

**MASTER OF ARTS**

**PSYCHOLOGY**

**2009-2010**

**RULES, REGULATIONS AND COURSE CONTENTS**

**DEPARTMENT OF PSYCHOLOGY  
FACULTY OF ARTS  
UNIVERSITY OF DELHI  
DELHI—110007**

## **MASTER OF ARTS**

### **PSYCHOLOGY**

**2009-2010**

### **TWO-YEAR PROGRAM**

#### **AFFILIATION**

The proposed programme shall be governed by the Department of Psychology, Faculty of Arts, University of Delhi—110007.

#### **VISION**

To prepare competent psychologists who would excel in knowledge, orientation and practice of psychology, with high ethical standards and social relevance.

#### **PREAMBLE**

Keeping pace with the disciplinary advances the program would address learning about psychological functioning at individual and social levels in an inclusive manner. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. To this end the students will be familiarized with plurality in perspectives, pedagogy and their implications. The course would allow students to nurture their academic interests in specialized domains of psychology, along with quest for personal growth and citizenship.

The Department holds the provision for inclusion of new courses and modification of presented ones during a given academic year. In preparation of the courses the element of interdisciplinarity is kept in view and embedded in the courses. Reading material will be made available by concerned faculty.

#### **OBJECTIVES**

1. To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
2. To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.
3. To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

## PROGRAMME STRUCTURE

The M. A. Psychology Programme is divided into Two Parts as under. Each Part will consist of two Semesters to be known as Semester-1 and Semester-2.

		Semester-1	Semester-2
Part I	First Year	Semester—I-1	Semester—I-2
Part II	Second Year	Semester—II-1	Semester—II-2

The schedule of papers prescribed for various semesters shall be as follows:

### SEMESTER –I

#### NOTE:

- 1) Each Theory paper shall consist of 50 Marks. Written examination and 12 would be internal evaluation.
- 2) Each practicum course shall consist of 50 marks, which would include written record 20 marks, actual conduct or viva-voce 30 marks.

#### **PAPERS: Any four courses from the following**

Paper 101 Applied Psychometry  
Paper 102 Qualitative Methods I  
Paper 103 Cognitive Processes  
Paper 104 Neuropsychology  
Paper 105 An Experiential Inquiry into Selfhood  
Paper 106 Emotions in Everyday Life  
Paper 107 Paradigms of Psychology

#### **These practicums go with the specific papers:**

Paper 108: Practicum Based on Paper 101  
Paper 109: Practicum Based on Paper 102  
Paper 110: Practicum Based on Paper 103  
Paper 111: Practicum Based on Paper 104  
Paper 112: Practicum Based on Paper 105  
Paper 113: Practicum Based on Paper 106  
Paper 114: Practicum Based on Paper 107

### SEMESTER II

#### **Any four Courses from the following:**

Paper 201: Statistics and Experimental Design  
Paper 202: Qualitative Method II  
Paper 203: Social Psychology  
Paper 204: Basic Organizational Processes  
Paper 205: Planning, Recruitment and Selection  
Paper 206: Cognitive Behavior Therapy  
Paper 207: Preparing for Insight Oriented Clinical Work  
Paper 208: Applied Developmental Psychology

Paper 209: Evolution of Indian Psychology  
Paper 210: Counselling Psychology and Personal Growth

**These practicums go with the specific papers:**

Paper 211: Practicum Based on Paper 201  
Paper 212: Practicum Based on Paper 202  
Paper 213: Practicum Based on Paper 203  
Paper 214: Practicum Based on Paper 204  
Paper 215: Practicum Based on Paper 205  
Paper 216: Practicum Based on Paper 206  
Paper 217: Practicum Based on Paper 207  
Paper 218: Practicum Based on Paper 208  
Paper 219: Practicum Based on Paper 209  
Paper 220: Practicum Based on Paper 210

### **SEMESTER III**

**Any three courses from the following with Dissertation or any four papers without Dissertation:**

Paper 301: Indian Psychology and its Applications  
Paper 302: Multivariate Techniques  
Paper 303: Listening and Communicating  
Paper 304: Group Processes in Organizations  
Paper 305: Training and Development  
Paper 306: Industrial Relations and Workers' Compensation Act  
Paper 307: Cultural Processes in Organizations  
Paper 308: Neurodevelopmental Disorders  
Paper 309: Development of Theories of Mind  
Paper 310: Psychoanalytic Psychology  
Paper 311: Self in Psychoanalytic Thought  
Paper 312: Psychology and New World Order  
Paper 313: Positive Psychology  
Paper 314: Paradigms in Counselling Psychology  
Paper 315: Field Work

The Field Work will be for a period of 50 days starting from May 15, jointly supervised by one faculty of the Department and an external supervisor from the field. The report of the work should be submitted by August 15. The same will be examined in the month of September.

**These practicums go with the specific paper:**

Paper 316: Practicum Based on Paper 301  
Paper 317: Practicum Based on Paper 302  
Paper 318: Practicum Based on Paper 303  
Paper 319: Practicum Based on Paper 304  
Paper 320: Practicum Based on Paper 305  
Paper 321: Practicum Based on Paper 306  
Paper 322: Practicum Based on Paper 307  
Paper 323: Practicum Based on Paper 308  
Paper 324: Practicum Based on Paper 309

Paper 325: Practicum Based on Paper 310  
Paper 326: Practicum Based on Paper 311  
Paper 327: Practicum Based on Paper 312  
Paper 328: Practicum Based on Paper 313  
Paper 329: Practicum Based on Paper 314

## SEMESTER IV

**Any *Three* courses from the Available Electives for the students with Dissertation; or any four courses for the students without Dissertation**

