

University of Mumbai



No. AAMS_UGS/ICC/2024-25/ 117

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments is invited to this office circular No. AAMS_UGS/ICC/2023-24/23 dated 08th September, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the **Board of Studies in Psychology** at its meeting held on 09th July, 2024 and subsequently passed by the Board of Deans at its meeting held on 10th July, 2024 vide item No.5.7 (N) have been accepted by the Academic Council at its meeting held on 12th July, 2024 vide item No.5.7(N) and that in accordance therewith **syllabus** for the **M.A. Psychology (Sem. III & IV)** is introduced as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
23rd August, 2024

To

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Department.

A.C/5.7(N)/12/07/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Humanities,
- 3) The Chairman, **Board of Studies in Psychology**
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanaagari.
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM),

(Prof.(Dr) Baliram Gaikwad)
I/c Registrar

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
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14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
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16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentre@gmail.com

Copy for information :-	
1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
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3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

1	The Chairman, Board of Deans
2	The Dean, Faculty of Humanities,
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in@gmail.com DSW directr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology,
7	The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari, director@idol.mu.ac.in

As Per NEP 2020

University of Mumbai



Title of the program
M.A (Psychology)

Syllabus for
Semester – Sem.- III & IV

Ref: GR dated 16th May, 2023 for Credit Structure of PG
(With effect from the academic year 2024-25)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____ B	M.A (Psychology)
2	Scheme of Examination R: _____	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination
3	Standards of Passing R: _____	40%
4	Credit Structure R: <u>HSP-25A</u> R: <u>HSP-25B</u>	Attached herewith
5	Semesters	Sem. III and Sem IV
6	Program Academic Level	6.5
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic Year	2024-25

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Preamble

1) Introduction

The MA program in psychology at the University of Mumbai provides an excellent blend of theory and practice, making it one of the country's oldest and most prestigious applied programs. The program offers rigorous academic coursework and highly-practical training in four specialized areas: Clinical Psychology, Counselling Psychology, Industrial-Organizational Psychology, and Social-Community Psychology.

The program includes mandatory courses, elective courses, practicals, practicums in four specializations, and extensive on-job field training. Its curriculum is meticulously crafted to address the demands and challenges of our diverse society. The program has a student-centered approach, focusing on individual students and trying to improve their knowledge, skills, and employability.

Personality Psychology, Psychology of Cognition and Emotion, Evolutionary Psychology, Social Foundations of Human Behaviour, and Positive Psychology are core theoretical courses that provide students with theoretical frameworks and analytical tools to understand human behavior and society from a psychological standpoint.

Aside from these fundamental courses, the program contains technical papers and a research methods component. These papers include Statistics for Psychology, Experimental Psychology Practical, Psychological Testing and Psychometrics Practical. These papers allow students to understand the methodologies used in psychological sciences thoroughly. The curriculum also covers cutting-edge techniques such as data analytics and machine learning.

The optional papers provide specialized training in the four specializations' foundations. Psychopathology Across Lifespan and Psychodiagnostics are examples of electives for Clinical Psychology, Counselling Across Lifespan, Assessment in Counselling Psychology for Counselling Psychology, Organisational Behaviour and Competency-Based Assessment for Industrial-Organizational Psychology, and Community and Social Psychology and Assessment in Social Psychology for Social-Community Psychology.

The course has a significant component of field placement and On-Job Training. The learners are placed in various organizations (Hospitals, academic institutions; Industries; NGOs etc.) to develop skills and become acquainted with varied organizations' nature, structure, and functioning.

Overall, the MA program in psychology at the University of Mumbai delivers a complete education that integrates theory and practical application, preparing students to thrive in various fields within psychology and making them competent professionals for interdisciplinary dialogue.

2) Aims and Objectives

1. To acquaint students with classical and contemporary knowledge systems, and critical perspectives in psychology
2. To train students to develop different skills and competencies required in different fields of applied psychology
3. To help students appreciate the scientific basis of the field of psychology and equip them with the necessary proficiency in the use of methodological, analytical and technological applications in doing psychological research
4. To prepare students to be relevant to the community, so that they can develop and use learnings from psychological science for the betterment of society and to solve human problems.
5. To expose students to on field/job training, which will help them gain first-hand experience and develop the required skills to prepare them to deal with the issues and challenges they would face in the world of work.

3) Learning Outcomes

1. Students will be able to understand and apply the theoretical, scientific and applied knowledge and skills of psychology
2. Students will be able to design and execute research studies to advance the scientific know-how in the field of psychology
3. Students will be proficient in use of psychological assessment tools and techniques to better understand human problems and devise appropriate interventions and solutions appropriately
4. Students will be acquainted with different areas and schools of psychology in a way to understand the interlinkages between these areas and the holistic applications of the same.
5. Students will be equipped with industry relevant skills such as applications of Data Analytics and Machine Learning, Psychometry, Statistical Analysis, Psychotherapy etc.

4) Any other point (if any)

For admission in Semester I: For students applying for MA Psychology from University of Mumbai or other universities after Bachelor's degree, the average of SEM V and SEM VI marks of psychology papers alone shall be considered as criteria for merit list. Students completing BA with regular mode shall be given priority.

For admission in Semester III after four year BA: For students applying for MA Psychology from University of Mumbai or other universities after Bachelor's degree, the average of SEM V; SEM VI; VII; and VIII marks of psychology papers alone shall be considered as criteria for merit list. Students completing BA with regular mode shall be given priority.

Credit Structure of the Program (SEM III and IV)

Semester III Structure

R: HSP-25B									
Year (2year PG)	Level	Sem (2 years)	Major		RM	OJT /FP	RP	Cum. Cr.	Degree
			Mandatory	Elective (Any one)					
II	6.5	SEM III	Course 1: Intervention systems and Skills of Psychology (4 cr) Course 2: Biological Basis of Human Behavior (4 cr) Course 3: Legal Perspectives in Psychology and Praxis (4 cr) Course 4: Data Analytics and Machine Learning applications to Psychology (2 cr)	Practical Courses (PC) Course 1: Practicum In Clinical Psychology: Psychopathology And Neuropsychological Diagnostics And Management (PC) (4 cr) Course 2: Practicum in Counseling Psychology (PC) Course 3: Practicum in Industrial and Organizational Psychology (PC) Course 4: Practicum in Social Psychology (PC) Theoretical Courses (TH) Course 5: Political Psychology (TH) (4 Cr) Course 6: Behavioral Economics (TH) (4 Cr) Course 7: Advanced Skills and Processes for counseling and Psychotherapy (TH) (4 Cr)	NIL	NIL	Research Project in Psychology I: Preparing Research Proposal (4 cr)	22	PG Degree after 3 years of UG

Semester IV Structure

		SEM IV	Course 1: Critical and Theoretical Psychology (4 cr) Course 2: Human Resource Management (4 cr) Course 3: Cultural Psychology (4 cr)	Theoretical Courses Specialization Electives Course 1: Psychotherapy for Clinical Psychology (4 Cr) Course 2: Career Counselling and World of Work (4 Cr) Course 3: Organizational Development (4 Cr) Course 4: Social Problems: Skills and Interventions (4 Cr) General Electives Course 5: Consumer Psychology (4 Cr) Course 6: Psychology for Conservation and Climate Change (4 Cr) Course 7: Peace Psychology Course 8: CBT and REBT (4 Cr)	NIL	NIL	Research Project in Psychology II: Research Dissertation (6 cr)	22	
			14 + 12 = 26	4 + 4 = 8			4 + 6 = 10	44	

Sign of Chairperson BoS, Psychology
Name of Chairperson BoS,
Psychology: Dr. Vivek Belhekar
 Name of the Faculty: Humanities

Sign Dean
Name of Dean: Dr. Anil Singh
 Name of the Faculty: Humanities

Syllabus: M.A (Psychology)

(NEP2020)

Semester I

Level 6.0

Cumulative Credits = 22

Mandatory Course (Credits 14)

- Course 1 Credits 4 Personality Psychology
- Course 2 Credits 4 Psychology of Cognition and Emotion
- Course 3 Credits 4 Statistics for Psychology
- Course 4 Credits 2 Experimental Psychology Practicals

Elective Course (Credits 4)

- Psychopathology Across Lifespan
- OR
- Counselling Across Lifespan
- OR
- Organizational Behaviour
- OR
- Community and Social Psychology

Research Methodology (Credits 4)

- Research Methodology in Psychology

Semester II

Level 6.0

Cumulative Credits = 22

Mandatory Course (Credits 14)

- Course 1 Credits 4 Evolutionary Psychology
- Course 2 Credits 4 Social Foundations of Human Behaviour
- Course 3 Credits 4 Positive Psychology
- Course 4 Credits 2 Psychological Testing and Psychometrics Practicals

Elective Course (Credits 4)

- Psychodiagnostics
- OR
- Assessment in Counselling Psychology
- OR
- Competency Based Assessment
- OR
- Assessment in Social Psychology

On the Job Training (OJT/FP) (Credits 4)

- On the Job training in Different Psychology related work sectors
-

Semester III**Level 6.5****Cumulative Credits = 22****Mandatory Course (Credits 14)**

Course 1: Intervention systems and Skills of Psychology (4 cr)

Course 2: Biological Basis of Human Behavior (4 cr)

Course 3: Legal Perspectives in Psychology and Praxis (4 cr)

Course 4: Data Analytics and Machine Learning applications to Psychology (2 cr)

Elective Course (Credits 4)**Practical Courses (PC)**

Course 1: Practicum in Clinical Psychology (PC) (4 cr)

OR

Course 2: Practicum in Counseling Psychology (PC)

OR

Course 3: Practicum in Industrial and Organizational Psychology (PC)

OR

Course 4: Practicum in Social Psychology (PC)

OR

Theoretical Courses (TH)

Course 5: Political Psychology (TH) (4 Cr)

OR

Course 6: Behavioral Economics (TH) (4 Cr)

OR

Course 7: Advanced Skills and Processes for counseling and Psychotherapy (TH) (4 Cr)

Research Project Course (Credits 4)

Research Project in Psychology I: Preparing Research Proposal (4 Cr)

Semester IV**Level 6.5****Cumulative Credits = 22****Mandatory Course (Credits 12)**

Course 1: Critical and Theoretical Psychology (4 cr)

Course 2: Human Resource Management (4 cr)

Course 3: Cultural Psychology (4 cr)

Elective Course (Credits 4)**Theoretical Courses**

Course 1: Psychotherapy for Clinical Psychology (4 Cr)

Course 2: Career Counselling and World of Work (4 Cr)

Course 3: Organizational Development (4 Cr)

Course 4: Social Problems: Skills and Interventions (4 Cr)

Course 5: Consumer Psychology (4 Cr)

Course 6: Psychology for Conservation and Climate Change (4 Cr)

Course 7: Peace Psychology

Course 8: CBT and REBT (4 Cr)

Research Project Course (Credits 6)

Research Project in Psychology II: Research Dissertation (6 Cr)

Sem. - III

SEM III: Mandatory Courses

SEM III Mandatory Course (Credits 14)

Course 1: Intervention systems and Skills of Psychology (4 cr)

Course 2: Biological Basis of Human Behavior (4 cr)

Course 3: Legal Perspectives in Psychology and Praxis (4 cr)

Course 4: Data Analytics and Machine Learning applications to Psychology (2 cr)

M.A (Psychology)

(Under NEP2020)

Course Name: **Intervention systems and Skills of Psychology**

Type of course: **Mandatory**

SEMESTER: **III**

Level: **6.5**

Credit: **04**

Hours: **60**

Course Objectives:

1. To analyse the different forces in psychotherapy
2. To examine various systems of psychological intervention.
3. To evaluate the approach of and processes in group therapy
4. To orient students with eclectic, multicultural, constructivist approaches to interventions.

Course Outcomes (CO):

CO1: Students will be able to understand how different theories and influence shaped the approaches to counselling and psychotherapy

CO2: Students will be able understand the systems, processes, interventions in counselling and psychotherapy

CO3: Students would be able critically examine traditional approaches to counselling and psychotherapy in the context of cultural context, eclectic orientation and the role of constructivism.

CO4: Students will be able to apply this knowledge to different areas of psychological practice.

Unit 1. Psychoanalytical and Cognitive-Behavioural Approaches

- a. Sigmund Freud- Classic psychoanalysis
- b. Alfred Adler-Individual psychology
- c. Behaviour therapy
- d. Aaron Beck- Cognitive therapy and Cognitive Behaviour Therapy

Unit 2. Humanistic-Existential and Client Centered Approaches

- a. Carl Rogers- Person centered therapy
- b. Existential Therapy
- c. Gestalt Therapy
- d. Reality Therapy

Unit 3. Group Therapy

- a. Fundamentals: Influences and advantages of group therapy
- b. Processes: Organizing a group, opening and later sessions, technical functions of group therapists.
- b. Special problems during group therapy
- c. Group therapy approaches: pre-intake and post-intake, special age groups, behavior therapy, experiential therapy, psychodrama and role play.

Unit 4. Approaches emphasizing Integration, Eclectic Systems, Context and Constructivism

- a. Integrated and eclectic interventions
- b. Effective multicultural counselling
- c. Feminist Therapy
- d. Family Systems Therapy

Books for study

1. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). CA: Thomson Brooks.
2. Kress, V. E. Seligman, L. & Reichenberg, L. W. (2021). *Theories of counseling and psychotherapy systems, strategies, and skills* (5th ed.). Pearson.
3. Flanagan, J.S. & Flanagan, R.S. (2018). *Counseling and Psychotherapy theories in context and practice: Skills Strategies and Techniques* (3rd ed.). John Wiley & Sons, Inc
4. Gladding, S.T. (2022). *Theories of Counselling* (3rd ed.). Rowman and Littlefield
5. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc.

Evaluation:

Internal evaluation: 50 marks

- Essay on one of the topics randomly assigned: 20 marks
- First classroom test of descriptive types: 15 marks
- Second classroom test of descriptive types: 15marks

Semester end examination: 50 marks

Paper pattern: 7questions to be set of 10 marks each, out of which 5are to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP2020)

Course Name: Biological Basis of Human Behaviour

Type of course: **Mandatory**

SEMESTER: **III**

Level: **6.5**

Credit: **04**

Hours: **60**

Course Objectives:

1. To understand the role of biological and neurological aspects that influence the human behaviour
2. To develop understanding of Psychobiology of Sensorimotor System and Motivation and Emotion.
3. To develop understanding of the neurobiological basis of the cognition, emotion and motivation
4. To evaluate role of biological systems in psychology

Course Outcomes (CO):

CO1: Students will be able to understand structure of the biological systems and neurological systems.

