

Detailed Syllabus of M.A. Psychology

SYLLABUS (1st SEMESTER)

Subject Name: Foundations of Psychology

Level of Course: 100

L-T-P-C: 4-0-0-4

Subject Code: Credit Units: 4

Scheme of Evaluation: T

Objective: The objective of Foundations of Psychology is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and theories in Psychology.	BT1
CO2	Understand the fundamental processes underlying human behaviour such as attention, perception, memory, motivation, emotion, individual differences.	BT2
CO3	Apply the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	Analyze the concept of individual differences in examining human mental processes	BT4

Detailed Syllabus

Module s	Topics / Course content	Hour s
I.	Introduction Definition and goals of Psychology, Role of a Psychologist in society, Scientific Method, Historical Development, Schools of Psychology, and Current Status	15
II.	Cognitive Processes Attention- types, theories and factors Perception- perceptual laws, perceptual constancies and depth perception Learning- theories of learning (Classical Conditioning, Operant	15

	Conditioning, Observational Learning and Cognitive Learning) Memory- models and stages, theories of forgetting and memory enhancing techniques.	
III.	Intelligence, Motivation and Emotion Intelligence- theories, determinants, measuring intelligence, role of environment and genetics, creativity Motivation- types and theories Emotion- theories	15
IV.	Personality and Consciousness Personality- approaches and assessment of personality Consciousness- stages of sleep, REM sleep	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

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

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

Paper II: Advanced Social Psychology

Subject Code: PSY064C102

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- To develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society.
- To introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define and explain key concepts, theories, and historical development in advanced social psychology.	BT1
CO2	Describe and interpret advanced social psychological phenomena such as attitude change, group dynamics, prejudice, and prosocial behavior.	BT2
CO3	Apply theoretical frameworks to understand complex social behaviors and real-life interpersonal interactions.	BT3
CO4	Analyze the influence of social, cultural, and situational factors on individual and group behavior.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Psychology of the Social: The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology; Areas of application: Health, Law and Workplace. Social psychology and sustainable future.	15

II.	Understanding and evaluating the social world: Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change.	15
III.	Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence. The development of social representation; Prejudice, Stereotypes and Discrimination; Theories of inter-group relations; Reducing prejudice	15
IV.	Group Dynamics and inter-group relations: Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.	15
Total		60

Text/Reference Books:

- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Paper III: Advanced Cognitive Psychology

Subject Code: PSY064C103

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- To facilitate the learning of traditional and emergent fields of cognitive neuropsychology.
- To understand-brain-behaviour relationship in day to day life.
- To explore the practical implications of cognitive processes in human performance.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts, models, and approaches in advanced cognitive psychology.	BT1

CO2	Understand the processes involved in perception, attention, memory, language, problem-solving, and decision-making.	BT2
CO3	Apply cognitive theories and models to everyday life situations and real-world cognitive challenges.	BT3
CO4	Analyze the influence of cognitive biases and heuristics on individual thinking and behavior.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Introduction Introduction to applied cognitive psychology: Philosophical antecedents, Emergence of Cognitive psychology. Approaches and key issues.	15
II.	Cognitive neuroscience Organization of Nervous system: Cognition in the Brain. Sensation to representation. Theoretical approaches to perception, Deficits in perception. Attention and consciousness, Memory: Models, Processes, Practical Applications of Cognitive Psychology in improving memory processes, Representations and manipulation of Knowledge in: Images and Propositions: Spatial cognition and Cognitive Map.	15
III.	Language Nature and Acquisition: Bilingualism and Multilingualism Reading: Bottom-up and Top-down processes, Comprehension, Neuropsychology of Language. Problem-solving and Creativity: Practical applications of cognitive psychology. Decision-making and reasoning: Deductive reasoning and inductive reasoning.	15
IV.	Human and Artificial Intelligence Information possessing and intelligence, alternative approaches to Intelligence. Computer simulation, improving intelligence.	15
Total		60

Text/Reference Books:

- Best, J.B. (1992). Cognitive Psychology .3rd Edition. West Publishing Company
- Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory. 2nd Edition. Wadsworth

Paper IV: Research Methods in Psychology

Subject Code: PSY064C104

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

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

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts and terminologies related to research methods in psychology.	BT1
CO2	Understand the basic principles of psychological research including variables, hypotheses, and sampling techniques.	BT2
CO3	Apply appropriate research designs and methods to investigate psychological phenomena.	BT3
CO4	Analyze quantitative and qualitative data using suitable techniques.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Introduction Scientific approach in psychology and theory building; Types of research: Experimental and ex-post facto; Ethical issues in psychological research.	15

II.	Problem definition: Problem and hypothesis: Origin and sources, special features Variables: Operational definition, criterion and predictor variables, selection, manipulation and control of independent and extraneous variables, measurement of dependent variables and threats to valid measurement.	15
III.	Research design and sampling Research design: Meaning, characteristics and purpose, criteria of good design. Between groups designs: Equivalent groups, randomized groups, multilevel, factorial (2x2) and multifactor designs, Within groups designs: Within subjects design, one-group repeated trial, randomized block design (within the same subject), N = 1 design, two-factors within subjects design. Sampling: Meaning, purpose and types, Factors influencing sampling decisions: Size, accessibility and cost.	15
IV.	Statistics Testing of hypotheses, substantive and null hypothesis. Statistical inferences: -'t' test, Chi-square test, analysis of variance, factorial ANOVA with two or more variables.	15
Total		60

Text/Reference Books:

1. Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
- Broota, K. D. (1989). *Experimental designs in behavioural research*. New Delhi: Wiley Eastern.