Paper 401: Appreciating Diversity  
Paper 402: Organizational Development and Change  
Paper 403: Human Resource Practices  
Paper 404: Psychology of Advertising  
Paper 405: Developmental Social Psychology  
Paper 406: Psychological Perspectives on Ageing  
Paper 407: Psychoanalytic Psychotherapy  
Paper 408: Psychology at the Margins  
Paper 409: Psychoanalytic Studies of Indian Society  
Paper 410: Gender: A Psycho-Social Understanding  
Paper 411: Cognitive Development during Infancy and Early Childhood  
Paper 412: Dissertation

*These practicums go with the specific paper:*

Paper 413: Practicum Based on Paper 401  
Paper 414: Practicum Based on Paper 402  
Paper 415: Practicum Based on Paper 403  
Paper 416: Practicum Based on Paper 404  
Paper 417: Practicum Based on Paper 405  
Paper 418: Practicum Based on Paper 406  
Paper 419: Practicum Based on Paper 407  
Paper 420: Practicum Based on Paper 408  
Paper 421: Practicum Based on Paper 409  
Paper 422: Practicum Based on Paper 410  
Paper 423: Practicum Based on Paper 411  
Paper 424: Practicum Based on Paper 412

**Note 1:** Each paper will carry 100 marks, 50 marks for theory and 50 marks for practicum

**2:** Dissertation will be given to top 20 percent students in order of merit who have cleared all the papers of Semester I and Semester II. Dissertation will carry 200 marks (150 for text and 50 for viva voce)

**3:** Field Work would consist of 100 Marks

**Non-Credit Courses:** These courses would be taught by workshop mode. Interested students are advised to enroll once these courses are announced. The details of content and duration would be announced in the beginning of the academic session.

## **LIST OF ELECTIVE PAPERS**

The Department will announce in the beginning of the respective semesters, the list of elective papers, which will be offered during the semester depending upon the faculty members and the demand of electives.

## **INTERDISCIPLINARY COURSES**

Some of the courses are of interdisciplinary character. Any course may be taken by students from other disciplines subject to approval from the Departmental Council and availability of that course during the academic session.

## **SCHEME OF EXAMINATIONS**

1. English shall be the medium of instruction and examination.
2. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi.
3. The System of evaluation shall be as follows:

Each course will carry 100 marks, of which 50 marks shall be reserved for practicum and internal assessment based on classroom participation, seminar, tests, viva-voce, field and laboratory work, practical and attendance. The weightage given to each of these components shall be decided and announced at the beginning of the semester by the individual teacher responsible for the course. Any student who fails to participate in classes, seminars, tests, viva-voce, practical, field and laboratory work will be debarred from appearing in the end semester examination in the specific course and no Internal Assessment marks will be awarded. His/her Internal Assessment marks will be awarded as and when he/she attends regular classes in the course in the next applicable semester. No special classes will be conducted for him/her during other semesters.

The remaining 38 marks in each theory paper shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be three hours.

As regards Dissertation (Paper- 404), the scheme of evaluation shall be as follows:

- 3.3.1 Dissertation Work shall begin from Semester III and shall be evaluated for 200 marks.
- 3.4.1 There shall be viva-voce at the end of the Semester- and shall be evaluated for 50 marks. (Thesis Report 150+50 viva voce examination).

## **PASS PERCENTAGE**

Minimum marks of passing the examination in each semester shall be 40% in each paper and 45% in aggregate of a semester.

However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate.

No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt.

## PROMOTION CRITERIA

**SEMESTER TO SEMESTER:** Students shall be required to fulfill the Part to Part Promotion Criteria. Within the same Part, students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least half of the courses of the current semester.

**PART TO PART— I to II:** Admission to Part-II of the Programme shall be open to only those students who have successfully passed at least 75% papers out of papers offered for the part –I courses comprising of Semester 1 and Semester 2 taken together. However, he / she will have to clear the remaining papers while studying in Part –II of the Programme.

## DIVISION CRITERIA

Successful candidates will be classified on the basis of the combined results of Part-I and Part-II examinations as follows:

Candidates securing 60% and above	:	Ist Division
Candidates securing between 50% to 59.99%	:	IInd Division
Candidates securing 40 to 49.99%	:	III Division
39.99% and less	:	Failed

## SPAN PERIOD

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of Two years from the date of admission to the Part-I/ Semester-I-1 of the M.A. Programme.

## ATTENDANCE REQUIREMENT

No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Department of Psychology, University of Delhi, to have attended 75% of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study. Provided that he/she fulfils other conditions the Head, Department of Psychology may permit a student to the next Semester who falls short the required percentage of attendance by not more than 10 per cent of the lecturers, tutorials and seminars conducted during the semester.

## COURSE CONTENTS FOR EACH COURSE

### SEMESTER I

#### 101-Applied Psychometry

(Total 40 Hrs)

##### *Objectives:*

1. To create critical understanding of measurement issues and techniques in psychological inquiry
2. Enable students to develop skills and competencies in test construction and standardization
3. To learn the application and contextual interpretation of data from psychological measurement

##### *Course Contents:*

Unit 1: 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 (10 Hrs)

Unit 2: Creating a Test—Test/Scale construction, standardization, adaptation and translation, item analysis and item response theory (10 Hrs)

Unit 3: Standardizing a Test— Reliability, validity, norms—issues and challenges (10 Hrs)

Unit 4: Application of Tests—Applications of psychological testing in various settings-educations, counselling and guidance, clinical, organizational and developmental (10 Hrs)

##### **Reading List:**

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

#### 102-Qualitative Methods -I

##### *Objectives:*

1. To create awareness about the critical aspects of psychological research
2. To appreciate the descriptive methods and their applications
3. To facilitate appreciations of differential interpretation of psychological realities



*Course Contents:*

Unit 1: Paradigms of Research—Logical Positivism, Social Construction and Critical. Nature and Assumptions of Qualitative Research, Nature of Reality and Role of Researcher (10 Hrs)

Unit 2: Issues in Qualitative Research—Subjectivity, Reflexivity, Power, Validity and Triangulation (10 Hrs)

Unit 3: Field Methods—Grounded Theory, Ethnography, Observation, Interview and Cooperative Inquiry (10 Hrs)

Unit 4: Textual Methods—Thematic Analysis and Narrative Analysis, Conversational Analysis (10 Hrs)

**Reading List:**

Czrniawska, B. (2004). *Narratives in Social Science Research*. New Delhi: Sage.