CO2: Students will be able understand the role of biological systems in sensory motor, cognition, motivation, and emotion.

CO3: Students would be able critically examine various biological systems in psychological aspects.

CO4: Students will be able to apply this knowledge to different areas of psychological functioning.

Unit 1: Brain and Nerves System

- a. Nervous System: Structure and function of Brain: CNS, PNS. Neuron: Structure. Neural conduction and Synaptic transmission.
- b. Foundations: Human genetics, Human evolution, and Behaviour
- c. Endocrine system. Immune Systems.
- d. Cerebral Specialization. Brain Plasticity.

Unit 2: Psychobiology of Sensorimotor System

- a. Methods of investigating: Methods of Visualizing and Stimulating the Living Human Brain; Recording Human Psychophysiological Activity; Invasive Physiological Research Methods. Pharmacological Research method. Genetic Engineering.
- b. Behavioural Research Methods of Biopsychology
- c. Neuropsychology of Visual system, Hearing, Touch, Smell, & Taste.
- d. Neuropsychology of the Sensorimotor System.

Unit 3: Psychobiology of Motivation and Emotion

- a. Neuropsychological basis of Thirst and Hunger.
- b. Neuropsychological basis of sleep.
- c. Neuropsychological basis of Sex.
- d. Neuropsychological basis of Emotion.

Unit 4: Psychobiology of Cognition

- a. Neuropsychology of Attention. Brains, minds and consciousness
- b. Neuropsychology of Language.
- c. Neuropsychology of Learning, Memory, and Amnesia.
- d. Neuropsychology of Executive Functions.

Books for study:

1. Pinel, J. P. J. (2017). Biopsychology. Pearson.
2. Zilmer, E. A. & Spears, M. V. (2001). Principals of neuropsychology. Canada: Wadsworth
3. Carlson, N. (2010). Physiology of behaviour. Boston: Allyn & Bacon.

Evaluation:**Internal evaluation: 50 marks**

- One test of descriptive types OR Reflection papers: 20 marks
- Essay on one of the topic randomly assigned OR Reflection papers: 20 marks
- One presentation/ Review Submission/ Project Submission: 10 marks

Semester-end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit

M.A (Psychology)

(Under NEP2020)

Subject Code:

Course Name: Legal Perspectives in Psychology and Praxis

Type of Course: **Mandatory**

Semester: **III**

Level: **6.5**

Credit: **04**

Hours: **60**

Course Objectives:

1. To provide a comprehensive understanding of global mental health law evolution, considering historical, political, and societal factors.
2. To examine the influence of international standards and organizations, like the UN and WHO, on legislations related to psychology and praxis.
3. To analyze India's mental health laws, including the Rights of Persons with Disabilities Act, 2016, and the Mental Healthcare Act, 2017, along with current challenges and future directions.
4. To evaluate human rights and legal perspectives in relation to mental health, disabilities, gender and children.

Course Outcomes (CO):

CO1: Students will be able to understand international standards of human rights and legal discourses pertaining to mental health

CO2: Students will be able to acquainted with mental health laws in India, its meaning and implications.

CO3: Students would be able critically examine legal perspectives in relation to disability, gender and children as protective and empowering mechanisms.

CO4: Students will be able to apply this knowledge to different areas of psychological practice.

Unit 1: Role of International Standards in Mental Health

- a) The Pre-history of Mental Health Legislation
- b) The United Nations' Influence on Mental Health Legislation
- b) The World Health Organization's Impact on Mental Health Legislation
- d) Universal Declaration of Human rights and Human Dignity

Unit 2: Mental Health Legislation in India

- a) Evolution of Mental Health Laws in India
- b) The Mental Healthcare Act, 2017
- c) Analysis of India's Mental Healthcare Act, 2017, its congruence with and departures with WHO Guidelines.
- d) Analysis of India's Mental Healthcare Act, 2017, its congruence and departure from UN Convention on Rights of Persons with Disabilities, 2006 (UNCRPD).

Unit 3: Disabilities and Legal provisions for their Rehabilitation, Inclusion and Empowerment in India

- a) Analyzing Persons with disabilities act (1995) and its limitations in the context of UNCRPD, 2006
- b) The Rights of Persons with Disabilities Act, 2016 in India
- b) Rehabilitation Council of India Act (1992) and its implications for rehabilitation related practice.
- c) The Relevance of and Provisions under the National Trust Act (1999)

Unit 4: Legal Protection in the Context of Gender and Child in India

- a) The Criminal Law (Amendment) Act, 2013 and related sections of the IPC (Indian Penal Code)
- b) Sexual Harassment: POSCO (Amendment) Act (2019) and POSH Act (2013)
- c) Protection of Women from Domestic Violence Act, 2005
- d) Transgender Persons (Protection of Rights) Act, 2019 and Decriminalisation of Section 377 of IPC

Books for Reference

- Caudill, O. B., & Pope, K. S. (1995). *Law & Mental Health Professionals: California*. American Psychological Association.
- Deb, S., Subhalakshmi, G., & Chakraborti, K. (Eds.). (2021). *Upholding Justice: Social, Psychological and Legal Perspectives*. Routledge.
- Duffy, R. M., & Kelly, B. D. (2020). *India's Mental Healthcare Act, 2017: Building Laws, Protecting Rights*. Springer
- Gooding, P. (2017). *A new era for mental health law and policy*.
<https://doi.org/10.1017/9781316493106>
- Jones, K. (2023). *A history of the mental health services* (1st ed.). Routledge.
- Kelly, B. D. (2015). *Dignity, Mental health and Human Rights: Coercion and the Law*. Routledge
- Kretzmer, D., & Klein, E. (Eds.). (2021). *The concept of human dignity in human rights discourse*. Brill.
- Niumai, A., & Chauhan, A. (Eds.). (2022). *Gender, Law and Social Transformation in India*. Springer Nature.
- Unsworth, C. (1987). *The politics of mental health legislation*. Oxford University Press

Articles for References:

- Bharte, U.L. (2024). The United Nations and Mental Health: Rights Based Approach and Beyond. In B. Sharma, & A.C. Khimta (Eds.). *United Nations: The Issue of Restructuring and Effectiveness* (pp. 95-119). Yash Publications.
- Gupta, N. K. (2022). "A riddled restitution"—The Indian journey from the recognition of the third gender towards the Queer. *Sexuality, Gender & Policy*, 5(1), 87-99.
<https://doi.org/10.1002/sgp2.12042>

Hagenaars, P. (2016). Towards a human rights based and oriented psychology. *Psychology and Developing Societies*, 28(2), 183-202.

<https://journals.sagepub.com/doi/pdf/10.1177/0971333616657170>

Kelly, B. D. (2016). Mental health, mental illness, and human rights in India and elsewhere: What are we aiming for?. *Indian journal of psychiatry*, 58(Suppl 2), S168-S174.

<https://journals.lww.com/indianjpsychiatry/fulltext/2016/58002>

Kothari, J. (2010). The UN convention on rights of persons with disabilities: an engine for law reform in India. *Economic and Political Weekly*, 45 (18), 65-72.

<https://www.jstor.org/stable/25664414>

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

<https://journals.lww.com/indianjpsychiatry/fulltext/2019/61004>

Evaluation:

Internal evaluation: 50 marks

- Essay on one of the topics randomly assigned: 15 marks
- One classroom test of descriptive types: 20 marks
- Critical Analysis of any one Legislation (Classroom Test): 15 marks

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP2020)

Course Name: Data Analytics and Machine Learning Applications to Psychology

Type of course: **Mandatory**

SEMESTER: III

Level: 6.5

Credit: 02

Hours: 30

Course Objectives:

1. To provide a comprehensive understanding of ML and data analytics.
2. To examine evaluate the role of data analytics in psychology.
3. To understand and analyze application of AI-ML to psychology
4. To be able to use software for ML algo's

Course Outcomes (CO):

CO1: Students will be able to understand AI and ML

CO2: Students will be able to acquainted with AI and ML types

CO3: Students would be able critically examine utility of AIL ML to psychology

CO4: Students will be able to apply this knowledge to different areas of psychological practice.

Unit 1: Data Analytics: Machine Learning

- A. Principles and Practices of Machine Learning and Data Analytics.
- B. Supervised and Unsupervised Machine Learning.
- C. Algorithms for Univariate Outcomes.
- D. Algorithms for Multivariate Outcomes.
- E. Deep Learning.

Unit 2: Applications of ML to Psychology

- A. Alternative Data Types: Text Analytics.
- B. Psychometrics and AI.
- C. Social Network.
- D. Analysis of Visual and Auditory Data.
- E. Other applications

References:

- A. Jacobucci, R., Grimm, KJ, Zhang, Z. (2023). Machine Learning for Social and Behavioral Research. Guilford.
- B. Belhekar, V. M. (2019). Machine Learning applications to Psychology and Behavioral Science: A case of Personality Psychology. Bombay Psychologists, 32, 63-72.
- C. Trappenberg, T. (2020). Fundamentals of Machine Learning. OUP.
- D. Ghosh, C. (2022). Data Analysis with Machine Learning for Psychologists. Springer.

E.Kumar, J. and Pai, M. (2024). Using Machine Learning to Detect Emotions and Predict Human Psychology. IGI.

F. Nokeri, TC. (2022). Artificial Intelligence in Medical Sciences and Psychology: With Application of Machine Language, Computer Vision, and NLP Techniques. Apress.

G. Chauhan, A., Belhekar, V., Sehgal, S., Singh, H., Prakash, J. (2024). Identifying significant emotional events in countries using Twitter. Frontiers of Psychology. Sec. Emotion Science, Vol 14.

Evaluation:

Internal evaluation: 25 marks

- Essay on one of the topics randomly assigned: 10 marks
- One classroom activity-based test: 15 marks

Semester end examination: 25 marks

Paper pattern: 7 questions to be set of 05 marks each, out of which 5 are to be attempted.

SEM III: Elective Courses

SEM III: Elective Courses

Practical Courses (PC)

Course 1: Practicum in Clinical Psychology (PC) (4 cr)

OR

Course 2: Practicum in Counseling Psychology (PC) (4 cr)

OR

Course 3: Practicum in Industrial and Organizational Psychology (PC) (4 cr)

OR

Course 4: Practicum in Social Psychology (PC) (4 cr)

OR

Theoretical Courses (TH)

Course 5: Political Psychology (TH) (4 Cr)

OR

Course 6: Behavioral Economics (TH) (4 Cr)

OR

Course 7: Advanced Skills and Processes for counseling and Psychotherapy (TH) (4 Cr)

M.A (Psychology)

(Under NEP2020)

Course Name: Practicum In Clinical Psychology: Psychopathology And Neuropsychological Diagnostics And Management

Type of course: **Elective**

SEMESTER: III

Level: 6.5

Credit: 04

Hours: 27 hrs/ week/each student

Objectives:

1. To familiarize students with hands on work in the field of clinical psychology
2. To acquaint students with knowledge and skills required for history and mental status examination and differential diagnosis using standardized diagnostic tools.

Course Objectives:

- CO1: Conduct clinical interview, case history, and create case formulation. Conduct MSE.
- CO2: demonstrate leaning of psychological assessment and psychodiagnostics assessment in clinical psychology
- CO3: Conduct clinical assessment and develop diagnostic impression under DSM and ICD systems
- CO4: Plan and demonstrate psychotherapy sessions for clinical problems.

Practical/Field Work Component (Elective Component):

04 credits. 3 batches. 3-day Practical field-work of 9 hours each = 3 days X 3 batches X 9 hrs = 81 hrs/ week.

PRACTICUM IN CLINICAL PSYCHOLOGY: PSYCHOPATHOLOGY AND NEUROPSYCHOLOGICAL DIAGNOSTICS AND MANAGEMENT

- *Only 25% students can be admitted from the MA student strength in each elective since limited number of students can be accommodated on the field work.*
- *The workload for this paper is of 04 credits. 3 batches of students are made with 8 students per batch. 3-day Practical field-work of 9 hours each day per week is conducted = 3 days X 3 batches X 9 hours = 81 hrs/ week.*
- *Setting: The student will be placed in various field work settings through the semester as per the availability of the field setting, a psychiatric hospital or psychiatric IPD-OPD. In case of unavailability of field placement, same activities can be carried out in the practical manner in the department classroom/laboratory, and the internal evaluation can be based on simulated cases.*

Unit 1: Interview in clinical settings

- a. Behavioral observation
- b. History taking
- c. Mental status examination and MMSE
- d. Syntheses of information from different sources

Unit 2: Identification of adult and Child psychopathological conditions

- a. Psychotic spectrum disorders, Neurotic spectrum disorders and mood disorders
- b. Neurocognitive disorders, other conditions
- c. Pervasive developmental disorders, Disruptive behavior disorders
- d. Learning related disorders, other childhood conditions

Unit 3: Test administration in clinical settings

- a. Ability assessment: clinical profiling based on Wechsler Tests
- b. Personality assessment: MMPI, MCMI, Rorschach, TAT
- c. Neuropsychological assessment: BGT and BGT- II, NIMHANS battery, unitary measures of neuropsychological dysfunctions.
- d. Scale and questionnaire administration, choice of tools- HARS, HDRS, SCL 90, BDI, CARS

Unit 4: Integration of findings and Helping Behavior

- a. Test profile generation and integration, Integration with observation and interview findings
- b. Differential diagnosis and diagnosis: DSM and ICD, combining tests, MSE, and Interview findings, Communication of diagnosis to patients and family members, suggested management plan.
- c. Explanation of condition and psycho-education, Planning intervention, process and termination
- d. Report generation, prognosis, Documentation of assessment and management: process and finding

Books for study

1. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment: Intellectual and neuropsychological assessment* (Vol. 1); *Personality assessment* (Vol. 2); *Behavioral assessment* (Vol. 3). NY: Wiley.
2. Flanagan J.S. and Flanagan, R.S. (2012). *Clinical interviewing* (4th ed.) New Jersey: John Wiley and Co.
3. Fontes, L. A. (2008). *Interviewing clients across cultures: A practitioners' guide*. NY: The Guilford Press.
4. Lezak, M., Howieson, D.B., Bigler, E. & Trandl, D. (2012). *Neuropsychological assessment* (5th ed.). London: OUP.
5. Schoenberg, M.R. & Scott, J.G. (2011). *The Little Black book of neuropsychology*. NY: Springer.