Paper V: Advanced Practical

Subject Code: PSY064C105

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- To help students apply psychological theories and concepts in real-life scenarios through experiments, assessments, and observations.
- To train students in scientific methods of data collection, analysis, and interpretation, fostering critical thinking and research proficiency.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts and theoretical foundations related to psychological testing, experimentation, and observation.	BT1
CO2	Understand the procedures and ethical considerations involved in psychological assessment and experimentation.	BT2
CO3	Apply psychological tools and techniques in practical settings to assess behavior, cognition, emotion, and personality.	BT3
CO4	Analyze data obtained from psychological experiments and assessments to interpret individual differences and behavioral outcomes.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Bhatia's Performance Test of Intelligence, Beck's Depression Inventory	15

II.	PGI Memoery Scale, Raven’s Progressive Matrices	15
III.	16 Personality Factor, Eysenck Personality Questionnaire	15
IV.	Thematic Apperception Scale (TAT), Sentence Completion Test	15
Total		60

Text/Reference Books:

1. **Beck, A. T., Steer, R. A., & Brown, G. K. (1996).** *Manual for the Beck Depression Inventory-II (BDI-II)*. San Antonio, TX: The Psychological Corporation.
2. **Cohen, R. J., & Swerdlik, M. E. (2018).** *Psychological Testing and Assessment (9th Edition)*. McGraw-Hill Education.
3. **Pershad, D., & Verma, S. K. (1990).** *PGI Memory Scale*. Varanasi: Psychological Corporation.
4. **Raven, J., Raven, J. C., & Court, J. H. (2000).** *Manual for Raven’s Progressive Matrices and Vocabulary Scales*. Oxford Psychologists Press.
5. **Cattell, R. B., Eber, H. W., & Tatsuoka, M. M. (1970).** *Handbook for the Sixteen Personality Factor Questionnaire (16PF)*. Institute for Personality and Ability Testing.
6. **Eysenck, H. J., & Eysenck, S. B. G. (1975).** *Manual of the Eysenck Personality Questionnaire (EPQ)*. Hodder & Stoughton.
7. **Murray, H. A. (1943).** *Thematic Apperception Test Manual*. Harvard University Press.
8. No universally fixed manual; often customized for educational/clinical use.

SYLLABUS (2nd SEMESTER)

Paper I: Developmental Psychology

Subject Code: PSY064C201

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- To provide an understanding of normal mental development from human infancy to late childhood and adolescence. The social context and development will also be considered along with developmental disability and psychopathology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts, stages, and theoretical frameworks in developmental psychology.	BT1
CO2	Understand the biological, cognitive, emotional, and social development across the lifespan.	BT2
CO3	Apply developmental principles to understand behavior in different age groups and real-life contexts.	BT3
CO4	Analyze the role of heredity, environment, and culture in shaping individual developmental trajectories.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	COGNITIVE DEVELOPMENT Jean Piaget and biological epistemology Vygotsky's views on thought and development Vision, orientation and attention: a developmental cognitive neuroscience approach Objects and space: Object permanence: The role of the frontal cortex Perceptual classification: face recognition and cognition Cognitive development: an information processing approach Speech recognition and language.	15
II.	SOCIAL DEVELOPMENT Social cognition: emotional development- attachment theories, Bowlby and WinnicotLacan's 'objet imaginaire': desire and an instinct for society. Intentionality For and against a theory of mind: evidence and controversy.	15
III.	DEVELOPMENTAL DISABILITY Low birth weight infants and prognosis Mental retardation and rehabilitation Visual handicap and development Auditory handicap and development Dyslexia and learning disability.	15

IV.	DEVELOPMENTAL PSYCHOPATHOLOGY Attention deficit hyperactive syndrome Internalizing disorders: anxiety and mood disorders Externalizing disorders: conduct disorders Autism and pervasive developmental disorders.	15
Total		60

Text/Reference Books:

- Berk L E (2003) Child development (sixth edition) Pearson Education
- Kail R V (2001) Children and their development. Prentice Hall Inc.

Paper II: Biological Foundations of Behaviour

Subject Code: PSY064C202

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- Understand the philosophical roots and historical events that have shaped the field of psychology.
- Explore the underlying philosophical assumptions, individual contributors, and various forces that served to shape the emerging field of psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts related to the biological basis of behavior, including neurons, neurotransmitters, and brain structures.	BT1
CO2	Understand the functioning of the nervous system, endocrine system, and their role in regulating behavior and emotions.	BT2
CO3	Apply knowledge of brain-behavior relationships to understand psychological disorders and everyday functioning.	BT3
CO4	Analyze the interaction between biological processes and environmental influences in shaping behavior.	BT4

Detailed Syllabus:

Module s	Topics / Course content	Period s
I.	Introduction The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology-anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods & Ethical issues in research.	15
II.	Neurons and neuronal conduction Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters	15
III.	The structure and functioning of the nervous system Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex	15
IV.	Sensory and motor nervous systems Neural basis of vision – Anatomy of the Visual System, Analysis of visual information: Audition – Auditory nervous system, auditory coding. The chemical senses; coding of smell and taste. Cutaneous senses. Proprioception. Labyrinthine senses. Pain perception, pain management. The neural aspects of muscle movement; the pyramidal system, the extrapyramidal system. The endocrine system.	15
Total		60

Text/Reference Books:

- Hergenhahn, B.R. (1992). An Introduction to the History of Psychology. (2nd ed.). Wadsworth Publishing Company: Belmont, California
- Dhar, A.K. 2008: Science(s) of the mind: Fort-da between the windscreen and the rearview mirror (Working Course).