Gobo, G. (2008). *Doing Ethnography*. Los Angeles: Sage.

Ricoeur, P. (2004). *The Conflict of Interpretations*. London: Continuum.

Denzian and Lincoln Handbook of Qualitative Research Method.

Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage.

Srivastava, V. K. (2004). *Methodology and Fieldwork*. New Delhi: Oxford.

**103: Cognitive Processes**

*Objectives:*

1. To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications
2. To help learners understand the importance of these cognitive processes in everyday life

*Course Contents:*

Unit 1: Attention and Executive Processes, Current Paradigms; The Frontal Lobe and Executive Processing; Switching Attention; Attention Control, Attention Training (10 Hrs)

Unit 2: Memory Processes; Current Models and Directions; Organization of Long-Term Memory; Episodic Memory: The Frontal and Temporal Lobe; Flashbulb Memory; Eyewitness Memory; Traumatic Memory; Everyday Memory; False Memories; Mood and Memory; Aging and Memory; Enhancing Memory (10 Hrs)

Unit 3: Language Processes; Language Acquisition; Brain and Language; Models of Reading and Language Comprehension; Meaning and Beyond; Language in Context; Processes of Language Production; Language, Thought and Bilingualism (10 Hrs)

Unit 4: Decision Making and Problem Solving; Decision Making: Models and Theories; Complex, Uncertain Decision Making; Human Problem Solving: Strategies and Heuristics; Expert and Novice Problem Solvers; Artificial Intelligence (10 Hrs)

**Reading List:**

Baddley, A. (1997). *Human memory: Theory and practice*. New York: Psychology Press.

Harley, Treror, A. (2002). *The psychology of language: From data to theory*. Taylor Francis.

Smith, E.E. & Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.

Tripathi, A.N. & Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). *Psychology in India: Advances in Research*, Vol. 1. New Delhi: Pearson Education.

Vaid, J., & Gupta, Ashum. (2002). Exploring word recognition in a semi-alphabetic script: the case of Devanagari. *Brain and Language*, 81, 679-690.

**104 Neuropsychology**

*Objectives:*

1. To provide knowledge and understanding of brain, mind and behaviour relationship with the help of current developments in the field of neuroscience, scientific theories, clinical and real-life examples
2. To facilitate a dynamic understanding of the field by discussing neuroimaging techniques, case examples, current researches
3. Challenging the students to examine the field of neuropsychology as a framework for understanding behaviour and mental processes

*Course Contents:*

Unit 1: *Brain, Mind and Behavior*: Historical Perspectives; Emerging research areas in Neuropsychology (10 Hrs)

Unit 2: *Methods of Investigating Brain*: Electrophysiologic procedures; Neuroimaging techniques (10 Hrs)

Unit 3: *Neuropsychological Assessment*: Neuropsychological Assessment Batteries, Tests, Interviews, Observation; Neuropsychological Assessment of Everyday Activities; Process approach to Neuropsychological Assessment (10 Hrs)

Unit 4: Deficits, Recovery, Adaptation and Rehabilitation: Neuropsychological deficits in stroke, head injury, tumors, epilepsy; Brain Reorganization and Plasticity; Spontaneous Recovery; Neuropsychological Rehabilitation (10 Hrs)

## Reading List:

Gupta, Ashum & Naorem, T. (2003). Cognitive retraining in epilepsy. *Brain Injury*, 17,2, 161-174.

Gupta, Ashum (2006). Cognitive rehabilitation: A multimodal approach. *Journal of Indian Health Psychology*, 1 (1), 98-106.

Klein, S.B., & Thorne, B.M. (2007). *Biological Psychology*. Worth Publishers. (Chapters 3 & 13)

Pinel, J.P. (2006). *Biopsychology*. Pearson Education, Inc. (Chapters 10 & 16 ).

Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson: Wadsworth.

## 105 An Experiential Inquiry into Selfhood

### *Objectives:*

1. The course will direct the participants towards a more focused yet free flowing awareness and experience of personal selfhood. The course content will include enriching insights from four major perspectives—Psychoanalysis, Existential, Engaged Buddhist & Critical Psychology.

2. The course will be geared towards helping potential students/psychologists develop a self reflexive relationship with themselves and to enter the challenges of young adulthood in a more free flowing, vibrant & alive manner.

### *Course Contents:*

Unit 1: The Experiencing Self: Addressing the question—“who am I”? “What is my personal search”? “What is my relationship with the world in which I exist?” Self in Moments of living: Vicissitudes of the “unformed” & “unstructured self”— the significance of “playing”, “flirting” “exploring” “un-integrating” and “hiding”. An inclusion of the “not knowing” mode in our journey through disintegration- unintegration to integration “Becoming alive to one’s own life” (10 Hrs)

Unit 2: Towards the Flow of Life: The ongoing process of “becoming”. Search for authenticity, meaning & choice. Engaging with loss, despair and angst. Flux, change, transience and emptiness: Towards an “interdependent” experience of selfhood and interbeing. (10 Hrs)

Unit 3: Self and World: RE-Examining Myself: The Socially and Culturally Conditioned Being. What do I stand for and how did I come to internalize the values that I hold? (10 Hrs)

- What are my social and cultural internalizations?
- How would I “look” & “feel” & who would I be beyond my “hegemonic” internalizations?
- Examining my choices regarding work and the direction I choose to embark in life?
- Could I reach a fuller participation vis-à-vis the world in which I exist?