Books for reference

1. Feinberg, T.E. & Farah, M.J. (2003). *Behavioral neurology and neuropsychology* (2nd ed.). NY: McGraw Hill.

Evaluation:

Internal evaluation: 50 marks

- **File:** Under the supervision of course teacher, reports to be submitted on cases seen during the semester: 20 marks
- **File:** Planning and recording of intervention plan for at least 3 case studies: 15 marks
- **Presentation:** Classroom presentation of at least *one case* in a case presentation format along with test profiles and therapy plan: 15 marks

Semester end practical examination: 50 marks

- Viva voce examination: 35 marks
- Test Instruction and Conduction based on simulated case vignette: 5 marks
- Report based on simulated cases provided at the time of examination: 10 marks

M.A (Psychology)

(Under NEP2020)

Subject Code:

Course Name: Practicum in Counseling Psychology

Type of Course: **Elective**

Semester: **III**

Level: **6.5**

Credit: **04**

Hours: **27 hrs/ week/ each student**

Only 25% students can be admitted from the MA student strength in each elective since limited number of students can be accommodated on the field work.

Workload: 04 credits. 3 batches. 3-day Practical field-work of 9 hours each = $3 \times 3 \times 9 = 81$ hrs/ week.

Course Objectives:

1. To provide practical experience to understand the role of interview, observation and case-history in assessment of clients.
2. To increase understanding the assessment of personality and cognitive development on field.
3. To equip in skills for counseling and career development across the lifespan
4. To train for case presentation and reporting

Course Outcomes (CO):

CO1: Students will be able to understand the basics in counselling psychology practice.

CO2: Students will be able use assessment techniques and tests for counselling psychology.

CO3: Students would be able to arrive at case conceptualization, goal setting, intervention plan formulation and evaluate its effectiveness.

CO4: Students will be able to engage case studies presentation and case report generation as an essential process of counselling psychology practice.

Unit 1: Techniques of assessment and skill development exercise

- a. Intake Interview, projective questions, observational techniques and case history
- b. Selection of appropriate psychological tests, functional and behavioural assessment
- c. Role play, transcription and analysis, case studies, movie screenings/video analysis
- d. Case presentations and group discussions; field work, field visits

Unit 2: Training in test administration, scoring and interpretation in counselling settings

- a. Assessment of development and special difficulties
- b. Assessment of cognitive abilities
- c. Personality assessment and Projective Tests

- d. Career related assessment

Unit 3: Diverse areas of counselling and case studies- field work or Internship (Should be supervised by the course teacher). A minimum of 3 counselling case studies need to be conducted in either of the areas

- a. Career counselling at High school (Group assessment followed by individual counselling)
- b. School Counselling/ Child Counselling: learning disability, slow learners, under achiever, socially disadvantaged, emotionally disturbed, exceptional/gifted or any other childhood related or developmental problems and counselling of parents of identified children.
- c. Counselling for Adult/ Adolescent related issues: Conducting case studies on alcoholics/ drug addicts/ persons with disabilities/ attempted suicide, gender and queer affirmative counselling.
- d. Counselling the Elderly (Institutional or Non institutional Settings)

Unit 4: Psychological interventions and reporting

- a. Case conceptualization, explanation of condition and psycho-education
- b. Intervention: planning, process and termination
- c. Documentation of assessment and management process
- d. Report writing

Books for references

1. Bor, R., Jo Bbner-Landy, Gilli, S., Brace,C. (2002). Counselling in Schools. New Delhi: Sage Publications Ltd
2. Geldard, K., and Geldard, D. (2004). Counselling Adolescents. New Delhi: Sage Publications.
3. Lewis, J.A., Dana, R.Q., Blevins, G.A. (2011). Substance Abuse Counselling(4th ed.). Belmont, C.A: Brooks/Cole, Cengage Learning.
4. Velleman, R. (2011). Counselling for Alcohol Problems (3rd ed.). New Delhi: Sage Publications.
5. Reeves, A. (2010). Counselling Suicidal Clients. New Delhi: Sage Publications.
6. Chandler, L.A., Johnson,V.J. (1991). Using Projective Techniques with Children. Illinois: Charles Thomas Publisher.
7. Gerald, G. & Michel, H. (2001). Handbook of Psychological Assessment (3rd ed.). New York: Pergamon Press
8. Groth-Marnat, G & Wright, A.J. (2016). Handbook of Psychological Assessment (6th ed.). Wiley.
9. Jongsma, A.E. (2014). Child Psychotherapy: Homework Planner (5th Ed.). New Jersey: John Wiley & Sons.
10. Niles, S. & Harris-Bowlsbey, J. (2009). Career development interventions in the 21st Century (3rd ed.). Upper Saddle River, NJ: Pearson Education.

11. Wright, B.A. (1983). Physical disability: A psychosocial approach (2nd ed.). New York, NY: Harper & Row.
12. Herr, E.L., and Cramer, S.H. (2003). Career guidance and counselling through the life span: Systematic approaches (6th ed.). Boston: Allyn and Bacon.
13. Ko, H., Mehta, K.K., Meng, K.S. (2006). Understanding and Counselling Older Persons: A Handbook. Singapore: Sage

Evaluation:

Internal evaluation: 50 marks

Counselling training and detailed case reports to be submitted on individual case studies and interventions (minimum 3 cases) conducted during the semester, test reports, field visits, counselling training reports: 30 marks

Detailed test reports, field visits: 10 marks

Classroom presentation of at least one case in prescribed format along with test profiles and therapy plan: 10 marks

Semester end Practical examination: 50 marks

Viva voce examination: 30 marks

2 simulated cases (case vignette) provided at the time of examination: 20 marks

M.A (Psychology)

(Under NEP2020)

Subject Code:

Course Name: PRACTICUM IN INDUSTRIAL PSYCHOLOGY

Type of Course: **Elective**

Semester: **III**

Level: **6.5**

Credit: **04**

Hours: **27 hrs/ week / each student**

Workload: 04 credits. 3 batches. 3-day Practical field-work of 9 hours each = $3 \times 3 \times 9 = 81$ hrs/ week.

Only 25% students can be admitted from the MA student strength in each elective since limited number of students can be accommodated on the field work.

Objectives:

1. To acquaint students with the applications of psychometric tools and inventories in organizations
2. To acquaint the students with the tools of behavioral and organizational interventions & develop the skills to analyze behavioral issues in organizations.
3. To gain firsthand experience through organized field visit to organizations.
4. To gain firsthand experience through focused group discussions.

Course Objectives

CO1: Analyze a situation and formulate appropriate action plans

CO2: Demonstrate skills and techniques for team work, collaboration, conflict resolution etc

CO3: Develop the skills to conceptualize, formulate, design and conducted structured experiences

CO4: Assess, evaluate and synthesize observations, reflections, and learning into reports.

Unit 1: Structured experience :(any two in consultation with the supervisor)

Students should plan, design and conduct the structured exercises in any of the following areas under supervisor supervision: self-awareness, team building, interpersonal skills, leadership skills, perception, decision making and problem solving, creativity, power and politics, communication skills, conflict, stress management, motivation and goal setting, or any recent developments.

Unit 2: HRD instruments: (any five: administered, scored, interpreted and discussed)

Role efficacy, role stress, coping styles, HRD climate, TOBI, SPRIQ, MAO- B, emotional intelligence, enneagram, conflict management styles, OCTAPACE, leadership, trust, life and goal planning or any recent developments.

Unit 3: Field visit: (any two field visit)

Students will get firsthand experience of the organization. Can take up any project given by the organization and write a report. A student can undertake specific or overall activity of the organizations in consultation with the supervisor. The student can choose any two organizations and write a report: education sector, government sector, health sector, banking sector, service industry, NGO, or any recent developments

Unit 4: Force-field analysis and Appreciative Inquiry

Students will conduct with the help of supervisor all the steps of force field analysis (identifying the problem and identifying the desired state; identifying the forces involved, and determining the strengths of each force. Action plans for increasing driving forces and reducing restraining forces and appreciative inquiry (4 D approach: discovery, dreaming, designing and destiny) as an OD intervention. After conducting the same students will write the report of the same.

Unit 5: Focused Group Discussion

Student conduct a focus group either based on need diagnostic or problem focused group study in any area of consumer behavior (customers of sales, retail, banking, insurance, aviation etc) or industrial/organizational psychology/human resource and submit a report.

- a) Select the team
- b) Select the participants
- c) Decide on time and location
- d) Prepare for and conduct focus group discussion
- e) Submit a report

Books for reference

- Barbour, R. (2007). *Doing Focus Groups*. Los Angeles: Sage Publications.
- Clark, A.W. (1976). *Experimenting with organizational life: The action research approach*. New York: Plenum Press.
- Cooperrider, D.L., Whitney, D. & Stavros, J.M. (2008). *Appreciative Inquiry Handbook: For Leaders of Change* (2nd ed.). San Francisco, USA: Berrett – Koehler Publishers Inc.
- French, W.L., Cecil, H.B., & Vohra, V. (2009). *Organizational Development: Behavioral Science Interventions for Organization Improvement* (6th ed.). New Delhi: Prentice Hall.
- Krueger, R.A., Casey, M.A. (2009). *Focus Groups: A practical guide for Applied Research* (4th ed.). Los Angeles: Sage Publications, Los Angeles.
- Litosselitti, L. (2003). *Using Focus Groups in Research*. New York, NY: Continuum.
- Pareek, U. & Purhoit, S. (2010). *Training Instruments in HRD and OD* (3rd ed.). New Delhi: Tata McGraw Hill.

- Pfeiffer, J.W. & Jones, J.E. (1973). *A Handbook of structured Experiences for Human Relations Training*. San Diego, CA: University Associates Inc.
- Sayeed, O.B & Pareek, U. (2000). *Actualizing Managerial Roles: Studies in Role Efficacy*. New Delhi: Tata McGraw – Hill Publishing Company Limited.
- Watkins, J.M., Bernard, J., Kelly, M.R. (2011). *Appreciative Inquiry: Change at the Speed of Imagination* (2nd ed.). USA: John Wiley and Sons Inc.

Evaluation:

Internal evaluation: 50 Marks

- Report Submission for Structured experience: 20 Marks
- Report for HRD Instruments and Field Visit: 10 Marks
- Report Submission for Force-Field Analysis and Appreciative Inquiry: 10 Marks Report Submission for Focus Group Discussions: 10 Marks

Semester end examination:

50 Marks

Viva: 30 Marks

Exam: 20 Marks: Paper Pattern: 3 questions to be set of 10 marks each out of which 2 are to be attempted.

M.A (Psychology)

(Under NEP2020)

Subject Code:

Course Name: Practicum In Social Psychology

Type of Course: **Elective**

Semester: **III**

Level: **6.5**

Credit: **04**

Hours: **27 hrs/ week/ each student**

Objectives:-

1. To prepare students to appreciate socially relevant and practical concerns in the surrounding
2. To orient students towards varied social issues through field visits and placements
3. To help students to gain research experience while conducting social experiment
4. To enable students with necessary skills in conducting structured exercise and FGD.

Course Outcomes:-

1. Students will acquire the knowledge of various socially relevant issues
2. Students will be able to demonstrate skills necessary for conducting social experiment
3. Students will acquire skills necessary for conducting structured exercise and FGD
4. Students will be able to apply such knowledge in solving real life issues

Workload: 04 credits. 3 batches. 3-day Practical field-work of 9 hours each = $3 \times 3 \times 9 = 81$ hrs/ week.

Unit 1. Field Visits and Placements

Students will be placed in institutions/organizations in consultation with the course teacher. Students will have to study from social psychological perspective the individual cases (case study). Students will have to submit two detailed case study reports.

Unit 2. Structured Exercise

Structured exercise (any two). In consultation with the course-teacher, students are required to plan, design and conduct structured exercises in any of the following areas: self- awareness, team- building, interpersonal skills, leadership skills, decision making, problem solving, creativity, communication, conflict management, and stress management.

Unit 3. Social/Field Experiment

The students will be divided in three/four groups depending on the number of students enrolled in the course and other factors. Students belonging to each group are supposed to identify a social problem in the society and will have to make presentations of proposals of field experiment surrounding the problem at hand. Once all the presentations are done, one field experiment would be selected for each group as the group's activity, and all students from the respective groups then will work on that group assignment. All three/four groups will have to submit a brief report of their assignment containing their analysis from social psychological perspective. In their final report they are also required to include their initial individual experiments presented in the class.

Unit 4. Focused Group Discussion

Students conduct a focused group discussion (individually or in groups as decided by the course teacher) either based on need diagnostic or problem-focused group study in any area of social relevance, and submit a report. Students will follow these steps-- selecting the theme, selecting the participants, deciding on time and location, preparing for and conducting focus group discussion, and submitting a report

Books for study

- Pfeiffer, J.W. & Jones, J.E. (1973). A Handbook of structured Experiences for Human Relations Training. San Diego, CA: University Associates Inc.
- McNiff, J. (2002). Action Research: Principles and Practice. Houndmills: Macmillan Education. Pines, A.M. & Maslach, C. (2002). Experiencing Social Psychology: Readings and Projects (4th ed.). New Delhi: McGraw Hill.
- Breakwell, G.M. (2004). Doing Social Psychology Research. Malden, MA: British Psychological Society and Blackwell Publishing Ltd.
- Krueger, R.A., & Casey, M.A. (2009). Focus Groups: A practical guide for Applied Research (4th ed.). Los Angeles: Sage Publications.
- Litosselitti, L. (2003). Using Focus Groups in Research. New York, NY: Continuum.
- Barbour, R. (2007). Doing Focus Groups. Los Angeles: Sage Publications.