Paper III: Statistics in Psychology

Subject Code: PSY064C203

Credit Units: (L-T-P-C): 4-0-0-4

Subject Name: Statistics in Psychology

Subject Code: PSY064C203 Credit Units: 4 L-T-P-C: 4-0-0-4 Scheme of Evaluation: Theory Level of Course: 100
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Objective: To equip students with foundational knowledge of statistics and its application in psychological research, focusing on descriptive and inferential methods without advanced statistical procedures.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key statistical concepts relevant to psychology.	BT1
CO2	Understand scales of measurement, sampling, and data representation.	BT2
CO3	Apply statistical methods to analyze psychological data.	BT3
CO4	Analyze and interpret correlation, regression, and test results in psychological contexts.	BT4

Detailed Syllabus

Module s	Topics / Course content	Hour s
I.	Statistics & Measurement in Psychology Role and importance of statistics in psychology, Types of variables and measurement scales, Concepts of reliability and validity	15
II.	Descriptive Statistics Measures of central tendency: Mean, Median, Mode, Measures of variability: Range, Variance, Standard Deviation, Graphs: Histogram, Boxplot, Probability & Sampling: Basics of probability, Sampling methods, Normal distribution, z-scores, percentiles, Standard error and sampling distributions	15
III.	Inferential Statistics Hypothesis testing concepts, Parametric tests: t-test (one-sample, independent, paired), non-parametric tests: Chi-square test	15
IV.	Correlation & Regression Pearson and Spearman correlation, Simple linear regression and interpretation	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 rs

Recommended Textbook

Garrett, H. E. (2008). *Statistics in Psychology and Education*. Surjeet Publications.

Reference Books

4. Coolican, H. (2018). *Research Methods and Statistics in Psychology* (7th ed.). Routledge.
5. Gravetter, F. J., & Wallnau, L. B. (2016). *Essentials of Statistics for the Behavioral Sciences*. Cengage.
6. Mangal, S. K. (2019). *Statistics in Psychology and Education*. PHI Learning.

Paper IV: Qualitative Research Methods

Subject Code: PSY064C204

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- . *To provide theoretical foundation on qualitative research methods in psychology*
- . *To build up skills on designing qualitative research and collecting data using various qualitative methods*
- . *Expand skills on analyzing qualitative data*

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts and approaches in qualitative research such as ethnography, phenomenology, and grounded theory.	BT1
CO2	Understand the philosophical foundations, ethical issues, and methodological principles of qualitative research.	BT2
CO3	Apply qualitative methods like interviews, focus groups, and observations in psychological research settings.	BT3
CO4	Analyze qualitative data using techniques such as coding, thematic analysis, and narrative interpretation.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Foundations of qualitative research Defining qualitative research; Historical development of qualitative research; Key philosophical and methodological issues in qualitative research; Different traditions of qualitative research: Grounded theory, Narrative approach, Ethnography, Action research ^{[[]]} _{SEP}	15
II.	Qualitative research design Conceptualizing research questions, Issues of paradigm; Designing samples; Theoretical sampling, contrasting qualitative with quantitative approach in research process; Issues of Credibility and trustworthiness ^{[[]]} _{SEP}	15

III.	Methods of collecting qualitative data What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies	15
IV.	Analysing qualitative data Different traditions of qualitative data analysis; thematic analysis, Interpretative phenomenological analysis, Narrative analysis, Discourse analysis, Content analysis	15
Total		60

Text/Reference Books:

- Ritchie, J. & Lewis, J. (eds.). (2003). Qualitative research practice: A guide for social science students and researchers. New Delhi: Sage
- Biber, S. N. H. and Leavy (2006). The practice of qualitative research. New Delhi: Sage publications.
- Silverman, D. and Marvasti, A. (2008). Doing qualitative research. New Delhi: Sage publication.