Unit 4: “Going to Pieces without falling apart” and Moving on by looking behind: A holistic synthesis of all the above-mentioned perspectives; Acknowledging the limits of one’s empathy & opening up to one’s compassion (10 Hrs)

### **Reading List:**

Phillips, A. (1988). *On Flirtation*. Cambridge, Mass: Harvard University Press.

Camus, A. (1972). *The Plague*. London: Penguin.

Camus, A. (1970). *The Rebel*. New Jersey: Routledge.

Epstein, M. (2001). *Going On Being*. New York: Harper Collins Publishers.

Epstein, M. (1999). *Going to Pieces without Falling Apart: A Buddhist Perspective on Wholeness*. London: Thorsons.

Frankl, E. V. (1984). *Man's Search for Meaning*. New York: Beacon Press.

### **106 Emotions in Everyday Life**

#### *Objectives:*

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

#### *Course Contents:*

Unit 1: *Emotion, Behaviour and Conscious Experience*: Biological, Cognitive, Constructionist, Psychodynamic, Evolutionary and Cultural Perspectives (10 Hrs)

Unit 2: *Self Conscious Emotions*: Shame, Guilt, Embarrassment, and Pride; Social Self-Consciousness (10 Hrs)

Unit 3: *Emotions and Social Processes*: Empathy, Forgiveness, Gratitude, and Envy (10 Hrs)

Unit 4: *Positive Emotional States and Processes*: Positive affect, Optimism, Hope, and Flow, Emotional Creativity, Emotions at work place (10 Hrs)

### **Reading List:**

Averill, J.A., Chon, K.K., & Hahn, D.W. (2001). *Emotions and creativity: East and West*. *Asian journal of social psychology*, 4, 165-183.

Barret, L. F., Niedenthal, P.M., & Winkielman (2005). *Emotion and consciousness*. New York: The Guilford Press.

Carr, A. (2008). *Positive Psychology: The science of happiness and human strengths*. New Delhi: Routledge

Ekman, P. (2003) *Emotions revealed*. London: Weidenfield & Nicolson.

Kitayama, S. & Markus, H.R. (1994). *Emotion and culture empirical studies of mutual influence*. Washington, DC: American Psychological Association.

## 107: Paradigms of Psychology

### Objectives:

1. To acquaint the student with a wider (global) history of psychology
2. To highlight the dominant concerns of mainstream Euro-American psychology
3. To familiarize the student with the basic pre-requisites of any knowledge-seeking endeavor
4. To elucidate the major paradigms of psychological knowledge
5. To highlight the contribution of Indian knowledge systems in generating a comprehensive system of psychology, one which is contemporary in its concerns, and global in its outlook

### Course Contents:

Unit 1: The four founding paths of scientific Psychology. A fresh look at the history of Psychology - Voices from non Euro-American backgrounds. Three essential aspects of paradigms: Ontology, Epistemology, and Methodology. (10 Hrs)

Unit 2: Four important paradigms: Positivism, Post-positivism, the Critical perspective, and Social Constructionism. (10 Hrs)

Unit3: The paradigm of Participative Research/Co-operative Enquiry. Existential-Phenomenology. (10 Hrs)

Unit 4: The Indian paradigm on psychological knowledge. Science and spirituality (*avidya* and *avidya*) as two distinct forms of knowing in Indian Psychology. The Self in Indian Psychology.

Unit 5: Integral Psychology (10 Hrs)

### Reading List:

#### Books

Brock, A.C., (2006). *Internationalizing the history of psychology*. NY: NYU Press.

Chalmers, A.F. (1982). *What is this thing called science?* Queensland: University of Queensland Press

Fragar, R. & Fadiman, J. (2005). *Personality and Personal Growth*. 6<sup>th</sup> Edition, Prentice Hall.

Guba, E.G. (1990). The alternative paradigm dialog. In E.G. Guba (Ed.), *The Paradigm Dialog*, pp. 17-30, New Delhi: Sage.

Heron, J. (1988) Impressions of another reality: A co-operative enquiry into altered states of consciousness. In P. Reason, (Ed.), *Co-operative enquiry*, pp. 182-198. New Delhi: Sage.

Lather, P. (1992). An introduction to Deconstructionist Psychology. In S. Kvale (Ed.), *Psychology and Postmodernism*. London: Sage.

## SEMESTER II

### 201-Statistics and Experimental Designs

(Total 40 Hrs.)

#### Objectives:

1. To create critical understanding of quantitative techniques
2. To understanding the nature of the data distribution
3. To learn the usefulness of different methods to analyze psychological data

#### Course Contents:

Unit 1: Introduction—Nature of data, Testing the normality, Method of Moments, parametric and nonparametric inferential statistics (10 Hrs)

Unit 2: Special Correlations Methods—Bi serial, point-be serial, tetra choric, phi, non-linear, partial and multiple, non-linear correlation (10 Hrs)

Unit 3: Simple Experimental Designs—Randomized group designs, randomized block design, multiple comparison of means, Trend analysis (10 Hrs)

Unit 4: Factorial Experimental Designs—Factorial designs, repeated measures designs, Latin square designs, Greco-Latin square designs (10 Hrs)

#### Reading List:

Bridget, S. & Cathy, L. (Eds.) (2008). *Research Methods in the Social Sciences*. New Delhi: Vistaar Publication.

Broota, K.D. (1992). *Experimental Design in Behavioural Research*. ND: New Age International Pub.

Chadha, N. K. (1998). *Statistical methods in behavioural and Social Sciences*. ND: Relaince Pub. House.

Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.

Winer, B. J. (1971). *Statistical principles in experimental design*. NY: Mc Graw Hill (new edition to be included)

## 202-Qualitative Method II

### Objectives:

- 1 This course will introduce participants to the basic orientation, philosophy and methods of qualitative research.
- 2 Having a dual focus, theoretical and methodological, the course will enable the candidates to become more sensitized to the social and political layering of our complex and nuanced subjectivities.