Books for reference

- Bunk, A. P., & Van Vugt, M. (2007). Applying social psychology: From problems to solutions. London: Sage Publications.
- Fiske, S.T., Gilbert, D.T., & Lindzey, G. (2010). Handbook of Social Psychology (5th Ed.). New Jersey: John Wiley and Sons Ltd.
- Kruglanski, A. W., Higgins, E.T. (2007). Social Psychology: Handbook of basic Principles (Second Ed.). New York: The Guilford Press.
- Lesko, W. A. (2009). Readings in Social Psychology: General, Classic and Contemporary Selections (Eighth Ed.). New Delhi: Pearson.
- DeLamater, J.D., & Myers, D.J. (2011). Social Psychology (Seventh Ed.). USA: Wadsworth.
- Fletcher, G.J.O., & Clark, M.S. (2003). Blackwell Handbook of Social Psychology: Interpersonal Processes. USA: Blackwell Publishers Ltd.
- Baumeister, R. F. & Finkel, E. J. (Eds.) (2010). Advanced Social Psychology: State of the Science. New York: Oxford University Press.

Evaluation:

Internal evaluation: 50 marks

- Field visit and placement: 15 Marks
- Structured exercise: 10 Marks
- Social/field experiment: 10 Marks
- Focused group discussion: 15 Marks

Semester end examination: 50 marks

- Viva: 30 Marks
- Exam: 20 Marks: Paper Pattern: 3 questions to be set of 10 marks each out of which 2 are to be attempted.

M.A (Psychology)

(Under NEP2020)

Course Name: Political Psychology

Type of course: **Elective**

SEMESTER: III

Credit: 04

Level: 6.5

Hours: 60

Objective:

1. To understand the psychological determinants of political behavior
2. To analyze political data using behavioural methods
3. Using psychological interventions for political and policy matters

Course Outcomes (CO):

CO1: Summarize and demonstrate various models of the political psychology

CO2: Analyse and Critically evaluate role of personality in politics

CO3: Explain the Cognitions, Social Identity, Emotions, and Attitude in Political Psychology

CO4: Evaluate and synthesize political behaviour in Indian context

Unit 1: Introduction to Political Psychology

- A. Basics of Political Psychology
- B. Psychological Theories Political Theories
- C. Methods of political psychology

Unit 2: Personality and Politics

- A. Theoretical Approaches Frameworks
- B. Modern Personality analyses
- C. Assessment of impact of personality

Unit 3: Cognitions, Social Identity, Emotions, and Attitude in Political Psychology

- A. Information Processing Categorization
- B. Social Identity
- C. Affect and Emotions

Unit 4: Political Psychology of Groups and Political Leader

- A. Nature, and influences in Group; Group decision making.
- B. Voting Behaviour and Psychology. Media and Political psychology
- C. Political Psychology of Political Experiments.
- D. Psychology of democracy.

References:

1. Cottam, M. Deilt-Ulher (2010) Introduction to Political Psychology. Lawrence Associates and Publisher.
2. Jost, J. T. & Sidanius, J. (2004). Political Psychology: Key Readings. Psychology Press: NY.
3. Sniderman, P. M; Brody, R. A. Tetlock, P. E. (2010) Reasoning And Choice: Explorations In Political Psychology. Cambridge: CUP.
4. Roazen, P. (2003). Cultural Foundations of Political Psychology. Transaction Publishers. UK.

Evaluation:**Internal evaluation: 50 marks**

- One test of descriptive types OR Reflection papers: 20 marks
 - Essay on one of the topic randomly assigned OR Reflection papers: 20 marks
- One presentation/ Review Submission/ Project Submission: 10 marks

Semester-end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit

M.A (Psychology)

(Under NEP2020)

Course Name: Behavioral Economics

Type of course: **Elective**

SEMESTER: III

Level: 6.5

Credit: 04

Hours: 60

Objectives:

1. To help learners to understand psychological aspects of economic behavior
2. To help learners understand behavioral aspects of selfishness, rationality and preferences
3. Understand and design policy implications of the Behavioral economics, and psychology

Course Outcomes (CO):

CO1: Summarize and demonstrate various models of the Behavioral Economics

CO2: Analyse and Critically evaluate role of psychology in Behavioral Economics

CO3: Explain the Information, Uncertainty and Risk as well as Social and Psychological Dimension of Economics Behavior

CO4: Evaluate and synthesize behavioural economics in Indian context

Unit 1: Behavioral Economics and Real world Choices

- A. Assumptions of Economics and evaluations
- B. Game theory and Experimental Game theory
- C. Neuroeconomics; Evolutionary Psychology and Economic Psychology
- D. Conceptual Framework: Thinking automatically; Thinking socially; Thinking with mental models
- E. Methods of Behavioral Economics

Unit 2: Information, Uncertainty and Risk

- A. Understanding Choice: Rational Choice theory
- B. Bracketing Decisions
- C. Heuristics and Biases Approach under uncertainty
- D. Decision under Risk and Uncertainty; Prospects Theory

Unit 3: Social and Psychological Dimension of Economics Behavior

- A. Selfishness and altruism
- B. Fairness and Psychological Games
- C. Trust and Reciprocity
- D. Motivation and Incentives; Personality, Mood, and Motivation. Culture.

Unit 4: Behavioral Economics and Policy: Psychological and social perspectives

- A. Poverty
- B. Behavioral Finance; Household finance
- C. Auctions
- D. Economic Behavioral and Public Policy; Behavior in macroeconomy
- E. Lessons from Behavioral Economics

References:

1. Wilkinson, N. and Klaes, M. (2012). An Introduction to Behavioral Economics. Palgrave Macmillan
- Lewis, A. (2008). The Cambridge Handbook of Psychology and Economic Behaviour. CUP: Cambridge, New York.
2. World Bank Group (2015). Mind, Society, And Behavior. DC: International Bank for Reconstruction and Development.
3. Agarwal, B. and Vercelli, A. (2005) Psychology, rationality, and economic behaviour : challenging standard assumptions . Palgrave Macmillan: NY
4. Just, D. R. (2014). Introduction To Behavioral Economics Noneconomic Factors That Shape Economic Decisions. Wiley: NY
5. Diamond, P. & Vartiainen, H. (Eds.)(2007) Behavioral Economics and Its Applications. Princeton University Press: NJ.
6. Ikeda, Kato, H. K., Ohtake, F. Tsutsui, Y. (Eds). (2016). Behavioral Economics of Preferences, Choices, and Happiness. Springer; Japan.
7. Wendel, S. (2014). Designing for Behavior Change: Applying Psychology and Behavioral Economics. Oreal: Beging.
8. Akerlof, G. A. and Shiller, R. J. (2016). Phishing for Phools – The Economics of Manipulation and Deception. Princeton University Press.
9. Cartwright, E. (2011). Behavioural Economics. Routledge: Oxon.
10. Camerer C. F. (2011) Advances in Behavioural Economics. Princeton University Press: Princeton.
- Altman, M. (2007). Handbook of Contemporary Behavioral Economics: Foundations and Developments. Prentice Hall India Learning Private Limit: NY.
11. Camerer, C. F. (2003). Behavioral Game Theory: Experiments in Strategic Interaction. Princeton University Press. Princeton.
12. Frey, B. S. & Stutzer, A. (2010). Economics and Psychology - A Promising New Cross-Disciplinary Field (CESifo Seminar Series). MIT Press

Evaluation:

Internal evaluation: 50 marks

- One test of descriptive types OR Reflection papers: 20 marks
 - Essay on one of the topic randomly assigned OR Reflection papers: 20 marks
- One presentation/ Review Submission/ Project Submission: 10 marks

Semester-end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them

could be a short note question. Questions could combine more than one unit

M.A (Psychology)

(Under NEP2020)

Course Name: Advanced Skills and Processes of Counselling and Psychotherapy

Type of course: **Elective**

SEMESTER: **III**

Level: **6.5**

Credit: **04**

Hours: **60**

Objectives

1. Building students capacity in understanding and using the basic and advanced skills for counseling and psychotherapy
2. Building students capacity in understanding and using therapeutic process and related aspects for counseling and psychotherapy
3. Assist students practice these skills and techniques
4. Developing professional skills required for independent practitioner

Course Outcomes (CO):

CO1: Demonstrate skills for counselling and psychotherapy

CO2: Carry out Therapeutic assessment, Contracting and demonstrate skills initiating therapy

CO3: Explain the process of counselling and psychotherapy.

CO4: Evaluate conditions for Termination and Follow-up and Documentation and demonstrate skills.

Methods:

This course will be taught by using methods like teaching, role play, simulated cases, group discussion, self-work, videotaped sessions of role play. Classroom activities, homework activities and assignments are expected to be used. In addition, individual psychological support for self-work to learner may be provided if needed. Classroom Teaching and individual group work sessions are primary methods of learning. Number of students admitted should not be more than 10 in practice sessions. A new batch may be scheduled for practice components above 10.

Unit I: Skills for Counseling and Psychotherapy

- A. Basic Skills: Empathy, Genuineness, unconditional positive regard, congruence,
- B. Listening, paraphrasing, reflecting, summarizing
- C. Advanced Skills: interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with burnout, self-supervision, confrontation
- D. Characteristics of effective counselor/ therapists
- E. Issues faced by young therapist

Unit II: Therapeutic assessment, Contracting and initiating therapy

- A. Therapeutic assessment, History taking, and Formulation, setting goals.
- B. Contracting and its implications
- C. Skills for opening and closing sessions
- D. Initial session, crisis and support.

Unit III: Process of Counselling and Psychotherapy

- A. Initial phase: Psych- education, Supportive psychotherapy. Selecting techniques
- B. Ice-breaking, exploration, Loss framework.
- C. Dealing with Resistance: Techniques and applications
- D. Transference and counter-transference

Unit IV: Termination and Follow-up and Documentation

- A. Termination: Evaluating and sharing progress, Issues in termination and resolution
- B. Follow-up: Systems and techniques, sustained changes
- C. Documentation: Therapists documentation, Communication with other professionals and referrals
- D. Legal implications: Legalities with therapy and Legal communication, documentation.

Books

1. Faiver, C., Eisengart, S., Colonna, S. (2003). *The counselor intern's handbook*. Pacific Grove, CA: Brooks/Cole Publishing Company.
2. Martin, D. G. (2011). *Counseling and Therapy Skills*. NY: Waveland Pr In.
3. Moursund, J., & Kenny, M. C. (2002). *The Process of Counseling and Therapy* (4th ed.). Upper Saddle River, New Jersey: Prentice Hall.
4. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc.

Books for references.

1. Archer, J., & McCarthy, C. J. (2008). *Theories of Counseling and Psychotherapy: Contemporary Applications*. Upper Saddle River, NJ: Merrill Prentice Hall
2. Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy*. California: Brooks/ Cole Publishing.
3. Keeran, D. (2009). *Effective Counseling Skills: The practical wording of therapeutic statements and processes*. CreateSpace Independent Publishing Platform.
4. Neukrug, E.S. (2010). *Counseling Theory and Practice*. Brooks/Cole, Brooks/Cole, Cengage Learning
5. Hutchinson D. R. (2011). *The Counseling Skills Practice Manual*. New Delhi: SAGE Publications Inc.
6. Sommers-Flanagan, J. & Sommers-Flanagan, R. (2012). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques*. Hoboken, NJ: John Wiley & Sons, Inc.
5. Morrison, J. (2007). *The First Interview* (3rd ed.). New York, NY: Guilford Press.
7. Perry, W. (2008). *Basic Counseling Techniques: A Beginning Therapist's Tool Kit* (2nd ed.). Bloomington, IN: AuthorHouse.

Evaluation:

Internal evaluation: 50 marks

- One test of descriptive types OR Reflection papers: 20 marks
 - Essay on one of the topic randomly assigned OR Reflection papers: 20 marks
- One presentation/ Review Submission/ Project Submission: 10 marks

Semester-end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be a short note question. Questions could combine more than one unit

SEM III: Research Project Course

Research Project Course (Credits 4)

- Research Project in Psychology I: Preparing Research Proposal (4 Cr)

M.A (Psychology)

(Under NEP2020)

Course Name: Research Project in Psychology I: Preparing Research Proposal

Type of course: **Mandatory**

SEMESTER: **III**

Level: **6.5**

Credit: **04**

Hours: **60**

Objectives:

1. Develop research problem and work on literature review
2. Convert the research problem in initial research plan
3. Convert the research proposal into complete executable research proposal with review process.

Course Outcomes (CO)

- CO1: Develop understanding of a search problem
- CO2: Evaluate various alternative solution and narrow down on few specific solutions
- CO3: Write a initial research plan under the supervision.
- CO4: Develop and defend the research proposal through supervision and review process.

Background: The research project component runs through semester three and semester four. To complete learning from this component, students will have to carry out a research project in both the semester under the guidance of the supervisor assigned to them by the process defined below. In semester three, the research project component will involve preparing the research proposal. In semester four, students will have to collect data on the research proposal that is approved in semester three. In semester four, they will also have to analyse the data, write report, and make presentation on the basis of their research project. Learners have to submit a dissertation to the Department at the end of semester 4. Learners can choose topics from theoretical or applied areas of psychology through the process defined below. They can use qualitative, quantitative, mix method, et cetera, approaches to conceptualize, collect, and analyse their data. It is expected that the research project is of the quality and rigor expected from a full year work since both semesters are assigned to carry out the research project. Open science approach is strongly encouraged in the research.

Process of research Project

The research project course will be in the form of a dissertation based on a research assignment related to the specific discipline of the psychology.

Research Guides: Every Teacher from Psychology department/MA Centers will announce four to five broad topics at the beginning of the second semester, reflecting degree of relevance and rigor suitable to a post graduate programme, along with an indicative

reading list. These will be screened by the department in the subject and a final list of approved topics along with a reading list will be displayed in the first week of the third semester.

The student will submit a list of his/her three most preferred topics and research guide in the order of preference by the second week of the third semester to the Head of the department.

Masters Research Project Committee: The department shall have a Masters Research Project Committee (MRPC) consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the project component in the department over the two semesters.

Guides and Guide Assignment: All post graduate teachers (excluding visiting faculty, and faculty available for only one semester) in the department will be guides for the project component. All teachers shall have equal number of students allotted for the dissertation. In case, a particular topic is preferred by more students, the project committee will allocate students to guides within the department in order of the average of marks obtained in semesters I and II. In case if Sem II marks are not available for all students due to non-declaration of results, only Semester I mark shall be used. In case both semesters' marks are not available due to non-declaration of results, then the MA admission merit list shall be used.

If it is felt necessary, the project committee can assign a co-guide to a student, depending upon specific disciplinary needs.