Paper V: Positive Psychology

Subject Code: PSY064C205

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- To examine paradigm shift from pathologies to positive subjective experience and positive individual traits to improve quality of life
- To promote positive relationships which has implications in various areas of psychology
- To help students acquire insights into their own strengths and utilize them to increase their and others' wellbeing.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts and theories in positive psychology such as well-	BT1

	being, happiness, optimism, and resilience.	
CO2	Understand the processes and factors that contribute to human strengths, flourishing, and psychological well-being.	BT2
CO3	Apply principles of positive psychology to enhance personal growth, motivation, and interpersonal relationships.	BT3
CO4	Analyze individual differences in strengths, coping styles, and positive traits in varied life contexts.	BT4

Detailed Syllabus:

Module s	Topics / Course content	Period s
I.	Introduction to positive psychology The context and subject matter of positive psychology; Western and Eastern perspectives on Positive Psychology; Research methods in Positive Psychology; Theoretical background of positive psychology	15
II.	Positive emotional and cognitive states Principles of pleasure; Positive emotions, happiness, subjective wellbeing; emotional states and positive health; emotional intelligence; quality of life; optimism and hope; self-efficacy; wisdom and courage; faith; flow and spirituality. ^[1] *Field study from an interdisciplinary way.	15
III.	Promoting positive relationships Self and consciousness; mindfulness; positive personal traits; positive coping strategies; positive relationships: Love; Compassion, Forgiveness, Altruism, Gratitude, Empathy. *Case work, research article review.	15
IV.	Applications of positive psychology Ageing, Health, Work, Mental Health and Behavior, Stress Management, Communities- ME/WE balance.	15
Total		60

Text/Reference Books:

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

SYLLABUS (3rd SEMESTER)

Paper I: Applied Psychometry

Subject Code: PSY064C301

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- To create understanding of measurement issues and techniques in psychological research.
- To enable students to develop skills and competencies in test construction and standardization.
- To learn the contextual application and interpretation of psychological research.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts in psychometry including reliability, validity, standardization, and norms.	BT1
CO2	Understand the principles underlying psychological testing, test construction, and item analysis.	BT2
CO3	Apply psychometric tools and techniques for assessing cognitive, emotional, and personality traits.	BT3
CO4	Analyze test data to interpret individual differences and psychological attributes.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
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I.	Foundations of Psychometry Basics of Measurement theory, Errors in measurement, speed versus power tests; Criterion of parallel tests, nature of psychological testing, ethical issues in psychological testing	15
II.	Creating a Test Test/Scale construction, standardization, adaptation and translation, item analysis and item response theory	15
III.	Standardizing a Test— Reliability, validity, norms—issues and challenges	15
IV.	Application of Tests Applications of psychological testing in various settings-educations, counselling and guidance, clinical, organizational and developmental	15
Total		60

Text/Reference Books:

- Chadha, N. K. (2009). Applied Psychometry. New Delhi: Sage.
- Guilford, J. P. (1989) Psychometric methods. NJ: John Wiley.
- Guilksen, (1988). Theory of Mental Tests. California: Wiley.
- Jackson, C. (2003) Understanding Psychological Testing. Mumbai: Jaico Pub. House
- Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication

Paper II: Health Psychology

Subject Code: PSY064C302

Credit Units: (L-T-P-C): 4-0-0-4

Subject Name: Health Psychology	
Level of Course: 100	L-T-P-C:
4-0-0-4	
Subject Code: PSY064C302	
Credit Units: 4	Scheme of Evaluation: T & P

Course Objective: Identify the basic concepts of health psychology, explain the process of stress, its physiology and models, differentiate between health promoting and health damaging lifestyle, summarize the nature of stress related disorders, analyse the nature of community mental health and health care system in India.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Describe health psychology and its models.	BT1
CO2	Understand the nature of stress and coping.	BT2
CO3	Explain behavioural factors that influence wellness and that play a role in the prevention, development, course, and outcome of many human diseases and health problems.	BT3
CO4	Analyse the causes and management of various stress related disorders.	BT4

Detailed Syllabus

Module s	Topics / Course content	Hour s
I.	Introduction to Health Psychology	15

	<p>Stress and Coping</p> <ul style="list-style-type: none"> a) Theoretical perspective in Health Psychology: Biomedical model, Biopsychosocial model, Health Belief Model, Theory of Planned Behaviour, Self Regulating model, b) Health Psychologist: Education, Training, Role, Difference with other Mental Health Professionals c) Stress: Definition, Physiology, Sources and Types, d) Models of Stress: GAS and Cognitive Appraisal e) Life situation and perception of stress: Stress in children, adolescents, elderly and trauma victims <p>Coping: Definition and Types Practicum: Stress inventory (any stress assessment tool)</p>	
<p>II.</p>	<p>Health Promotion</p> <ul style="list-style-type: none"> a) Developmental, Gender, and Sociocultural Factors in Health Promotion: Development and Health Promotion, Gender and Health Promotion, Sociocultural Factors and Health Promotion b) Health habits: Health Promoting (Diet, Exercise, Sleep, Vaccination, Screening) and Health Damaging behaviours (Smoking, Drinking, Obesity) c) Cognitive- Behavioural approaches to health behaviour change: Monitoring, Self Health Behaviour change: Self-control of Behaviour, Modelling, Social Skills and Relaxation Training e) Application of Health Behaviour: Practicing and Changing Health Behaviours, Barriers to modifying poor health behaviours. 	<p>15</p>
<p>III.</p>	<p>Chronic Health Problems and Management</p> <ul style="list-style-type: none"> a) Introduction: Definition and sources of chronic health problems b) Nature of major chronic health problems: Hypertension, Heart Disease, Cancer, Type II Diabetes, AIDS, Migraine, Asthma c) Emotional response to chronic health problems: Denial, Anxiety, Depression d) Management of chronic health problems 	<p>15</p>
<p>IV.</p>	<p>Health Care System and Community Mental Health in India</p>	<p>15</p>

a) Nature of Health Care system: Concept, Organization of health services, Inequalities in Health Care	
b) Health care work environment: Attitude of health professionals, Doctor-Patient communication, Burnout in health professionals	
c) Community Mental Health: Concept, National and District Mental Health Programmes, National Mental Health Policies	
d) Current and Future application: Challenges of Health Care system in India, Growth of Community Mental Health services	
TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	15	30 hrs