### Course Contents:

#### Unit 1

- Researcher's self in qualitative work
  - Issues of Voice and Silence in qualitative work.
  - Recovering and relating with the "absent", the negated, the marginalized and the "other".
  - Issues related with power and the formation and articulation of human subjectivity
- (10 Hrs)

#### Unit 2

- Working with subjugated narratives and listening to stories that "cannot be told"
  - Listening to narratives of loss and trauma.
  - An introduction to gender sensitive research
  - Issues of special consideration in research in disability.
  - Issues of special consideration in researching with children.
- (10 Hrs)

Unit 3: Methods—Life history, case study, psycho biographies and the psycho-historical method, auto-ethnographies and autobiographies, the phenomenological method. (10 Hrs)

Unit 4: Analyzing, Interpreting and representing qualitative data. Ethical issues in qualitative research. (10 Hrs)

### Reading List:

- Erikson, E. H. (1964). *Insight and Responsibility: Lectures on the Ethical Implications of Psychoanalytic Insight*. London: Faber & Faber.
- Erikson, E. H. (1969). *Gandhi's Truth: The Origins of Militant Non-Violence*. New York: W. W. Norton.
- Felman, S., & Laub, D. (1992). *Testimony: Crises of Witnessing in Literature, Psychoanalysis and History*. New York & London: Routledge.
- Greenspan, H. (1998). *On Listening to Holocaust Survivors*. Westport: Praeger Publications.
- Lifton, R. J. (1967). *Death in Life: Survivors of Hiroshima*. New York: Random House.
- Nandi, A. (1997). *Essays in Politics and Culture: At the Edge of Psychology*. New Delhi: Oxford University Press.

## 203-Social Psychology

### *Objectives:*

1. To familiarize students with some of the major theoretical perspectives in social psychology
2. To appreciate interpersonal and group level psychological processes in the cultural context.

### *Course Contents:*

Unit 1 Theoretical Perspectives: Social construction, Social representation, Discursive social psychology, Social Exchange, Social comparison. (10 Hrs)

Unit 2 Self and identity: Organization of self knowledge, Culture and Self Construal, Perceived self-control and self-regulation, Self-esteem, Self-serving bias, Self- presentation. Social identity (10 Hrs)

Unit 3 Social relations: Attraction and intimacy, Prosocial behaviour, Aggression and violence. (10 Hrs)

Unit 4 Group processes: Decision making and Performance, Intergroup conflict, Crowd and social movements, Negotiation and peace making, Sustainable future. (10 Hrs)

### **Reading List:**

Delamater, J. (2003). *Handbook of social psychology*. New York: Kluswer Academic.

Flick, U. (1998). *The psychology of social*. Cambridge: Cambridge University press.

Burke, Peter J. (2006). *Contemporary social psychological theories*. Stanford: Stanford social sciences.

Hogg, M.A. & Cooper, Joel (2003). *Sage handbook of social psychology*. Los Angles: SAGE

Kakar, S. (2007). *The Indians, Portrait of a People*. New Delhi: Viking Penguin.

## 204- Basic Organizational Processes

### *Objectives:*

1. To enable students to examine relevant concepts of Organizational Behaviour and help them evolve a framework of OB.
2. To help them think critically about Ob concepts and its applications for Indian realities.
3. To take them through the experiential routes of understanding and appreciating OB by use of case analysis, group exercises and writings of thinkers.



*Course Contents:*

Unit 1: Organizational Behavior and Process—Organization and Individual: Historical Antecedents and Contemporary context; Importance of Processes. Changing Profile of Employees; Globalization; Informational technology; Diversity Issues and cultural references

(10 Hrs)

Unit 2: Societal Culture and Organizations; Dimensions of Culture; Model and Approaches; Socialization and Integration of Individual with organizations; Models and Processes; Indian Culture and Modern managements; challenges of Cultural Change

(10 Hrs)

Unit 3: Organizational Change and Effectiveness: Sequential process. And Change Models; Restructuring processes- Organizational Learning-Diffusion and Institutionalization Conditions for the success of Change management

(10 Hrs)

Unit 4: Emerging Challenges of organizational behaviour: Knowledge management and people issues; retention management and individual differences, Competency mapping and psychological processes, Coaching-mentoring and counseling

(10 Hrs)

**Readings List:**

Nelson L, Debra and Quick Campbell James:(2008) Organizational Behavior: Foundation, Realities and Challenges: Thompson-South Western, New Delhi

Pareek, U. (2006). Understanding Organizational Behavior, Oxford University Press, New Delhi

Katz. D and Kahn R.L. (1967) Social Psychology of Organizations- Prentice Hall

(Other references to be given during the teaching phases)

**205 Planning, Recruitment and Selection**

(40 Hrs)

*Objectives:*

1. To help understand the applications of various methods for the selection.
2. To understand the job description and specification to fit the right people at the right place.
3. To forecast the future requirement of the organization after the advent of multinational companies.

*Course Contents:*

Unit 1: Definition of manpower planning, need for manpower planning-organizational and individual; assessing the current human resources, assessing the future demand and supply of manpower; who does manpower planning?

(4 Hrs.)

Unit 2: Job analysis: job description and specification, methods of job analysis, errors in job analysis, its application

(12 Hrs.)

Unit 3: Recruitment process; definition, internal and external sources with advantages and disadvantages, special recruiting process, techniques Selection process, cost of selection, assessing selection procedures and effectiveness, selection methods: tests, interviews, apprenticeship and job preview.

(16 Hrs.)

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Unit 4: Barriers to effective selection, selection feedback and decision, contextual factors in selection, induction of new employees. (8 Hrs.)

**Reading List:**

Bass, B. H. and Barrett, G.V. (1991). *People, work and organizations: An introduction to industrial and organizational psychology*. Boston: Allyn and bacon, Inc

Chadha, N. K. (2005). *Human resource management-case studies and experiential exercises*. Delhi: Shri Sai Printographers.

