Approaches
- Integrative and Eclectic Approaches

Unit 3: Assessment and Diagnosis in Counselling

- Psychological Assessment in Counselling
- Diagnostic Criteria and Classification Systems (DSM-5, ICD-10)
- Case Formulation and Treatment Planning
- Crisis Intervention and Management

Unit 4: Applications of Counselling Psychology

- Counselling Across the Lifespan
- Career and Vocational Counselling
- Group Counselling and Therapy
- Counselling for Specific Issues (e.g., Substance Abuse, Trauma, Relationship Issues)

Assignments (Choose any one)

1. Conduct a role-play session demonstrating basic counselling skills, followed by a reflective paper on the experience.
2. Analyse a case study using a specific theoretical approach, including assessment, diagnosis, and treatment planning.
3. Write a paper on an ethical dilemma in counselling, discussing potential resolutions and implications.
4. Develop a presentation or paper on counselling practices for a specific cultural or demographic group.
5. Create a video or live demonstration of a counselling session using cognitive-behavioural techniques, with a subsequent analysis of the techniques used.

Practical (Time: 3 Hours, Mode of conduct: In class, dyadic assessment)

1. Mental Status Examination (MSE) – Clinical skill by M. F. Folstein, S. E. Folstein, T. White and M. A. Messer (2001)
2. State-Trait Anxiety Inventory (Indian Norms) by Charles D. Spielberger. H. Sharma and R. Bhardwaj(2013).
3. Career Maturity Inventory by Nirmala Gupta(2012)
4. Interpersonal Skills Assessment Scale by S Khandelwal andKKoradia(2015)
5. Learned Helplessness Test (LHT) by S Hussain and PK Chandel(2014)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings

American Psychological Association. (2013). “Diagnostic and Statistical Manual of Mental Disorders (DSM-5)”. American Psychiatric Publishing, Arlington, VA.

Barlow, D. H. (2014). “Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual”. The Guilford Press, New York, NY.

- Corey, G. (2020). "Theory and Practice of Counselling and Psychotherapy". Cengage Learning, Boston, MA.
- Egan, G. (2018). "The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping". Cengage Learning, Boston, MA.
- Fehr, Scott Simon. (2016). 101 Interventions in Group Therapy. Routledge; 2nd edition.
- Gladding, S. T. (2018). "Counselling: A Comprehensive Profession. Pearson, Boston, MA.
- Gladding Samuel T. &Batra, Promila. (2018). Counselling. Pearson Education; Eight edition.
- Kapur, Malavika. (2011). Counselling Children with Psychological Problems. Pearson Education India; First Edition.
- Kothari, Vasant. (2019). MPCE-022 Assessment in Counselling and Guidance. Spring Season Publications; First Edition.
- Kottler, J. A., & Shepard, D. S. (2015). "Introduction to Counselling: Voices from the Field". Cengage Learning, Boston, MA.
- Murphy, David. (2017). Counselling Psychology: A Textbook for Study and Practice (BPS Textbooks in Psychology). Wiley-Blackwell; 1st edition.
- Nelson-Jones, Richard. (2023). Basic Counselling Skills. SAGE Publications India Pvt Ltd.
- Neukrug, E. S. (2019). "The World of the Counsellor: An Introduction to the Counselling Profession". Cengage Learning, Boston, MA.
- Rao, S. (2017). Counselling and Guidance|3rd Edition. McGraw Hill Education.
- Reeves, Andrew. (2023). An Introduction to Counselling and Psychotherapy. S.AGE Publications India Pvt Ltd; First Edition
- Seligman, L., & Reichenberg, L. W. (2014). "Theories of Counselling and Psychotherapy: Systems, Strategies, and Skills". Pearson, Boston, MA.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). "Counselling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques". John Wiley & Sons, Hoboken, NJ.
- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). "Counselling the Culturally Diverse: Theory and Practice". John Wiley & Sons, Hoboken, NJ.

PSY 353: POSITIVE PSYCHOLOGY

Semester: 6

Credits: 4

Learning Objectives

1. Evaluate core concepts and theoretical frameworks:
2. Apply positive psychological constructs
3. Implement positive psychology applications
4. Design and evaluate positive psychology interventions

Course Outcomes

At the end of the course, students are able to:

1. *Evaluate* core concepts and principles of positive psychology, *analyse* historical developments and key theorists, and *synthesizetheoretical* frameworks and models to understand their application
2. *Apply* constructs such as happiness, strengths, optimism, and flow in various scenarios, *examine* their impact on subjective well-being and resilience, and *develop* strategies to enhance these constructs in different contexts
3. *Implement* positive psychology principles in educational and workplace settings, *design* interventions to improve social well-being, and *assess* the effectiveness of positive health and wellness strategies
4. *Design andevaluate* positive psychology interventions including mindfulness, gratitude, and forgiveness practices, and *develop* a comprehensive positive psychology program tailored to specific needs and settings