Text books:

1. Brannon, L., Feist, J., & Updegraff, J. A. (2013). *Health psychology: An introduction to behavior and health*. Cengage Learning.
2. Weiten, W. and Lloyd, M. (2007). *Psychology applied to modern life: Adjustment in the 21st century*, Indian Edition 8th. Thomson
3. Drench, M. E., Noonan, A. C., Sharby, N., & Ventura, S. H. (2007). *Psychosocial aspects of health care*. Upper Saddle River, NJ: Pearson Prentice Hall.
4. Anisman, H. (2021). *Health psychology: a biopsychosocial approach*. Sage.
5. Ogden, J. (2017). *Health psychology: A textbook* (4th ed.). McGraw Hill Education.
6. Sarafino, Edward P and Smith, Timothy W (2012). *Health Psychology – Bio psychosocial Interaction* (7th ed). Wiley India Edition.
7. Taylor, Shelley E. (2018). *Health Psychology* (10th ed). McGraw Hill Higher Education. Indian Edition
8. Straub, R. O. (2011). *Health psychology*. Macmillan

Paper III: Theories of Personality

Subject Code: PSY064C303

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- To provide an understanding of the different personality theories [SEP]
- To introduce critical evaluation of different theories in the background of the empirical evidence.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts and terminologies related to personality and its theoretical frameworks.	BT1
CO2	Understand major personality theories including psychoanalytic, trait, humanistic, cognitive-behavioral, and biological approaches.	BT2
CO3	Apply personality theories to interpret individual behavior and personality development in real-life situations.	BT3
CO4	Analyze differences in personality traits, types, and patterns across individuals and cultures.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Psychodynamic theories Classical psychoanalysis: Freud; Neo-Freudian: Jung, Adler; Object relations: Winnicott.	15
II.	Behavioural theories Radical Behaviorism: Skinner; Social Learning: Dollard and Miller; Social cognitive Theorist: Bandura.	15

III.	Humanistic and existential theory Maslow, Rogers, Kelly and Rollo May.	15
IV.	Trait theories Allport, Cattell, Eysenck	15
Total		60

Text/Reference Books:

- Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). *Theory of personality, 4th edition*. John Wiley and Sons
- Carpara, G.V & Cereone, D. (2000). *Determinants, dynamics and potentials*. Cambridge University Press.

Friedman, H.S. & Schustack, M.W. (2004). *Personality, 2nd edition*. Pearson Education Pvt. Ltd. India

Paper IV: Introduction to Industrial Psychology/Introduction to Clinical Psychology

Subject Code: PSY064C304/PSY064C305

Credit Units: (L-T-P-C): 4-0-0-4

Introduction to Industrial Psychology: PSY064C304

Objective: The objectives of this course are:

- To introduce students to the basics of industrial psychology.
- To make them understand the dynamics of the various determinants in attaining the quality of work life with various principles and techniques of motivation and learning.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts and theories in industrial psychology, including	BT1

	work behavior, motivation, and organizational structure.	
CO2	Understand the psychological processes influencing employee behavior, job satisfaction, leadership, and group dynamics.	BT2
CO3	Apply psychological principles to solve workplace issues such as employee selection, training, and performance appraisal.	BT3
CO4	Analyze individual and group differences in organizational settings to enhance productivity and well-being.	BT4

Detailed Syllabus:

Module s	Topics / Course content	Periods
I.	Introduction to Industrial Psychology Definitions & Scope. Major influences on Industrial Psychology- Scientific management and human relations schools Hawthorne Experiments	15
II.	Motivation in Organization Motivating by Meeting Needs and Managerial Applications: Maslow, Adlerfer, Herzberg, and McClelland. Motivating by Setting Goals: Goal setting theory and setting effective performance goals. Motivating by Being Fair: Distributive justice, Equity theory, procedural justice, interactional justice, and organizational justice. Motivating by Altering Expectations and by Structuring Jobs: VIE model, Porter & Lawler model, Quality of Work Life model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model.	15
III.	Leadership and Empowerment Behavioral Approach to Leadership Style. Contingency Approach to Leadership: Fiedler's contingency model; Hersey & Blanchard's situational leadership model; path goal model; and Vroom's decision making model. Emerging Approaches to Leadership: Transactional leadership, transformational leadership; substitutes and enhancers for leadership; and self & super leadership. Empowerment and Participation: Meaning, process, and programs.	15
IV.	Stress and worker Well-Being Work place Stress, Consequences of stress, theories of Stress, reducing and managing stress, Violence at work, Work Motivation theories, quality of work life, turnover, absenteeism, job involvement and commitment, Equal Employment Opportunity.	15
Total		60

Text/Reference Books:

- Aamodt, M.G. (2007) Industrial/Organizational Psychology : An Applied Approach (5th edition). Belmont, C.A: Wadsworth/Thompson.