Chadha, N.K. (2007) *Recruitment and selection* Galgotia , New Delhi

Davis, K and Newstrons, J.W. (1989) *Human behaviour at work*. NY: McGraw Hill

Sekran, U. (1999) *Organizational behavior: Text and Cases*. ND: Tata McGraw Hill

**206 Cognitive Behavior Therapy**

*Objective: To provide in-depth understanding of cognitive behaviour therapies and their applications.*

*Course Contents:*

Unit 1: Beck’s Cognitive Therapy—Approaches, Research Evidence and Applications (10 Hrs)

Unit 2: Ellis’s Rational Emotive Behaviour Therapy—Techniques, Effectiveness, research and applications (10 Hrs)

Unit 3: Meichenbaum’s Cognitive Therapy—Self-Instructional Training; Stress Inoculation; Imagery Training; Research and Applications (10 Hrs)

Unit 4: Critical Evaluation and Comparative Analysis of different cognitive behaviour therapies (10 Hrs)

**Reading List:**

Beck, J.S (1995). *Cognitive therapy: Basic and beyond*. New York: Guilford Press.

Ellis, A. (1970). *The essence of rational psychotherapy: A comprehensive approach to treatment*. New York: Institute for Rational Living.

Meichenbaum, D. (1978). *Cognitive-behavior modification: An integrative approach*. New York: Plenum Press.

Meichenbaum, D. (1985). *Stress inoculation training*. New York: Pergamon Press

Walen, S.R., Digiuseppe, R., & Dryden, W. (1992). *A practitioner’s guide to rational-emotive therapy*. Oxford University Press. Inc.

## 207 Preparing for Insight Oriented Clinical Work

### Objectives:

1. This course will introduce students to the field of clinical work. There will be an emphasis on critical and subversive readings on the history of insanity.
2. By learning to listen to the self of the 'patient' as against diagnosing and classifying symptoms, participation in the course will enable students to become more open to self-reflective experiences as well as to the universal dynamics and vicissitudes of the human psyche.
3. By learning to formulate case histories, course participants will be encouraged to reflect on a range of human experiences and probable life situations, likely to be encountered by them in the professional field of their choice.

### Course Contents:

Unit 1: Learning to listen to the person instead of categorizing symptoms. A look at four interrelated healing traditions – Humanistic, Existential, Psychoanalytic & Buddhist. Self in clinical Work: An introductory exploration of transference and counter- transference in life in general and within the particularities of the clinical situation. (10 Hrs)

Unit 2: Revisiting the history of insanity: Reexamining madness from the writings of Foucault, Laing, Szasz, Deleuze & Guattari. (10 Hrs)

Unit 3: Psychodynamic case formulation: Readings from Nancy McWilliams, Winnicott, Gabbard & Ogden. (10 Hrs)

Unit 4: Entering the Alleys: Use of Projective Techniques. Glimpsing the Core: The case study tradition. Returning to the periphery: Issues related to class, caste and gender in psychotherapy. (10 Hrs)

### Reading List:

Erikson, E. H. (1964). *Insight and Responsibility: Lectures on the Ethical Implications of Psychoanalytic Insight*. New York: W.W. Norton.

Foucault, M. (1971). *Madness and Civilization: A history of Insanity in the Age of Reason*. London: Penguin.

Foucault, M. (1972). *Archaeology of Knowledge*, Trans. A. Sheridan. London: Tavistock.

Foucault, M. (1980). *Power and Knowledge*. Brighton: Harvester Books.

Laing, R. D. (1962). *The Divided Self*. London: Penguin Books.

Laing, R. D. (1967). *Politics of Experience and Birds of Paradise*. London: Penguin Books.

## 208 : Applied Developmental Psychology

### Objectives:

1. To create awareness of the linkages between theoretical issues and their application in the area of human development.
2. To understand the techniques of planning and intervention in the area of human development.

### Course Content:

Unit 1. Applied developmental issues and public policy: Integrating basic and applied developmental research, analysis of public policy and program planning in India. (10 Hrs)

Unit 2. Developmental psychologists in the field: roles, obligations, rights and skills; Ethical considerations and vulnerability in research; Action research and program evaluation. (10 Hrs)

Unit 3. Early intervention for at risk children: Approaches, assessment and program planning. (10 Hrs)

Unit 4. Current issues of concern: Fostering positive growth in children and adolescents; positive parenting and positive development in children. Impact of the context on development: growing up in a media world, developmental implications of poverty and affluence, child abuse and neglect, homeless child. Impact of disaster and violence on children. (10 Hrs)

### Reading List:

Agarwal, A. & Saxena, A. K. (Eds.) (2003). *Psychological perspectives in environmental and developmental issues*. New Delhi: Concept.

Burman, E. (2008). *Deconstructing Developmental Psychology*. New York: Taylor & Francis.

Gauvain, M. (2002). *The Social Context of Human development*. New York: Guilford Press.

Lerner, R.M., Jacobs, F., & Wertlieb, D. (2005). *Applied Developmental Science: An Advanced Textbook*. Thousand Oaks: Sage publication.

Lamb & Bornstein (Eds.) (Year). *Developmental Science: An advanced textbook*. (Place): Psychology Press

Saraswathi, T. S. (Ed.) (2003). *Cross cultural perspectives in human development: Theory, research and applications*. New Delhi: Sage.