Guiding Process:

The research guide has to have weekly meeting with every student. For this purpose, 10 students are considered as one batch of students. Through the regular discussion with the research guide.

First Proposal Presentation: The student will make a preliminary presentation for approval of broad topic and methodology in or before the sixth week of the third semester. The presentation will be attended by the guide/s and a committee consisting of two other teachers from the department. The committee will make necessary suggestions to improve the dissertation. If need be, subcommittees can be formed for this purpose.

Final Proposal Presentation: The student will make a final presentation in the 10th to the 12th week of third semester. The presentation will be evaluated by the same committee

that evaluated the preliminary presentation. The presentation will contain the complete proposal for the research project the student is carrying out. The student shall submit the hard copy of the research proposal.

Decision by the committee: The committee shall approve OR suggest minor modifications (need to completed with research guide and only letter of the same effect is submitted to the head by student through guide) OR suggest major modifications (need to completed with research guide and fresh presentation is made to the committee). The committee shall also issue a letter for ethical clearance for the study. The APA guidelines (or suitable adaptation by the department) for evaluating ethics shall be used.

Evaluation: Total: 100 marks

External Evaluation

- **First Proposal Presentation:** 20 Marks (Evaluated by Committee)
- **Final Proposal Presentation:** 30 Marks (Evaluated by Committee)

Internal Evaluation

- **Internal Evaluation Proposal Copy:** 25 Marks (Evaluated by Research Guide)
- **Internal Evaluation** (Based on originality, understanding of theory and method, regularity, sincerity, and organized work): 25 Marks (Evaluated by Research Guide)

Failure in this paper imply that the student has to repeat process (internal/external/ or both depending of failure type) of Semester III outlined above in subsequent year when the semester is running.

The marks given by the three members of the evaluation committee will be averaged in each head and the total marks decided by totaling the averages under the three heads for the committee evaluation.

Sem. - IV

SEM IV: Mandatory Courses

Mandatory Course (Credits 12)

Course 1: Critical and Theoretical Psychology (4 cr)

Course 2: Human Resource Management (4 cr)

Course 3: Cultural Psychology (4 cr)

M.A (Psychology)

(Under NEP2020)

Course Name: Critical and Theoretical Psychology

Type of course: **Mandatory**

SEMESTER: IV

Level: 6.5

Credit: 04

Hours: 60

Objectives:

1. To train students to compare and contrast mainstream and critical psychology
2. To develop an understanding of the limitations of mainstream psychology
3. To orient students to the hidden assumptions in psychology
4. To acquaint students with alternate ways of knowing and appreciating human psyche

Course Outcomes:-

1. Students will be able to demonstrate in-depth knowledge in critical psychology
2. Students will be able to articulate and critique the current state of mainstream psychology
3. Students will be able to understand ideological support of the status quo than change
4. Students will be able to explore other ways of knowing and understanding human behaviour

Unit 1. Introducing critical psychology

- a. Discipline of psychology: Critical historical reflections
- b. Critical psychology: What it is and what it is not
- c. Critical psychology: Values, assumptions and the status quo
- d. Rethining psychology in India

Unit 2. Philosophical concerns in critical psychology

- a. Psychology as a problematic science
- b. Ontological concerns
- c. Epistemological concerns
- d. Ethical-political and ideological concerns

Unit 3. Varieties of critical psychology

- a. A feminist critique of psychology
- b. Liberation psychology as another kind of critical psychology
- c. An African critical psychology
- d. Indigenous psychologies across the world and Indian counterpart

Unit 4. Doing psychology critically and beyond

- a. Understanding and practicing critical psychology
- b. Doing critical psychology research
- c. Beyond lesbian and gay: Critical psychology of sexualities

d. A critical look at critical psychology

Books for study

- Bharte, U. L., & Mishra A. K. (2023). Working through the politics of indigeneity: Decolonising psychology by way of dialectical approach. *Psychology and Developing Society*, 35(1), 22-42.
- Fox, D., & Prilleltensky, I. (2009). *Critical psychology: An introduction*. London: Sage.
- Hook, D. (Ed.), (2014). *Introduction to critical psychology*. South Africa: Juta & Compant, Ltd.
- Kumar, M. (2006) 'Rethinking Psychology in India: Debating Pasts and Futures', *Annual Review of Critical Psychology*, 5, 236-256.
- Parker, I. (1999). Critical psychology: Critical links. *Annual Review of Critical Psychology*, 1(1), 3-18.
- Parker, I. (2002). *Critical discursive psychology*. New York: Palgrave Macmillan.
- Parker, I. (2007). Critical psychology: What it is and what it is not. *Social and Personality Psychology Compass*, 1(1), 1-15.
- Parker, I. (2015). *Handbook of critical psychology*. London. Routledge.
- Prilleltensky, I., & Nelson, G. (2017). *Doing psychology critically: Making a difference in diverse settings*. New York: Palgrave Macmillan.
- Teo, T. (2006). *The critique of psychology: From Kant to postcolonial theory*. New York: Springer Science & Business Media.
- Teo, T. (2009). Philosophical concerns in critical psychology. *Critical psychology: An Introduction*, 2, 36-54.
- Teo, T. (2018). *Outline of theoretical psychology*. UK: Palgrave Macmillan.
- Teo, T. (2021). History and systems of critical psychology. *Oxford Research Encyclopedia of Psychology*. London: Oxford University Press.
- Walkerdine, V. (2002). *Challenging subjects: Critical psychology for a new millennium*. New York: Plgrave Macmillan.

Books for reference

- Dunn, D. S., Halonen, J. S., & Smith, R. A. (Eds.). (2009). *Teaching critical thinking in psychology: A handbook of best practices*. John Wiley & Sons.
- Halpern, D. F. (2013). *Thought and knowledge: An introduction to critical thinking*. London: Lawrence & Erlbaum Associates Publishers.

- Richards, G. (2002). *Putting psychology in its place: A critical historical overview*. London: Routledge.
- Teo, T. (2014). *Encyclopedia of Critical Psychology*. New York: Springer.
- Tomas, I., & Lupicino, I. (1997). *Critical social psychology*. London: Sage

Evaluation

Internal Evaluation (50 marks):

- One written test exam: 20 Marks
- One classroom activity/assignment: 10 Marks
- One essay writing/submission: 20 Marks

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP2020)

Course Name: HUMAN RESOURCE MANAGEMENT

Type of course: **Mandatory**

SEMESTER: IV

Level: 6.5

Credit: 04

Hours: 60

Objectives:

1. To acquaint the students with the concept and function of human resource management
2. To learn the various human resource systems and programme in an organization to achieve higher productivity
3. To acquaint the students with knowledge of career planning and development, occupational safety, health and wellbeing and union management relationship

Course Outcomes (CO):

CO1: To understand the systems and process involved in human resource management

CO2: Critically analyze organizational structures and systems and formulate necessary intervention strategies

CO3: Develop an understanding of market forces and other influencing stakeholders on organizational policies.

CO4: Understand and analyze industrial rules, policies, laws and its implementation.

Unit 1: Introduction to human resource management

- a. Concept and functions of HRM; concept of equal opportunity & diversity strategic management process
- b. HRM's role in creating competitive advantage and organizational excellence
- c. Strategic human resource management and its challenges
- d. HRM's strategic roles: execution and formulation role

Unit 2: Recruitment, selection, training, performance management system and careers

- a. Recruitment and selection process
- b. Training Need Analysis, Design & Method of Training and Evaluation of Training
- c. Performance management system, performance methods, performance issues, performance feedback and performance counseling
- d. Career, Career anchors, career planning and stages, career development cycle and career management

Unit 3: Occupational Safety, Health and Well-being

- a. Purpose and importance of occupational safety and health
- b. Hazards to occupational safety and health
- c. Causes of occupational accidents, accident incident rates, accident cost and accident prevention
- d. Workplace health hazards: Violence at Workplace, Problems and Remedies; Employee Assistance Programme (EAP); Health Promotion and Wellness Programmes

Unit 4: Union management relations and HR measurement

- a. Union management relations, Role of trade unions
- b. Collective bargaining, settlement of disputes, joint consultation and grievance handling procedures
- c. Labour legislation
- d. HR Analytics, HR Balanced Score card, HRIS

Books for Reference

- Anderson, N. Ones, D. S., Sinangil, H.K & Viswesvaran, C. (Eds.)(2005). *Handbook of Industrial and Organizational Psychology: Personnel Psychology* (Vol. 1). New Delhi: Sage Publications, New Delhi.
- Armstrong, M. (2005). *A Handbook of Human Resource Management Practice* (9th ed.). New Delhi : Kogan Page India,
- Aswathappa, K. (2010). *Human Resource Management: Text and Cases* (8th ed.). New Delhi: Tata McGraw- Hill Education Private Limited.
- Becker, B., Ulrich, D., & Huselid, M. (2001). *The HR Scorecard: Linking People, Strategy and Performance*. Harvard Business Review Press.
- Blanchard, P.N . & Thacker, J.W. (2007) *Effective Training: Systems, Strategies, and Practices* (2nd ed.). New Delhi: Pearson Education, Inc.
- Bohlander, G. & Snell, S (2004). *Managing Human Resources*. India: Thomson Asi Private Limited.
- Bratton, J. & Gold, J. (2009). *Human Resource Management Theory and Practice* (4th ed.), New York, NY: Palgrave Macmillan.
- Cascio, W.F & Aguinis, H. (2005). *Applied Psychology in Human Resource Management* (6th ed.). New Jersey, NJ: Prentice Hall Inc.
- Deb, T. (2006). *Strategic Approach to Human Resource Management: Concepts, Tools, & Application*. New Delhi: Atlantic Publishers.
- Dessler, G. (2011). *A Framework for Human Resource Management* (6th ed.). New Delhi: Pearson Education Inc.
- Dessler, G. & Varkkey, B. (2011). *Human Resource Management* (12th ed.). New Delhi: Pearson Education Inc.
- Goldstein, I.L & Ford, J.K (2002). *Training in Organization* (4th ed.). USA: Thomson Wadsworth.
- Gomez- Mejia, L. R, Balkin, D.B. & Cardy, R.L. (2010). *Managing Human Resources* (6th ed.). New Delhi: PHI Learning.
- Greer, C.R. (2009). *Strategic Human Resource Management* (2nd ed.) New Delhi: Pearson Education Inc.
- Ivancevich, J.M. (2004). *Human Resource Management* (9th ed.). New Delhi: Tata McGraw Hill Edition.
- Johnson, R., Carlson, K., & Kavanagh, M. (2024). Human Resource Information Systems: Basics, applications, and future directions. In *SAGE Publications Inc* (5th ed.).
<https://us.sagepub.com/en-us/nam/human-resource-information-systems/book259162>

- Kandula, S.R (2004). *Human Resource Management in Practice* (2nd reprint). New Delhi: Prentice Hall of India.
- Landy, F.J., & Conte, J.M.(2004). *Work in the 21st Century* (International ed.), New York, NY: McGraw- Hill.
- Luthans, F. (2008). *Organizational Behavior* (11th ed.). New York, NY: McGraw Hill International Edition, New York, USA.
- Mamoria, C.B. & Gankar, S.V. (2001). *Personnel Management* (21st revised ed.). Mumbai: Himalaya Publishing House.
- Pareek, U. & Rao, T.V. (2003). *Designing and Managing Human Resource System* (3rd ed.). New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Pattanayak, B. (2009). *Human Resource Management* (3rd ed.). New Delhi: PHI Learning Private Limited.
- Rothwell, W. (2012). *The Encyclopedia of Human Resource Management* (Vol. 1, 2, 3). San Francisco, CA: John Wiley and Sons Inc.
- Sharma, A. & Khandekar, A. (2006). *Strategic Human Resource Management. An Indian Perspective*. New Delhi: Response Books, A Division of Sage Publications.
- Subba, R. P. (2009). *Personnel and Human Resource Management: Text & Cases*. Mumbai: Himalaya Publishing House.
- Waters, S. D., Johnson-Murray, R., Streets, V. N., & McFarlane, L. (2018). *The Practical Guide to HR Analytics: Using Data to Inform, Transform, and Empower HR Decisions*.

Evaluation:

Internal evaluation: 50 marks

1. Essay on one of the topic randomly assigned: 10 marks
2. One test of descriptive types: 20 marks
3. Class activity/presentation/quiz: 20 marks

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP2020)

Course Name: Cultural Psychology

Type of course: **Mandatory**

SEMESTER: IV

Credit: 04

Level: 6.5

Hours: 60

Objectives:

1. To provide an introduction to culture and psychology
2. To understand the relationship between culture, self, identity, personality and gender
3. To understand the role of culture in cognition, emotion, and communication
4. To develop understanding of culture and social behaviour and health

Course Outcome:

CO1: Understand culture and various psychological phenomenon.

CO2: Describe and compare various psychological phenomenon across cultures and explain the reasoning.

CO3: Evaluate the findings of cross cultural research in various areas of psychology.

CO4: Conceptualize cultural research in Indian context.

Unit I: An Introduction to Culture and Psychology

- A. **Culture and Psychology:** Culture, Contents of Culture, culture and Psychology. Anthropological and evolutionary foundations of cultural psychology. Cultural evolution. Etic and Emic Approaches to Culture.
- B. **Cross-Cultural Research Methods:** Types and designing cross-cultural comparison, Biases and equivalence, validation and indigenous studies.
- C. **Enculturation:** Cultural learnings, parenting and families, Peers, Educational systems.
- D. **Culture and Development:** Temperament, attachment, Cognitive development, moral reasoning.
- E. **Culturally relevant Theorizations:** Hofstead's Cultural dimensions, Honor cultures, WVS, Kluckhohn, Trompenaars, Lewis Models, WEIRD cultures.

Unit II: Culture, Self, Identity, Personality and Gender

- A. **Culture, Self, and Identity:** Self, self-esteem, self-enhancement, and Identity.
- B. **Culture and Personality:** FFM, beyond FFM,
- C. **Culture and Indigenous Personality:** Indigenous Personalities, Integrating Universal and Culture-Specific understanding
- D. **Culture and Gender:** Sex and Gender, Gender Variations, Gender Roles, and Gender Stereotypes and changes.