- Aswathappa, K. (2008). Human Resource Management (5th edition). New Delhi: Tata McGraw Hill.
- Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND : McGraw-Hill Edu (India) Pvt. Ltd
- Miner, J.B. (1992). Industrial/Organizational Psychology. New York: McGraw Hill.
- Newstrom, J.W.(2007) Organizational behaviour : Human behaviour at work N.D.: Tata McGraw-Hill
- Robbins, S.P., Judge T.A., &Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall

Introduction to Clinical Psychology: PSY064C305

Objective: The objectives of this course are:

1. Develop a basic understanding about assessment and interventions in the context of clinical psychology.
2. Demonstrate familiarity with scientific, ethical, legal, and practice-oriented issues in the field.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts, history, and scope of clinical psychology.	BT1
CO2	Understand the fundamental psychological processes and their relevance to psychological disorders and mental health.	BT2
CO3	Apply principles of clinical psychology to identify symptoms of psychological distress and promote mental well-being.	BT3
CO4	Analyze individual differences in psychological functioning with respect to emotional, cognitive, and behavioral aspects.	BT4

Detailed Syllabus:

Module s	Topics / Course content	Periods
I.	Foundations of Clinical Psychology Historical & Philosophical background; Nature of discipline: theory and research; Towards a Clinical Identity: education & training, professional activities and employment settings, differences/similarities with other mental health professions.	15

II.	Clinical Assessment Processes: planning, data-collecting, interpreting, and communicating findings; Clinical Interview: components and basic skills; Diagnosis and Classification: basic issues and skills; Other assessment components and skills (Intellectual, Neuropsychological, Personality and Behavioral assessment).	15
III.	Clinical Interventions General issues: Nature of specific therapeutic variables (client, therapist, relationship). Course of intervention; Various perspectives (briefly): Psychodynamic, Humanistic-Existential, Behavioral-Cognitive, Group & Family. Tele-psychotherapy: basic concepts and ethics.	15
IV.	Critical Issues In Clinical Psychology Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.	15
Total		60

Text/Reference Books:

1. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
2. Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi

Paper V: Human Resource Management/Psychopathology

Subject Code: PSY064C306/PSY064C307

Credit Units: (L-T-P-C): 4-0-0-4

Human Resource Management: PSY064C306

Objective: To acquaint the students with:

- Nature and Scope of HRM,
- Significance and methods of training and development,
- Industrial relations and strategic HR

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and functions of Human Resource Management, such as recruitment, selection, training, and appraisal.	BT1
CO2	Understand the psychological principles underlying employee motivation, performance, and organizational behavior.	BT2
CO3	Apply HRM practices to improve employee engagement, development, and retention in organizational settings.	BT3
CO4	Analyze individual and group differences in workplace behavior to inform HR decision-making.	BT4

Detailed Syllabus:

Module s	Topics / Course content	Periods
I.	Introduction to human resource management Nature, Scope and Context of HRM HR Challenges in Global and Indian Scenario HR for Corporate Excellence Contemporary Issues in HR, International HR	15
II.	Development of human resource Training :Assessing training needs, development and evaluation of training programmes Training Methods: Classroom instructions, On-the-job apprenticeship, business games and in-basket training Career development and planning, succession planning. Buying , borrowing and building talent	15
III.	IMPLEMENTING HR Impact of Attitudes: OCB, job satisfaction ,Employee Engagement, job involvement, Ethical Issues in HRM Knowledge Management and HR : Meaning and need, knowledge management process , Knowledge management deficits, Human Resource Information System (HRIS)	15
IV.	Industrial relations and strategic hr Industrial Relation : Labour relation, trade unions, resolving disputes. Collective Bargaining Strategic HR and HR Score card	15
Total		60

Text/Reference Books:

- Ashwathapa, K. (2008). *Human Resource Management*. 5th edition, New Delhi: Tata McGraw-Hill
- Pattanayak B. (2005). *Human Resource Management*. 3rd edition, N. D. Prentice Hall
- Pareek U. and Rao T.V. (2003) *Designing and Managing Human Resource System*. N.D. Oxford and IBH
- Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). *Human Resource Management*. N.D.: Tata Mc-Graw Hill

Psychopathology: PSY064C307

Objective: The objectives of this course are:

- To demonstrate understanding of the various manifestations of psychopathology
- To demonstrate understanding of skills required to diagnose various disorders.
- To contrast and compare the models of etiology of psychopathologies
- To demonstrate mastery of skills required for psychopathological formulation.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts, classifications, and terminologies related to abnormal behavior and mental disorders.	BT1
CO2	Understand the symptoms, causes, and diagnostic criteria of various psychological disorders across different categories.	BT2
CO3	Apply psychological principles and diagnostic frameworks (e.g., DSM, ICD) to identify and understand mental health conditions.	BT3
CO4	Analyze the role of biological, psychological, and socio-cultural factors in the development and maintenance of psychopathology.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Classification and Theoretical Models Systems of classification – Similarities and differences between DSM-V & ICD-10, Major theoretical models of psychopathology; Uses of the Manual (DSM – V).	15
II.	Psychopathology of Neuro-Cognitive Disorders Alzheimer’s disease, NCD due to Parkinson’s disease, NCD due to traumatic brain injury, NCD due to Huntington’s disease	15
III.	Psychopathology of Substance – related and Addictive Disorders Substance Use Disorders: Features, Severity & Specifiers, Recording Procedures for Substance Use Disorders; Alcohol-related Disorders, Hallucinogen-related Disorders, Opioid-related Disorders, Sedative, Hypnotic or Anxiolytic related Disorders.	15
IV.	Psychopathology of Personality Disorders Clinical characteristics, etiology, Cluster A Personality Disorders : Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder; Cluster B Personality Disorders: Antisocial Personality Disorder Borderline Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder; Cluster C Personality Disorders: Avoidant Personality Disorders, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder	15
Total		60