## 209 : Evolution of Indian Psychology

### Objectives:

1. To familiarize the student with the rich systems of psychology in India
2. To indicate the progressive movement - an evolution of consciousness, taking place in Indian psychology, over time
3. To demonstrate the inherent holism in Indian thought – the view of the person as a bio-psycho-social-spiritual entity

4. To demonstrate the explicit application oriented nature of, if not all, most systems of Indian psychology
5. To elucidate that the movement of the world spirit (*zeitgeist*) is in the direction of Indian psychology and spirituality

*Course Contents:*

Unit 1: The Psychology of the Vedas. The Upanishads: First synthesis of Psychology	(8 Hrs)
Unit 2: Samkhya and the Yoga Systems. Psychology and the Puranas	(8 Hrs)
Unit 3: The Psychology of the Tantra. The Gita: Second synthesis of Psychology	(8 Hrs)
Unit 4: Vaishnavism, Bhakti, and Sufism: The Godward Emotions. Buddhist Psychology	(8 Hrs)
Unit 5: Integral Yoga: The third synthesis of Psychology	(8 Hrs)

**Reading List:**

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

**210: Counselling Psychology and Personal Growth**

Unit 1: Nature of Counseling	(10 Hrs)
Unit 2: Personal Growth	(10 Hrs)
Unit 3: Counseling and Cultural Processes	(10 Hrs)
Unit 4: Counseling Skills	(10 Hrs)

## Reading List:

Bhawuk, D.P.S. (2000). Who attains peace ? An Indian model of personal harmony. In J. Prakash & G. Misra (Eds.), *towards a culturally relevant psychology* 9pp. 40-48). Agra: Agra Psychological Research Cell

Anand, J., Srivastava, A., & Dalal, A. K. (2002). Where suffering ends and healing begins. *Psychological Studies*, 46, 114-126.

Fadiman, J., & Frager, R. (2005). *Personality & Personal Growth*. 6<sup>th</sup> Edition NY:Prentice Hall.

Kiran Kumar, S.K. Raj, A. (1999). Ahamkara and ego functions among meditators and normals, *Journal of Indian Psychology*, 17, 46-56.

McAuliff, G., et. al. (2008). *Culturally Alert Counseling* (6-DVD Set). New Delhi: Sage.

Nelson-Jones, R. (2009). *Introduction to Counseling Skills*. New Delhi: Sage.

## SEMESTER III

### 301 Indian Psychology and its application

#### Objectives:

1. To enable an in-depth engagement of students with the core psychological concepts available in the Indian traditions.
2. To creatively evolve the applications of Indian psychological concepts.

#### Course Contents:

Unit 1. Introduction to Indian Perspectives: Upanishads, Samkhya, Vedanta, Jainism, Buddhism, Nyaya, Charvak, Bhagvadgita; Methods of knowing. (10 Hrs)

Unit 2. Consciousness and Self and Identity (10 Hrs)

Unit 3. Yoga, Health and Well-Being (10 Hrs)

Unit 4. Dynamics of Action: Feeling and Doing (including Bhakti), Work and organizations. (10 Hrs)

## Reading List:

Ajaya, S. (1983). *Psychotherapy east and west: A unifying paradigm*. Pennsylvania: The Himalyan Institute.

Aurobindo Sri (1997). *The human cycle* (Collected Works of Sri Aurobindo, Vol. 25). Pondicherry: Sri Aurobindo Ashram Publication Department

Chakravorty, S. K. (1991). *Management by values towards cultural consequences*. Delhi Oxford University Press.

Dalal, A. S.( 2001). *A greater psychology*. Pondicherry: Sri Aurobindo Ashram.

Heiman, B. (1964). *Facets on Indian thought*. London: George Allen and Unwin.

Misra, G., & Mohanty, A.K. (2002). *Perspectives on indigenous psychology* .New Delhi Concept.

### **302-Multivariate Techniques** (Total 40 hrs.)

#### *Objectives:*

1. To understand the management of large number of variables in psychological research.
2. To derive the prediction for developing intervention for future action.

#### *Course Contents:*

Unit 1: Principles underlying multivariate techniques, multidimensional scaling. Cluster analysis, B-coefficient of belongingness, typal analysis, profile analysis (10 Hrs.)

Unit 2: Multiple regression-stepwise, SPSS applications (10 Hrs.)

Unit 3: Factor analysis, communalities, specificity, uniqueness, eigen values, rotation-orthogonal and oblique, reflection. (10 Hrs.)

Unit 4: Discriminant functional analysis, MANOVA, MANCOVA (10 Hrs.)

#### **Reading List:**

Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage

Cattell, R. B. (1990). *Multivariate Techniques*. NY: McGraw Hill

Herman, H. (1996). *Modern Factor Analysis*. (Place): Bergen and Gerve.

**Any three Courses from the following with Dissertation or any four papers without Dissertation:**

### **303 Listening and Communicating**

#### *Objectives:*

1. Participation in this course will enable students to open themselves to psychological processes involved in listening and communicating. From recognizing the intense universal desire for communication to acknowledging its inherent limits, this course will also help participants get in touch with the paradoxical nature of communicating, its inchoate aspects and “not being able to communicate”.

2. From listening to the self and listening to others, the storied nature of life, deepening conversations, recognizing conflict, working with internal psychic obstructions which limit our capacity to empathically respond to others and also oneself, this course will enable future psychologists to acquire some of the salient skills, ethics and values which could be considered as central and foundational.

3. The philosophy guiding the course is keen to help one to listen to not only human beings but to all forms of life and therefore at an implicit level the course will attempt to create bonds and linkages between psychological perspectives, the spiritual emphasis on compassion and understandings from deep and sustainable ecology. Practicums will be reflective and experiential in nature.

#### *Course Contents:*

Unit 1: Interdependence and communication. “Self as Lover, World as lover”. Living beings as co-travellers across the journey of life: Evolving the relational nature of our psychic Self and of the world in which we all mutually exist. The inter-being: Communicating with all that exists: An interdependent model of existence. (10 Hrs)

Unit 2: Opening the Self to deep listening. Psychological processes involved in listening to another human being and deeply listening to the Self. Listening to our suffering and pain, to our joy and potentials. Listening to our mind and listening to our body-mind. Listening to others, Listening to stories. Inchoate aspects of communicating (10 Hrs)

Unit 3: Focusing and developing capacities for empathy and compassion. Becoming aware and alive to our intense emotions. Recognizing universal human proclivities to hate and reject and also to love and forgive. Recognizing internal hurdles to connecting and relating. Understanding and working with ones emotional limits and opening to one’s compassion and empathy (10 Hrs)

Unit 4: Facilitating dialogue in dyadic and group spaces. Striving towards integration and peace by acknowledging and working through conflict and violence. (10 Hrs)

#### **Reading List:**

Bion, W. R. (1984). *Learning from Experience*. London: William Heinemann Medical Books.