Unit 1: Foundations of Positive Psychology

- Introduction to Positive Psychology
- Historical Background and Key Theorists
- Core Concepts and Principles
- Theoretical Frameworks and Models

Unit 2: Positive Psychological Constructs

- Happiness and Subjective Well-being
- Strengths and Virtues
- Optimism and Resilience
- Flow and Engagement

Unit 3: Applications of Positive Psychology

- Positive Psychology in Education
- Positive Psychology in the Workplace
- Positive Relationships and Social Well-being
- Positive Health and Wellness

Unit 4: Interventions and Practices in Positive Psychology

- Positive Psychology Interventions
- Mindfulness and Meditation
- Gratitude and Forgiveness Practices
- Designing a Positive Psychology Program

Assignments (Choose any one)

1. Maintain a journal documenting daily experiences of positive emotions, strengths, and moments of flow, reflecting on their impact.
2. Complete a strengths assessment (e.g., VIA Character Strengths) and write a reflective paper on how these strengths can be applied in daily life.
3. Engage in a gratitude practice for a set period (e.g., writing gratitude letters) and analyse its effects on well-being.
4. Design a small-scale positive psychology intervention or program for a specific setting (e.g., school, workplace) and present the plan.
5. Conduct a small research project on a positive psychology topic, including a literature review, methodology, data collection, and analysis, culminating in a research paper.

Practical: (Time: 3 Hours, Mode of conduct: In class, Dyadic assessment)

1. Optimism–Pessimism Scale by W. N. Dember, S. H. Martin, M. K. Hummer, S. R. Howe and R. S. Melton, (2008)
2. Subjective Well-Being Scale (Indian Adaptation) by R Chaturvedi and R Chandra(2012)
3. Life Satisfaction Scale (Indian Version) by A.P. Singh(2014)
4. Resilience Scale by V Laxmi and S Narayan(2015)
5. Mindfulness Measuring Scale by R. Basu and R. Gaddam(2018)

Evaluation:

- For a 100 marks paper (4 credits), 25 marks will be assigned for sessional and 75 marks for end semester examination.
- Internal Marks: 25
- External Marks: 75 (End Semester Examination: Theory: 56 Marks Practical: 19 Marks)

Suggested Readings

Csikszentmihalyi, M. (1990). “Flow: The Psychology of Optimal Experience”. Harper & Row, New York, NY.

- Dalal, A. K., & Misra, G. (2011). Psychology of health and well-being: Emergence and development. In A. K. Dalal & G. Misra (Eds.), *New directions in health psychology*. New Delhi: Sage Publications.
- Emmons, R. A., & McCullough, M. E. (Eds.). (2004). *"The Psychology of Gratitude"*. Oxford University Press, New York, NY.
- Fredrickson, B. L. (2009). *"Positivity: Top-Notch Research Reveals the 3-to-1 Ratio That Will Change Your Life"*. Crown Archetype, New York, NY.
- Kashdan, T. B., & Ciarrochi, J. (Eds.). (2013). *"Mindfulness, Acceptance, and Positive Psychology: The Seven Foundations of Well-Being"*. Context Press, Oakland, CA.
- Lopez, S. J., & Snyder, C. R. (Eds.). (2011). *"The Oxford Handbook of Positive Psychology"*. Oxford University Press, New York, NY.
- Lyubomirsky, S. (2007). *"The How of Happiness: A Scientific Approach to Getting the Life You Want"*. Penguin Press, New York, NY.
- Niemiec, R. M. (2018). *"Character Strengths Interventions: A Field Guide for Practitioners"*. Hogrefe Publishing, Boston, MA.
- Peterson, C. (2006). *"A Primer in Positive Psychology"*. Oxford University Press, New York, NY.
- Ryan, R. M., & Deci, E. L. (2017). *"Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness"*. The Guilford Press, New York, NY.
- Sahu, K. (2020). *Positive Psychology: Indian Perspectives*. Anu Books Publishers & Distributers
- Seligman, M. E. P. (2011). *"Flourish: A Visionary New Understanding of Happiness and Well-being"*. Free Press, New York, NY.
- Seligman, M. E. P. (2011). *Learned optimism: How to change your mind and your life*. Vintage.
- Seligman, M. E. P. (2005). Positive psychology, positive prevention, and positive therapy. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 3–9)