Unit III: Culture and Cognition, Emotion, and Communication

- A. **Culture and Emotion:** Cultural Regulation of Basic Emotions, Emotional Experience, Concepts, Attitudes, Values, and Beliefs.
- B. **Culture and Cognition:** Culture and Perception, Analytic vs. Holistic Cognition, Math, Time perception, Intelligence.
- C. **Culture and Communication:** Cultural Influences on Verbal and non-verbal Language, Bi- and Multilingualism and Culture, Intracultural (Interpersonal) and Intercultural Communication
- D. **Culture and Motivation:** Self-Enhancement and Self-Esteem, Control, Group agency.

Unit IV: Culture and Social Behaviour and Indian Culture

- A. **Culture and Social Behavior:** Mate Selection, Love, and Marriage across Cultures; Culture and Social Influence Culture and Intergroup Relations; Culture and Aggression
- B. **Morality, Religion, and Justice**
- C. **Indian Culture and Psychology**
- D. **Empirical findings about cultural research in India: Social psychology, Personality, Mental Health.**

References:

- 1. Heine, S. J. (2019). Cultural Psychology. W. W. Norton & Company. London.
- 2. Kitayama, C. (2007). Handbook Of Cultural Psychology. The Guilford Press. New York.
- 3. Matsumoto, D., Juang, L., & Hwang, H.C. (2022). Culture and Psychology. 7th edi. Cengage Learning. Boston.

Evaluation:

Internal evaluation: 50 marks

- 1. Essay on two of the topic randomly assigned: 20 marks

The topic should be respectively from

- a. **Culture and Physical and Mental Health:** Cross-National Differences in Health Indicators Worldwide; Ecological-Level Associations with Physical Health; Culture and Mental Health; Cross-Cultural Assessment of Psychological Disorders.

And

- b. **Culture and Organizations:** Culture and Organizational Cultures; Culture, Motivation, Productivity, Leadership; Decision-Making Processes; Negotiation.

- 2. One test of descriptive types/Field work: 20 marks

- 3. Class activity/presentation/Project/Field Visit: 10 marks

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

SEM IV: Elective Courses

SEM IV Elective Course (Credits 4)

Theoretical Courses

Course 1: Psychotherapy for Clinical Psychology (4 Cr)

Course 2: Career Counselling and World of Work (4 Cr)

Course 3: Organizational Development (4 Cr)

Course 4: Social Problems: Skills and Interventions (4 Cr)

Course 5: Consumer Psychology (4 Cr)

Course 6: Psychology for Conservation and Climate Change (4 Cr)

Course 7: Peace Psychology (4 Cr)

Course 8: CBT and REBT (4 Cr)

M.A (Psychology)

(Under NEP2020)

Course Name: Psychotherapy for Clinical Psychology

Type of course: **Elective**

SEMESTER: **IV**

Level: **6.5**

Credit: **04**

Hours: **60**

Objectives:

1. To equip students with train students skills for counseling and psychotherapy required for clinical practice.
2. To train students for planning and conducting interventions and psychotherapies for variety of mental health problems.
3. To impart skills through workshops, case discussions, role plays, observations.

Course Outcomes (CO):

CO1: Demonstrate skills for counselling and psychotherapy for clinical psychology

CO2: Carry out Therapeutic assessment, Contracting and demonstrate skills initiating therapy for clinical psychology

CO3: Explain the process of counselling and psychotherapy clinical psychology and psychological disorders

CO4: To demonstrate the behaviour and Cognitive behaviour therapy techniques for various psychological disorders.

CO5: Develop psychotherapy plan for various clinical problems.

Unit I: Generic Skills and Assessment for Counselling and Psychotherapy

- A. **Basic and Advanced Skills:** Listening and communication skills. Empathy. Rogerian concepts.
- B. Issues faced by therapists and dealing with them.
- C. Psychological School (perspective) based therapeutic assessment, formulation and intervention plan.
- D. **Process of counselling and psychotherapy:** initial, middle and termination phases along with relapse prevention.

Unit II: Types of Interventions

- A. Ice-Breaking and Psycho-education. Supportive Psychotherapy. Telephone and Web based counselling.
- B. **Behavior therapy:** Relaxation and systematic desensitization, Assertion training, Modeling and behavioral rehearsal procedures, Contingency management.
- C. **Psychodynamic concepts and their applications in therapeutic processes**
- D. **Cognitive Behavioral Approach to Clinical Problems:** Important ideas from CBT and REBT.

Unit III: Counselling and Psychotherapy Clinical Problems I

- A. Psychotherapy for Anxiety related Disorders: Panic and generalized anxiety, Phobic disorders, PTSD, Obsession and Compulsive Disorders.
- B. Psychotherapy for Depression. Interventions with suicidal and self-harm patients.
- C. Psychotherapy for Somatic problems.
- D. Psychotherapy for Sleep disorders and Sexual dysfunction.

Unit IV: Counselling and Psychotherapy Clinical Problems II

- A. Interventions for Substance related issues.
- B. Psychotherapy for Loss and Bereavement.
- C. Crisis Intervention. Interventions for terminally ill conditions. Interventions for personality disorders.
- D. Interventions with Children.

Books for study:

1. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc.
2. Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy*. California: Brooks/ Cole Publishing.
3. Kleinberg, J. (2012). *The Wiley Blackwell handbook of Group psychotherapy*. NY: Wiley Blackwell.
4. John, C., Masters, J. C., Burish, T., Hollon, H.D., & Rimm, D. C. (1990). *Behavior Therapy: Techniques and Empirical Findings*. New York: Academic Press.
5. Gabbard, G. O. (Ed.). (2014). *Gabbard's treatments of psychiatric disorders (5th ed.)*. American Psychiatric Association Publishing.
6. Gunderson, J. G., & Gabbard, G. O. (Eds.). (2000). *Psychotherapy for personality disorders*. American Psychiatric Association Publishing.

Evaluation

Internal Assessment: 50 marks

- Essay on one of the topic randomly assigned: 10 marks
- Demonstration of therapy skills in mock sessions: 30 marks
- Class activity/presentation/Project/Field Visit: 10 marks

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP2020)

Subject Code:

Course Name: Career Counselling and World of Work

Type of Course: **Elective**

Semester: **IV**

Level: **6.5**

Credit: **04**

Hours: **60**

Course Objectives:

1. To introduce basic concepts, ethical considerations and current trends in Career Counselling.
2. To understand role of theory in career development and assessment in counselling set ups.
3. To know how career development relates to human development over the lifespan.
4. To appraise students for skills of interventions in career guidance and counselling.

Course Outcomes (CO):

CO1: Students will be able to understand basic concepts and theories of Career Counselling.

CO2: Students will be able understand processes and techniques in Career Counselling

CO3: Students would be able to evaluate and apply the stage related approach to career interventions.

CO4: Students will be able to examine the use of technology and sources of career information in career counselling process.

Unit 1: Introduction to Career Guidance & Counselling.

- a. Definition of terms: career, career development, career development & maturity, career counselling, career education, career guidance.
- b. History of Career Guidance& Counselling Movement.
- c. The ethical standards of the NCDA.
- d. Expanding the limited view of career counselling, and designing career counselling strategies for the 21st century.

Unit 2. Understanding and Applying Theories

- a. Super's life span: life span theory, life space theory, self-concepts: applying and evaluating super's theory.
- b. John Hollands's theory of types and person-environment interactions: applying and evaluating Holland's theory.
- c. Lent, Brown and Hackett's social cognitive career theory: applying and evaluating SCCT.
- d. Trait & Factor theory.

Unit 3: Career Development Interventions based on stage and settings

- a. Elementary schools: overview of career development interventions in the school, career development in the elementary schools, goals of career development interventions, career development interventions in the elementary schools, parental involvement.
- b. Middle and high schools: career development goals and career development interventions for middle/junior high schools; career development goals and interventions in high school.
- c. Higher education: the career needs of higher education students, the evolution of career development interventions in higher education, career development competencies in adulthood, self-knowledge, education and occupational exploration, career planning.
- d. Community service: setting for community-based career counsellors for private practice, cyber counselling, mental health centres, substance abuse centres, rehabilitation settings.

Unit 4: Career Development and Counselling of Diverse Groups and Technology & Strategies in Career Guidance and Counselling.

- a. Gender Issues, Discrimination, Oppression, Social Justice in Career Development & Counselling.
- b. ICT based career guidance systems.
- c. Individual and Group Assessment in Career Guidance and Counselling.
- d. Occupational information sources: Exploring current and emerging occupational fields.

Books for Study:

- Athanasou, J. A. & Perera, H.N. (2020). An international handbook of career guidance. In International handbook of career guidance. Springer.
- Capuzzi, D. & Stauffer, M.D. (2006). Career counseling: Foundations, perspectives, and applications. Boston, MA.: Pearson Educational, Inc. (pdf copy available online)
- Fouad, N. (2007). Work and vocational psychology: Theory, research, and applications .Annu. Rev. Psychology
- Fouad's, N. (2009). Career Counseling Session: APA's Tapes Series 5: Multicultural Counseling – Culturally Oriented Career Counseling, APA Tapes.
- Herr, E.L., & Cramer, S.H. (2004). Career guidance and counseling through the life span: Systematic approaches (6th ed.). Boston: Allyn & Bacon.
- Niles, S. & Harris-Bowlsbey, J. (2016). Career development interventions in the 21st century (4thed.). Upper Saddle River, NJ: Pearson Education.
- O'Neil, J. M., Fishman, D. M., and Kinsella-Shaw, M. (1987). Dual-career couples' career transitions and normative dilemmas: A preliminary assessment model. The Counseling Psychologist, 15, 50-96.58, 5.1 – 5.22.
- Savickas, M. (2006). Career Counseling Session: APA's Tapes Series 2: Career Counseling: Narrative Approach, APA tapes.

Books for References:

- Amundson, N., Harris-Bowlsbey, J., & Niles, S. & (2014). Essential elements of career counselling: Processes and techniques (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Brown, D. (2003). Career information, career counseling, and career development (8th ed.). Boston: Allyn & Bacon.
- Corey, G. (2010). Creating your professional path. Alexandria, VA: American Counseling Association.
- Dugan, M. H. & Jurgens, J.C. (2007). Career interventions and techniques: A complete guide for human service professionals. Boston, MA.: Pearson Education, Inc..
- Evans, K. (2008). Gaining cultural competence in career counseling. Boston: Houghton-Mifflin.
- Figler, H., and Bolles, R. (1999). The career counselor's handbook. Berkley, CA: Ten Speed Press
- Gysbers, N., Heppner, M. J. & Johnston, J.A. (2003). Career counseling: Process, Issues, Techniques (2nd edition). Boston, MA.: Allyn & Bacon.
- Gysbers, N., Heppner, M., & Johnston, J. (2009). Career counseling: Contexts, processes, and techniques (3rd ed.). Alexandria, VA: American Counseling Association
- Harr, G.L. (1995). Career guide: Road maps to meaning in the world of work. Pacific Grove, CA: Brooks/Cole.
- Kapes, J., Mastie, M., & Whitfield, E. (2002). A counselor's guide to career assessment instruments (4th ed.). Alexandria, VA: NCDA.
- Peterson, N. & Gonzalez, R. (2005). The role of work in people's lives: Applied career counseling and vocational psychology, 2nd edition, Belmont, CA.: Thomson.
- Peterson, N. & González, R. (2005). The role of work in people's lives: Applied career counseling and vocational psychology (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Remley, T. & Herlihy, B. (2001). Ethical, legal and professional issues in counseling. Boston: Allyn & Bacon.
- Sharf, R.S. (2006). Applying career development theory to counseling. Belmont, CA.: Thomson
- Zunker, V.G. (2006). Career counseling: A holistic approach (7th ed.). Belmont, CA: Thomson Wadsworth.

Evaluation:**Internal evaluation:** 50 marks

- Essay submission: 20 marks
- Classroom test of descriptive types: 20 marks
- Class Presentations/ Viva: 10 marks

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)
(Under NEP2020)

Subject Code:

Course Name: Organizational Development

Type of Course: **Elective**

Semester: **IV**

Level: **6.5**

Credit: **04**

Hours: **60**

Objective:

1. To acquaint the student with nature, foundations and overview of organization development
2. To understand the values, assumptions and beliefs in organization development
3. To Help students understand the process and intervention in organization development

Course Outcomes:

- CO1: Explain the Nature and Foundation of Organization Development
CO2: Understand the process of Organization Development
CO3: Demonstrate the Understanding of Process and Intervention in Organization Development
CO4: Understand the Role and Types of Interventions in Organization Development

Unit 1: Introduction to organization development

- a. Definition, nature and history of organization development
- b. Approaches to OD: laboratory training stem, survey research and feedback stem, action research stem and sociotechnical stem
- c. Values, assumptions and beliefs in organization development
- d. Role, Styles and Competencies of an effective organization development practitioner; Identifying your OD consultant style

Unit 2: Managing the organization development process

- a. Models and theories of planned change
- b. Diagnosis: diagnostic models, diagnosing the state of the systems, its subunits and organizational processes, red flags in diagnosis; Instruments for diagnosis
- c. Action research and organization development
- d. The program management component.

Unit 3: Managing change and organization development

- a. Organization change: an introduction; forces of change and types of change
- b. Approaches to organizational development and change; Models of change- Lewin's 3 step model, McKinsey 7-S model, ADKAR model, Kubler-Ross model, Porras-Robertson Model, Kotter's 8-step model
- c. Resistance to organizational change; Life Cycle of Resistance to Change.
- d. Leading and Implementing organizational change; Model of evolving managerial interpretations of change

Unit 4: Organizational development interventions

- a. Human Process interventions
- b. Intergroup and third- party peacemaking interventions
- c. Human resource interventions
- d. Strategic interventions

Books of study

1. Cummings, T.G. & Worley, C.G. (2001). Organization Development and Change. USA: Thomson Learning.
2. French, W.L., Bell, Jr, C.H. & Vohra, V. (2011). Organization Development (6th ed.). New Delhi: Pearson Prentice Hall.
3. Ramnarayan, S. & Rao, T.V. (2011). Organization Development: Accelerating Learning and Transformation (2nd ed.). New Delhi: Sage Publication.
4. Rothwell, W. J & Sullivan, R. L. (2005). Practicing Organization Development: A Guide for consultants. San Francisco, CA: Wiley Imprint.