Text/Reference Books:

- Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock’s Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

SYLLABUS (4th SEMESTER)

Paper I: Rehabilitation Psychology

Subject Code: PSY064C401

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- To introduce the importance of rehabilitation, recovery and rehabilitation psychology.
- To explore the concept and models of disability.
- To understand the different issues and applications of rehabilitation psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and scope of rehabilitation psychology, including disability, impairment, and inclusion.	BT1
CO2	Understand the psychological, social, and environmental factors influencing the rehabilitation of individuals with disabilities.	BT2
CO3	Apply psychological principles and therapeutic approaches in the assessment, planning, and implementation of rehabilitation programs.	BT3
CO4	Analyze individual differences in coping strategies, adjustment, and psychological responses to disability.	BT4

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Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Introduction to Rehabilitation psychology Nature and scope of rehabilitation psychology; Concepts of ability and disability; Recovery and rehabilitation; Medical, neuropsychological, social and biopsychosocial model of disability.	15

II.	Rehabilitation of Persons with Disability Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation.; Assessment of persons with disabilities; Assistive technology for enhancing functional capacities of persons with disabilities; Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities.	15
III.	Application of Rehabilitation Psychology Rehabilitation of addictions: drug and alcohol; Rehabilitation after abuse and violence; Palliative care, pain management and symptom control d; Sports Injury and Rehabilitation.	15
IV.	Psychological approaches to rehabilitation counselling Psychodynamic therapy in rehabilitation counselling; Person-centered therapy in rehabilitation counselling; Behavioural therapy in rehabilitation counselling; Cognitive-behavioural therapy in rehabilitation counselling.	15
Total		60

Text/Reference Books:

- Frank, G.R., Rosenthal, M., Caplan, B. (2010). Handbook of Rehabilitation Psychology. American Psychological Association.
- Kennedy, P. (2012). The Oxford Handbook of Rehabilitation Psychology (Eds.). New York, NY : Oxford University Press.
- Marini, I. & Stebnicki, N. (2012). The Psychological and Social Impact of Illness and Disability (Eds.), New York, NY: Springer Publishing Company.
- Gawali, G. (2012). Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives (Ed.). Mumbai: Himalaya Publications.

Paper II: Educational Psychology

Subject Code: PSY064C402

Credit Units: (L-T-P-C): 4-0-0-4

Objective: The objectives of this course are:

- To understand of the interface between education and psychology.
- To appreciate the various issues and challenges that emerges with reference to the application of psychological ideas and theories in the discipline of education.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts, principles, and theoretical foundations of educational psychology.	BT1
CO2	Understand the psychological processes influencing learning, development, motivation, and classroom behavior.	BT2
CO3	Apply psychological theories to enhance teaching strategies, student learning, and classroom management.	BT3
CO4	Analyze individual differences in learners, including cognitive styles, intelligence, learning disabilities, and socio-emotional factors.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centred' and 'progressive' education	15
II.	Debates and Issues in Educational Psychology: Deconstructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue	15

III.	Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment	15
IV.	Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling	15
Total		60

Text/Reference Books:

- Woolfolk, A. (2013). Educational psychology. Delhi: Pearson.
- Mangal, S. K. (2007). *Essentials of educational psychology*. PHI Learning Pvt. Ltd..

Paper III: Managing Organisational Culture and Diversity/Psychotherapy

Subject Code: PSY064C403/PSY064C404

Credit Units: (L-T-P-C): 4-0-0-4

Managing Organisational Culture and Diversity: PSY064C403

Objective: The objectives of this course are:

- To sensitize students to the issues of understanding cultural diversity.
- To develop skills for effectively managing and functioning in diverse cultural settings.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts related to organisational culture, diversity,	BT1

	inclusion, and workplace behavior.	
CO2	Understand how cultural values, identity, and diversity influence organizational dynamics and employee interactions.	BT2
CO3	Apply psychological principles to develop inclusive work environments and manage cross-cultural teams effectively.	BT3
CO4	Analyze the impact of individual and group differences on organizational culture, communication, and decision-making processes.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Introduction to organizational Culture: meaning, assumptions, culture as a source of competitive advantage, beliefs and values, interpreting patterns of culture, interacting spheres of culture.	15
II.	Culture's Influence on work values and organizational practices: Construal of Self, consequences for Emotion, consequences of motivation, sources of Cultural Intelligence, Self Assessment of Cultural Quotient (CQ)	15
III.	Culture shock and Acculturation: Nature of culture shock and Coping, cross-cultural team building, Art of Negotiation, Dos' and Don'ts of Cross cultural Negotiation, Challenges of Cross Border Negotiations.	15
IV.	Intercultural communication Ethics; complexities in managing across cultures; cross cultural communication, cross cultural misperceptions, cross cultural misinterpretations, need for linguistic proficiency in international business, linguistic diversity.	15
Total		60

Text/Reference Books:

- Ferraro, G.P. (1994), The Cultural Dimensions of International Business (2nd Ed.). New Jersey: Prentice Hall.
- Matsumoto, D. (1993). People: Psychology from a Cultural Perspective. California: Brooks/Cole Publishing Company.