Books of reference

1. French, W.L. & Bell, Jr, C.H. (2006). Organization Development. Sixth Edition, Prentice- Hall of India Private Limited, New Delhi.
2. Allcorn, S. (2006). Organizational Dynamics and Intervention: Tools for Changing the Workplace. New Delhi: Prentice- Hall of India Private Limited.
3. Sharma, R.R. (2010). Change Management: Concepts and Applications. New Delhi: Tata McGraw Hill Education Private Limited.

Evaluation:

Internal evaluation (50 marks)

15 marks: Organisational case analysis and presentation

15 marks: Essay

20 marks: Written test

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP2020)

Subject Code:

Course Name: Social Problems: Skills and Interventions

Type of Course: Elective

Semester: IV

Level: 6.5

Credit: 04

Hours: 60

Objectives:

1. To train students to identify and understand nature and scope of varied social problems in India and elsewhere
2. To develop an understanding of appropriate skills and interventions needed to address various social-psychological issues
3. To orient students to the different dimensions of diversity and special populations
4. To acquaint students with emerging issues in the context of health, media and environment

Course Outcomes:-

1. Students will acquire the knowledge of varied social problems in India and elsewhere
2. Students will develop an understanding of appropriate skills and interventions to address various social problems
3. Students will be able to understand different dimensions of diversity, special populations, and issues related to health, media and environment
4. Students will be able to apply such knowledge in solving real life issues

Unit 1. Assessment of social problems and action planning

- a. Problem identification and definition
- b. Theory-based explanations for problems
- c. Developing and testing the process model
- d. Developing the interventions

Unit 2. Nature of behavioural skills and interventions

- a. Behaviour-analysis approach to skills and interventions
- b. Impact of behaviour-focused skills and interventions
- c. Behaviour intervention strategies-antecedent and consequence
- d. Enhancing skills/interventions through social influence

Unit 3. Applying social psychology to diversity and special populations

- a. Issues related to caste, tribes, minorities, gender and welfare measures
- b. Immigrants and host-societies-challenges and interventions
- c. Orphans and street children-psychosocial problems and interventions
- d. Disability-understanding the concept and rehabilitation

Unit 4. Applying social psychology to health, families, media and environment

- a. Mental health: Models of causation and types of interventions
- b. Physical health (HIV AIDS, Cancer): Risks and prevention
- c. Marital and family problems: Divorce, separation, and domestic violence
- d. Media (violence, pornography, political news coverage) and environment (urbanization, crowding, personal space): Challenges and protective measures

Books for study

- Ahuja, R. (2014). *Social Problems in India* (3rd ed.). New Delhi: Rawat Publications.
- Buunk, A., Dijkstra, P., & Vugt, M. V. (2021). *Applying Social Psychology: From problems to solutions*. London: Sage Publications.
- Dallos, R. & McLaughlin, E. (2002). *Social Problems and The Family*. New Delhi:
- Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: Sage publication.
- Nagar, D. (2006). *Environmental Psychology*. New Delhi: Concept Publishing Company.
- Prabhakar, V. (2012). *Social Problems: Issues and Perspective*. New Delhi: Wisdom Press.
- Prasad, B.K. (2004). *Social Problems of India* (Vol 1 & 2). New Delhi: Anmol Publications
- Sage Publications Pvt. Ltd.
- Sansone, C., Morf, C. C., & Panter, A. T. (2004). *Handbook of Methods in Social Psychology*. New Delhi: Sage Publication.
- Schneider, F.W., Gruman, J. A., & Coutts, L. M. (2005). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: Sage publication Pvt. Ltd.
- Steg, L., Bunnk, A. P., & Rothengatter, T. (2008). *Applied Social Psychology: Understanding and Managing Social Problems*. UK: Cambridge University Press.
- Whitcomb, S. A., & Merrell, K. W. (2013). *Behavioral, Social, and Emotional Assessment of Children and Adolescents: Fourth edition*. New York: Routledge.

Books for reference

- Berker, H. (1966). *Social Problems: A Modern approach*, John Wiley & Sons, Inc.
- Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8th ed.).California: Brooks/ Cole Publishing
- Donelson, E., & Gullahorn, J.E. *Woman: a psychological perspective*. New York, NY: John Wiley & Sons.
- Gale, A. & Chapman, A.J. (1984). *Psychology and Social Problems: An Introduction to Applied Psychology*. New York, NY: John Wiley & Sons

- Hill, R. (1959). *The Family and Population Control*. Chapel Hill: University of North Carolina Press.
- L'Abate, L & Milan, M. A. (1985). *Handbook of Social Skills Training and Research*. Wiley-Interscience.
- Misra, L. (1992). *Women issues: an Indian perspective*. New Delhi: Northern Book Centre.
- Mukherjee, R. (1976). *Family Planning in India*. New Delhi: Orient Longman Ltd.
- Rickel, A.U., Gerrard, M., Iscoe, I. (1984). *Social and Psychological Problems of Women: Prevention and Crisis Intervention*. New York : Hemisphere Publishing Cooperation.
- Sen, A.K. (1982). *Mental Retardation*. Bhelupur : Kripa Psychological Centre.
- Wright, B.A. (1983). *Physical disability: a psychological approach*. New York, NY: Harper & Row.

Evaluation

Internal Evaluation (50 marks):

- One classroom presentations for each student during the course-work, each presentation carrying 20 Marks.
- One Written test for 20 Marks
- One essay/submission/ course specific evaluation: 10 marks

Semester end examination: 50 marks

- **Paper pattern:** 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP2020)

Subject Code:

Course Name: Consumer Psychology

Type of Course: Elective

Semester: IV

Level: 6.5

Credit: 04

Hours: 60

Objectives:

- A. To orient students to the emergence and development of consumer psychology
- B. To introduce basic psychological principles so as to understand consumer behaviour
- C. To familiarise how people's buying behaviour gets affected by self and social processes
- D. To acquaint advanced research methods to examine different aspects of consumer behaviour

Course Outcomes:-

- A. Students will acquire the knowledge of historical antecedents of consumer psychology
- B. Students will develop an understanding of psychological principles underlying consumer behaviour
- C. Students will be able to appreciate how consumers are affected by self and social processes on daily basis
- D. Students will gain knowledge of advanced research methods in consumer psychology

Unit 1. Introducing Consumer Psychology

- a. Historical antecedents
- b. Understanding consumer behaviour: Varied theoretical approaches
- c. Methodological issues in understanding consumer behaviour
- d. Consumer society in the twenty-first century

Unit 2. Psychological Issues in Consumer Behaviour

- a. The implicit consumer cognition
- b. The nature and role of affect in consumer behaviour
- c. Consumer attitudes and behaviour
- d. Motivation and goals in consumption

Unit 3. The Self and Social in Consumer Behaviour

- a. Dynamics of relationship between Brands and identity
- b. How products prime social networks
- c. Family consumption decision making
- d. Consumer socialization

Unit 4. Advances in Research Methods

- a. Online observation
- b. Netnography
- c. Focus group and depth interviews
- d. Cross-cultural consumer psychology

Books for study

- Belk, R. W. (Ed.) (2006). *Handbook of Qualitative Research Methods in Marketing*. USA: Edward Elgar
- Belk, R. W., Fischer, E & Kozinets R. V. (2013). *Qualitative Consumer and Marketing Research*. Los Angeles: SAGE Publications Ltd.
- Daniela, M. A. (2011). Fundamental Theories on Consumer Behaviour: An Overview of the Influences Impacting Consumer Behaviour. "Ovidius" University Annals, Economic Sciences Series, Volume XI, Issue 2, pp. 837-841.
- Haugtvedt, C. P. & Herr, P.M. Kardes, F. R. (2008). (Eds). *Handbook of Consumer Psychology*. New York: Taylor & Francis Group.
- Howard, D. J., Kirmani, A., & Rajagopal, P. (Eds.) (2013). *Social Influence and Consumer Behaviour*. New York: The Psychology Press.
- Kirmani, A. (2009). The self and the brand. *Journal of Consumer Psychology* 19, 271– 275.
- Kopetz, C. E. et al. (2012). The dynamics of consumer behavior: A goal systemic perspective. *Journal of Consumer Psychology* 22, 208–223.
- Oyserman, D. (2009). Identity-based motivation and consumer behavior. *Journal of Consumer Psychology* 19, 276–279.
- Pham, M. T. (2013). The seven sins of consumer psychology. *Journal of Consumer Psychology* 23, 4, 411–423.
- Priest, J., Carter, S., & Statt, D. A. (2013). *Consumer Behaviour*. UK: Edinburgh Business School.

Books for reference

- Close, A. G. (2012) (Ed.) *Online Consumer Behaviour: Theory and Research in Social Media, Advertising and E-tail*. New York: Routledge.
- Heath, R. (2012). *Seducing the Subconscious; The Psychology of Emotional Influence in Advertising*. West Sussex: Wiley-Blackwell.
- K. Dill (Ed.) *The Oxford Handbook of Media Psychology*. New York: Oxford University Press.
- Kimmel, A. J. (2012). *Psychological Foundations of Marketing*. USA: The Psychology Press.
- Schiffman, L. G., Kanuk, L. L., & Wisenblit, J. (2009). *Consumer Behaviour*. Global Tenth Ed. USA: Pearson.

Evaluation

Internal Evaluation (50 marks):

- One classroom presentation for each student during the course-work, each presentation carrying 25 Marks.
- One Written test for 25 Marks

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP2020)

Subject Code:

Course Name: Psychology for Conservation and Climate Change

Type of Course: Elective

Semester: IV

Level: 6.5

Credit: 04

Hours: 60

Objective:

1. To understand the psychological and social determinants of Conservation behavior
2. To understand conservation efforts with reference to India
3. To understand various areas of conservation psychology relevant to Indian context.
4. To understand and apply assessment methods in conservation psychology.
5. Using psychological interventions for conservation and policy matters

Course Outcome:

1. To be able to describe the nature and scope of conservation psychology
2. To be able to describe and choose appropriate research method in conservation psychology.
3. To be able to enumerate psychological interventions regarding climate change.
4. To be able identify institution that have potential to convert into CPR and critically evaluate the steps needed for the same.
5. Design and evaluate public policy suggestions for conservation and climate-change.

Unit 1: Basics of Conservation Psychology

- Nature and Scope of Conservation Psychology. Conservation and Human Nature
- Methods of Conservation Psychology
- Climate change and Psychological aspects of climate change.
- Theoretical Foundations for the Human Response to Nature.

Unit 2: Attitude to Conservation and Climate Change: Assessment and Change

- Attitude towards Conservation: Promoting Conservation. Attitude assessment . Attitude change
- Pro-environmental behaviours. Development of Conservation Behaviors in Childhood and Youth
- Environment and Identity.
- Place Attachment.

Unit 3: Climate Change and Psychology

- Attitude towards climate and climate change: Global and local issues. Changing underlying implicit attitudes about Climate Change.
- Cognitive biases in our thinking about climate change.
- Climate change initiatives, and reasons for failure.
- Climate Change and India. CPR institutions and Climate change.
- Carbon credits, green credits, etc. PES. Agroforestry.

Unit 4: Conservation in Indian Context: CPR, FRA, Human-Animal Conflict and Legal Aspects.

- CPR Framework and CPR Institutions. CPR Experiments Psychology, Culture, and Local Knowledge.
- Psychological aspects CPR. Developing CPR Institutions. Environmental Education.
- Challenges and Solution to Conservation Efforts in India: Challenges of Space and Corridors Human-Animal Conflict. Accounting for the Costs and Benefits of Conservation.
- Forest Rights Act. Other legal aspects. Role of Government and Non-Gov sectors.

References:

- Beattie, G. & McGuire, L. (2019). The Psychology of Climate Change. Routledge: NY.
- Belhekar, V.M. and Bhargava, R. (2022). Psychographing Frontline Staff of Dudhwa Tiger Reserve: Understanding Organizational and Human Resource Aspects, Mental Health, Psychological Wellbeing, Social Networks, and Personality across Hierarchies of the Frontline Forest Staff. Uttar Pradesh Forest Department. The Habitats Trust, Noida.
- Belhekar, V.M., Paranjpye, P., Bhatkhande, A. and Chavan, R. (2019). Assessing Work Motivation of Forest Guards in Maharashtra. Mumbai: Wildlife Conservation Trust, India.
<https://www.wildlifeconservationtrust.org/wp-content/uploads/2020/06/061720-Assessing-Work-Motivation-of-Forest-Guards-Maharashtra.pdf>
- Belhekar, V.M., Paranjpye, P., Bhatkhande, A., & Chavan, R. (2020). Guarding the guardians: Understanding the psychological well-being of forest guards in Indian tiger reserves. Biodiversity. Special Issue. 21:2, 83-89. <https://doi.org/10.1080/14888386.2020.1809521>
- Clayton, S. & Myers, G. (2011). Conservation Psychology: Understanding and Promoting Human Care for Nature. Wiley Blackwell.
- Clayton, S. D. (2012). The Oxford handbook of environmental and conservation psychology. OUP: NY.
- Dewoolkar, P., Hatekar, N., Belhekar, V.M., Bhatkhande, A., & Chavan, R. (2020). Improving LPG adaptation for better health and conservation outcomes. Biodiversity. Special Issue. 21:2, 90-96. <https://doi.org/10.1080/14888386.2020.1803132>

Internal Evaluation (50 marks):

- Student can opt for field project of 50 marks

OR

- One classroom Presentation/ Project/ Activity: 20 Marks.
- Report of field visit/ project/assignment: 20 marks
- One Written test for 10 Marks

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP2020)

Subject Code:

Course Name: Peace Psychology

Type of Course: Elective

Semester: IV

Level: 6.5

Credit: 04

Hours: 60

Objectives:

1. To understand the theoretical dimension of Peace Psychology.
2. To highlight the meaning, need, aim, scope and relevance of Peace Psychology.
3. To underline implication of Peace Psychology for state and society through use of conflict-management and peace-building initiatives.
4. To study the process of Peace Building and Peace-Making in multicultural societies and the pursuit of social justice.

Course Outcome:

1. CO1: Learners can describe theoretical dimensions of peace psychology.
2. CO2: Learners can identify areas in Indian context that are relevant to peace psychology.
3. CO3: Learners describe, choose and demonstrates conflict management skills
4. CO4: Learners describe, choose and demonstrates Peace Building and Peace-Making skills in multicultural societies

Unit 1: Perspectives of peace psychology

- (a) Peace Psychology: Meaning, Need, Aim, Scope and Relevance
- (b) Violence: Theories (Direct and Structural) and Causes
- (c) Nonviolence: Theories (Thoughts of Gandhi, Ambedkar, Phule) and Causes
- (d) Effects of Violence and Nonviolence

Unit 2: Direct violence

- (a) Intimate Violence: Role of Psychologist
- (b) Violence against Minorities: Managing Multiculturalism
- (c) Genocide: Psychological Perspective (Case Study of 1984 Sikh Riots, Kandhamal Riots, Gujrat Riots)
- (d) Terrorism: Psychological Roots

Unit 3: Structural violence

- (a) Social Justice: Role of Psychologist
- (b) Women and Children as victims of structural violence
- (c) Globalization and Its Impact on Cultural Identity
- (d) Human Rights violations as structural violence

Unit 4: Peace-building & peace –making interventions

- (a) Psychological Construct of Personality for Achieving Peace: Empathy, Openness, Flexibility, Conscientiousness, Forgiveness, etc.
- (b) Conflict Development, Transformation and Analysis
- (c) Conflict Management and Resolution
- (d) Negotiation, Mediation, Communication, Assertiveness, Decision-Making, Problem-Solving, Critical Thinking Skills

Books:

1. Malley-Morrison, K., Mercurio, A., & Twose, G. (2013). *International Handbook of Peace and Reconciliation* (Eds.). New York, NY: Springer
2. Bretherton, D., Law, S.F. (2015). *Methodologies in Peace Psychology: Peace Research by Peaceful Means*. New York, NY: Springer.
3. Tropp, L.R. (2012). *The Oxford Handbook of intergroup conflict* (Ed.). Oxford University Press.
4. Blumberg, H.H., Hare, P.A., & Costin, A. (2006). *Peace Psychology: A Comprehensive Introduction*. Cambridge.
5. Abrahams, N., Jewkes, R., Laubsher, R., & Hoffman, M. (2006). Intimate partner violence: Prevalence and risk factors for men in Cape Town, South Africa. *Violence and Victims*, 21 (2), 247–264.
6. Anstey, M. (1993). *Practical Peacemaking: A Mediator's Handbook*. Cape: Juta & Co.
7. Calloway-Thomas, C. (2010). *Empathy in Global World*, Indiana: SAGE
8. Christie, D. J., Wagner, R. V., & Winter, D. D. (Eds.) (2001). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Upper Saddle River, NJ: Prentice-Hall.
9. Jeong, Ho-Won. (2008). *Understanding Conflict and Conflict Analysis*. Virginia: SAGE
10. Lykes, M. B. (2001). Human rights violations as structural violence.
11. MacNair, R. M. (2003). *The psychology of peace: An introduction*. Westport, CT: Praeger.
12. Mayton, D.M. (2009). *Nonviolence and Peace Psychology: Intrapersonal, Interpersonal, Societal, and World Peace*. New York: Springer.
13. Mazurana, D., & McKay, S. (2001). Women, girls, and structural violence: A global analysis.
14. Christie, D.J., Wagner, R.V. & Winter. D.D. (2001). *Peace, conflict and violence: Peace psychology for the 21st century* (Eds.). New York: Prentice-Hall.
15. Schwebel, M., & Christie, D. (2001). Children and structural violence.
16. Waldron, V.R. & Kelley, D.L. (2008). *Communicating Forgiveness*. Arizona: SAGE
17. Woolf, L. M., & Hulsizer, M. R. (2005). Psychosocial roots of genocide: Risk, prevention, and intervention, *Journal of Genocide Research*, 7, 101-128.

Internal Evaluation (50 marks):

- One classroom presentation for each student 20 Marks.
- Report of field visit/ project/assignment: 20 marks
- One Written test for 10 Marks

Semester end examination: 50 marks

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 questions to be attempted. One of them could be short notes question, which could combine more than one unit.

M.A (Psychology)

(Under NEP)

Subject Code:

Course Name: CBT and REBT: Basics and Applications

Type of Course: **Elective**

Semester: **IV**

Level: **6.5**

Credit: **04**

Hours: **60**

Course Objectives:

1. To introduce basic concepts and processes in CBT
2. To orient about basic concepts and processes in REBT
3. To understand the techniques and skills in CBT and REBT
4. To familiarize about the possible applications of the same.

Course Outcomes (CO):

CO1: Students will be able to understand theoretical basis and basic concepts of CBT and REBT.

CO2: Students will be able understand the systems, processes, techniques in CBT and REBT

CO3: Students would be able to evaluate the use of different types of CBT and REBT approaches.

CO3: Students will be able to apply this knowledge to different areas of psychological practice.

Unit 1: Cognitive Behavior Therapy: Basic Concepts/ theory development and Current Status of CBT

- a. CBT Theoretical Model: The development of Beck's CBT; CBT; Recovery-Oriented Cognitive therapy; Principles of treatment; Misconceptions about CBT
- b. Cognitive Conceptualization: initiating the process of conceptualization; automatic thoughts; Ways of detecting NAT; Examining and responding to NAT; Homework; ways of identifying and underlying assumption rules, uncovering core belief
- c. The Therapeutic Relationship: guidelines for every session; collaboration with clients; use of self-disclosure; repair of ruptures; managing therapist's negative reactions
- d. Evaluation Session: objectives and structure of the evaluation session; first therapy session; setting goals & action plan; scheduling activities; feedback.

Unit 2 REBT: Basic Concepts and Processes

- a. Major Theoretical Concepts: Goals, Purposes, and Rationality; Humanistic Emphasis; Two Basic Biological Tendencies; Two Fundamental Human Disturbances
- b. ABCS Of REBT: irrational beliefs, activating events and consequents of emotions
- c. Assessment Conceptualisation & Interventions
- d. Process: Rational Emotive Behavioural Counselling sequence and process; Client obstacles and how to address them; Therapist Obstacles and how to address them.

Unit 3: Types and Techniques

- a. Schema Therapy: Conceptual Model
- b. Various types of CBT: Mindfulness based cognitive therapy (MBCT); Acceptance and Commitment (ACT);
- c. Dialectical Behaviour therapy (DBT); Meichenbaum's Cognitive Behaviour Modification.
- d. RECBT

Unit 4: CBT and REBT Application

- a. Client diversity and cultural competency of therapist

- b. Barriers to treatment, managing problems
- c. Application to disorders: depression, OCD, procrastination, anger
- d. Individual application: couple, trauma & grief, LGBTQ

References

- Beck, J.S. (2021). Cognitive Behavior Therapy Basics And Beyond (3rd ed). The Guilford Press.
- Ciarrochi, J.V. & Bailey, A. (2008). CBT Practitioner Guide To Act: How To Bridge The Gap Between Cognitive Behavioral Therapy & Acceptance & Commitment Therapy. New Harbinger Publications, Inc.
- Linehan, M.M. (2015) DBT: Skills Training Manual (2nd ed). The Guilford Press New York London
- Neenan, M. and Dryden, W. (2015). Cognitive Behaviour Therapy 100 Key Points And Techniques (2nd ed.). Published Routledge.
- Dryden, W. & Neenan, M. (2004) The Rational Emotive Behavioural Approach To Therapeutic Change. Sage Publications
- Bernard, M.E. & Dryden, W. (Eds.) (2019).Advances In REBT Theory, Practice, Research, Measurement, Prevention And Promotion. Springer Publication. <https://doi.org/10.1007/978-3-319-93118-0>
- Dryden, W. (2012). Dealing With Emotional Problems Using Rational Emotive Cognitive Behaviour Therapy. Routledge.

Evaluation:

Internal evaluation: 50 marks

Essay submission: 20 marks

Case Study Analysis: 20 marks

Classroom test of descriptive types: 10 marks

Semester end examination :50 marks

Paper pattern:7questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be short notes question, which could combine more than one unit.

Research Project Course

Research Project Course (Credits 6)

- Research Project in Psychology II: Research Dissertation (6 Cr)

Semester IV

Type of course: Research Project

Course: Research Project in Psychology II: Research Dissertation

(Data collection, analysis, and dissertation writing)

Credits: 6

150 marks

Objectives:

1. To develop skills of data collection.
2. To develop understanding of data coding
3. To develop competence to analyze the data
4. To be able to situate the findings in the theoretical and applied context
5. To be able to report findings of the research

Course Objectives:

C01: Learner collects data from primary sources and secondary sources.

C02: Learner codes data in suitable formats.

C03: Learner analyses the data using suitable techniques

C04: Learner discusses the findings in suitable theoretical context

C05: Learner can present the research work in formal academic writing and oral presentation

Background: The research project component runs through semester three and semester four. To complete learning from this component, students will have to carry out a research project in both the semester under the guidance of the supervisor assigned to them by the process defined below. In semester three, the research project component will involve preparing the research proposal. In semester four, students will have to collect data on the research proposal that is approved in semester three. In semester four, they will also have to analyze the data, write report, and make presentation on the basis of their research project. Learners have to submit a dissertation to the Department at the end of semester 4. Learners can choose topics from theoretical or applied areas of psychology through the process defined below. They can use qualitative, quantitative, mix method, et cetera, approaches to conceptualize, collect, and analyze their data. It is expected that the research project is of the quality and rigor expected from a full year work since both semesters are

assigned to carry out the research project. In semester IV, the project shall be completed and dissertation is submitted. Open science approach is strongly encouraged across the work.

Process of Research Project

The research project course will be in the form of a dissertation based on a research assignment related to the specific discipline of the psychology.

Masters Research Project Committee: The department shall have a Masters Research Project Committee (MRPC) consisting of the Head of the Department (Chairperson) and two other teachers from the department. The purpose of this committee is to oversee the functioning of the project component in the department over the two semesters.

Guides and Guide Assignment:

Research Guides: The research guides assigned in Semester III shall continue to be research guide in semester IV. There is no change. The same guides assigned in the semester III shall continue in semester four and there is no fresh process of assigning new guide.

Guide Assignment: In an unlikely event, if the same guide is unavailable in this semester, the MRPC can assign suitable guide from the available guides. In case of local situation i.e., special cases, the Departmental MRPC can make changes. However, the change of guide is not a normal routine process and discouraged otherwise.

Guiding Process:

The research guide has to have weekly meeting with every student. The attendance record is maintained as a regular practice. All university rules of attendance are applicable here. For this purpose, 10 students are considered as one batch of students. Through the regular discussion with the research guide.

Research Topic:

Research topic is the same that is approved by the MRPC in semester III for the research project vertical. If the student does not have a topic approved, then the student has to approach MRPC for topic approval process whenever the Semester III is in process. The student cannot get new or fresh approval in semester IV for the topic.

Presentations:

Analysis Presentation: The student will make analysis presentation for approval of analysis and basic structure of data presentation in or before the sixth week of the fourth semester. The presentation will be attended by the guide/s and a committee consisting of two other teachers from the department. The committee will make necessary suggestions to improve the dissertation. If need be, subcommittees can be formed for this purpose.

Final Research Project Presentation: The student will make a final research project presentation in the 10th to the 12th week of fourth semester. The presentation will be evaluated by the same committee that evaluated the preliminary presentation. The presentation will contain the complete research project for the research project the student is carrying out. Student who completed analysis presentation are permitted to make final presentation.

Usually, the presentation shall be attended by other students. Once the committee asks their questions, others attending presentation can also ask questions with permission of chair of the presentation. If need be, the committee may invite external experts (not mandatory). The presentation should be for 20 minutes and general expectation is that Q/A shall be for 10 minutes.

Decision by the committee: The committee shall evaluate both the presentations and assign grades/marks. The decision is final.

Evaluation:**External Evaluation**

- Analysis Presentation: 15 Marks (Evaluated by Committee)
- Final Research Project Presentation: 60 Marks (Evaluated by Committee)

Internal Evaluation

- Dissertation: 60 Marks (Evaluated by Research Guide).
- Internal Evaluation (Based on originality, understanding of theory and method, regularity, sincerity, and organized work): 15 Marks (Evaluated by Research Guide alone)

Total marks: 150 marks

Evaluated by Committee: The marks given by the three members of the evaluation committee will be averaged in each head and the total marks decided by totaling the

averages under the heads for the committee evaluation.

Failure in this paper imply that the student has to repeat process (internal/external/ or both depending of failure type) of Semester III outlined above in subsequent year when the semester is running.

Dissertation Submission

The student will submit a hard bound copy of the dissertation to the Department by the end of the fourth semester, along with a soft copy.

The final dissertation will have a word limit of 8000-10000 words and will be typed in one and a half spacing on both-sides of the paper. The APA style shall be followed for the writing of dissertation. The final dissertation will be evaluated out of 60 marks by the guide.

The Dissertation Format:

- Cover-Page (Outside front-matter)
- Title Page
- Declaration by student (countersigned by guide)
- Certificate by the department (signed by Guiding Teacher, Member/s of MRPC, Head of the Department)
- Abstract
- Introduction (Contains literature review, concluded with Aims, Objectives and Hypothesis, if any)
- Method (Includes Sample; Tools; Design, Procedure; etc.)
- Results (Tables, Graphs, Text format. Quantitative analysis to be reported with evaluation of assumption, CI, effect-size, power, etc. The coding process details are provided in details for qualitative analysis. The transcriptions are provided in appendix. Open data policy to upload the data to open access repository is encouraged.)
- Discussion
- References
- Appendix

The data shall be submitted to the guiding teacher. The work should be shared with library and online repository. It is desirable the student and guiding teacher convert the work into research publication. Department is expected to have a repository of the work.

Presentation Format

The presentation should contain following format:

- Title slide: Title, Students and Supervisors name
- Outline of presentation:
- Introduction:
- Literature review:
- Research Gap
- Research Problem
- Hypothesis (if any)
- Method:
- Results:
- Discussion:
- Select References:
- Additional material (if any):

Publication based on the Work:

Any publication completely based on the Project based course shall have student as first author and guiding teacher as second author. Any publication partly based on the Project based course shall have author order mutually decided by the student and guiding teacher. In case of disagreement, the MRPC is the final authority to decide on the order in view of the details provided.

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result
9.00 - 10.00	90.0 - 100	O (Outstanding)
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)
5.00 - < 5.50	50.0 - < 55.0	C (Average)
4.00 - < 5.00	40.0 - < 50.0	P (Pass)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

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