- Schneider, S. C. & Barsouse, J. L. (Eds.) (1997). *Managing Across Cultures*. New York: Prentice Hall.
- Luthans, F. (2002). *Organisational Behaviour* (9th Ed.). McGraw Hill-Irwin
- Robbins, S. P. (2003). *Organisational Behaviour*. New Delhi: Prentice Hall of India

Psychotherapy: PSY064C404

Objective: The objectives of this course are:

- an understanding of the theory and techniques of major psychotherapy approaches
- an awareness of ethico-legal issues and other critical issues associated with psychotherapy
- experience in role-playing basic therapy techniques and associated documentation
- an appreciation for the importance of psychotherapy outcome research
- Begin to actively consider/ reflect upon one's own psychotherapy philosophy and therapist role.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts, types, and historical foundations of psychotherapy.	BT1
CO2	Understand various theoretical approaches and techniques used in psychotherapeutic interventions.	BT2
CO3	Apply psychotherapeutic techniques ethically and effectively in addressing common psychological problems.	BT3
CO4	Analyze individual client needs, cultural backgrounds, and psychological factors to inform therapeutic planning.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
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I.	Research & Training Issues Introduction; Psychotherapy research: Methods, outcomes, process issues; Training & Supervision of individual psychotherapists: Selection issues, personal motivating factors, theoretical learning, supervised clinical practicum, personal therapy, continuous professional/personal development; Other critical issues in psychotherapy.	15
II.	PSYCHODYNAMIC THERAPIES Psychoanalytic, Brief psychoanalytic, Object-Relations, and Interpersonal Approaches.	15
III.	HUMANISTIC THERAPIES Client-Centered, Existential and Gestalt therapies	15
IV.	BEHAVIORAL & COGNITIVE-BEHAVIORAL THERAPIES Behavioral therapy, Cognitive therapy (Beck), Rational Emotive Behavior Therapy (Ellis).	15
Total		60

Text/Reference Books:

- Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.
- Trull, T.J., & Phares, E.J. (2001)
- Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning

Paper IV: Psychology & Media/Clinical Neuropsychology

Subject Code: PSY064C405/PSY064C406

Credit Units: (L-T-P-C): 4-0-0-4

Psychology & Media: PSY064C405

Objective: To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts related to media psychology, including media influence, persuasion, and psychological effects of media	BT1

	consumption.	
CO2	Understand how cognitive and emotional processes interact with various forms of media and communication.	BT2
CO3	Apply psychological principles to analyze media content, audience behavior, and media literacy.	BT3
CO4	Analyze individual and cultural differences in media usage, perception, and influence.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality	15
II.	Being a Consumer: Why to Consume?: Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity	15
III.	Knowing and Creating Consumer Needs: Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda	15
IV.	Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change	15
Total		60

Text/Reference Books:

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc.
- Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.
- Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.

- Wanke, M. (Ed.).(2009). Social Psychology of Consumer Behaviour.NY: Taylor &Francis Group

Clinical Neuropsychology:PSY064C406

Objective: The objectives of this course are:

- To provide students with an in depth understanding of psychopathologies of Anxiety-based, Somatoform, and Dissociative Disorders, Mood Disorders, Psychotic disorders, and Disorders of Infancy & Childhood

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom’s Taxonomy Level
CO1	Define key concepts and foundational theories in clinical neuropsychology, including brain-behavior relationships.	BT1
CO2	Understand the neuroanatomical, cognitive, and emotional functions of the brain and their relevance to behavior and mental processes.	BT2
CO3	Apply neuropsychological principles in the assessment and rehabilitation of individuals with brain injuries or neurological disorders.	BT3
CO4	Analyze individual differences in neuropsychological functioning based on age, injury, pathology, and cognitive profiles.	BT4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I.	Psychopathology of Bipolar and Related Disorders & Depressive Disorders: Bipolar I Disorder, Bipolar II Disorder & Cyclothymic Disorder; Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia).	15
II.	Psychopathology of Anxiety Disorders & Somatoform Disorders Separation Anxiety Disorders (SAD), Specific Phobias, Social Anxiety Disorders (Social Phobia), Panic Disorder, Agoraphobia, Generalized Anxiety Disorders (GAD);	15

	Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder.	
III.	Psychopathology of Schizophrenia Spectrum & Other Psychotic Disorders. Delusional disorder, brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia other Schizophrenia Spectrum and psychotic disorders; Clinical characteristics and etiology.	15
IV.	Psychopathology of Neuro-developmental Disorders and Disruptive, Impulse-Control & Conduct Disorders Intellectual Disabilities, Autism-Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder; Oppositional Defiant Disorder, Conduct Disorders, Anti-Social Personality Disorders.	15
Total		60

Text/Reference Books:

- Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: *Behavioral sciences/clinical psychiatry* (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

Paper V: Internship

Subject Code: PSY064C421