Choudhuri, H. (1987). *The Philosophy of Love*. London: Routledge and Kegan Paul.

Erikson, E. H. (1967). *Gandhi’s Truth*. New York: W.W. Norton.

Gandhi, M. K. (2002). *My Experiments with Truth*. New Delhi: Viking.

Gyatso, T. (1997). *The heart of Compassion*. New Delhi: Full Circle.

Gyatso, T. (2003). *A Policy of Kindness*. New Delhi: Snow Lion Publications.



### 304 Group Processes in Organizations

*Objective:*

To provide an insight into the different practices while dealing with individual's assimilation into the collective

*Course Contents:*

Unit 1: Early and later Stages in group development, theoretical orientations, adaptation and integration processes (10 Hrs)

Unit 2: Methods in group research and practices (10 Hrs)

Unit 3: Team Building, Organizational Learning and Knowledge Management (10 Hrs)

Unit 4: Leadership Concepts, Issues Practices and Paradoxes (10 Hrs)

**Reading List:**

Paper based on contributions of Kurt Lewin, J. B .P. Sinha, Chakraborty, Kanungo

### 305 Training and Development

(Total 40 Hrs)

*Objectives:*

1. To understand the role of training as a tool for organizational goal attainment.
2. To develop training modules for different organizational needs.
3. To develop the required skills as a trainer.

*Course Contents:*

Unit 1: Training Process—An overview, role, responsibilities and challenges to Training Managers; organization and Management of Training Function, principles underlying training. Training Needs Assessment and Action research (10 Hrs.)

Unit 2: Instructional objectives and lesson planning. Learning process; Training climate and pedagogy; Developing training Modules (10 Hrs.)

Unit 3: Training Methods and Techniques; facilities planning and training aids; training communication (10 Hrs..)

Unit 4: Training Evaluation; training and development in India (10 Hrs..)

## Reading List:

Buckley, R. & Caple, J. (1995). *The Theory and Practice of Training*. London: Kogan and Page.

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

Lynton, T & P, U (1990). *Training for Development*, 2<sup>nd</sup> edition. New Delhi: Vistaar.

Pepper, A. D. (1984). *Managing the Training and Development Function*. Aldershot: Goiwer

Rae, L. (1984). *How to Measure Interventions: Managing Employee Development* 3<sup>rd</sup> ed. London: IPM.

## 306: Industrial Relations and Workers' Compensation Act

(Total 40 Hrs.)

### Objectives:

1. To acquaint the students with various issues related to industrial relations.
2. To understand the role of trade union and their negotiation skills.
3. To develop the compensation package for the work undertaken by the employee

### Course Contents:

Unit 1: Industrial relations perspectives: Industrial relations and the emerging socio-economic scenario; industrial relations and the state, legal framework and industrial relations. (10 Hrs.)

Unit 2: Role and future of Trade unions; Trade union and the employee; trade union and the management; discipline and grievance management. Negotiation and collective settlements; participative management and co-ownership. (14 Hrs.)

Unit 3: Trade union strategies towards liberalization and technological change, employees response to industrial re-structuring and organizational re-engineering. (06 Hrs.)

Unit 4: Understanding different compensation packages like fringe benefits, incentives, retirement plans, pay commissions, wage fixations (10 Hrs.)

## Reading List:

Chadha, N. K. (2005). *Human Resource Management-Case Studies and Experiential Exercises*. Delhi: Shri Sai Printographers.

Frankel, S & Harrod, J. (1995). *Industrialization and Labour Relations: Contemporary research in Seven countries*. Ithaca: ILR Press.

Kochan, T. A. & Katz, H. (1988). *Collective Bargaining and Industrial Relations*, 2<sup>nd</sup> ed. Homewood, Illinois: Richard D. Irish

Mamkoottam, K. (1982). *Trade Unionism, Myth and Reality*. New Delhi: Oxford University Press.

Niland, J. R. (1994). *The Future of Industrial Relations*. New Delhi: Sage.

### **307 Cultural Processes in Organizations**

#### *Objectives:*

1. To expand and build the cultural sensitivity of psychological processes in organizational behaviour
2. To enable students to take develop cultural reflective competencies for taking up research and practices in organizational behaviour

#### *Course Contents:*

Unit 1: Culture and Climate: Historical antecedents: Central Concerns: Values, Symbols, Cognition, emotion and meaning, Myths and rituals, visible artifacts. (10 Hrs)

Unit 2: Assessment and consequences of organizational culture; notion of assessment-questionnaire measures,-network perspective, qualitative research in culture studies, ethnographic methods, narrative analysis, grounded theory approach (10 Hrs)

Unit 3: Dynamics of Culture and Climate change managerial Ideologies' and competing value perspective, issues of Cultural Fit in merger and acquisitions (10 Hrs)

Unit 4: Conflict, negotiation and Inter-group behaviour from cultural perspective; Functional and Dysfunctional Conflicts- models; Negotiation and bargaining Approaches and Process and its cultural referents; Inter-group dynamics in organizations (10 Hrs)

#### **Reading List:**

Trompenners Hampden-Tanner (1998) riding Waves of the Cultrure: Understanding Diversity in Global Business-(II Edition) McGraw Hill, New York

Schein E. (1988) Culture and Leadership Processes in Organization. Addison-Wesley, New York

Hofesteade. G. (1988). Culture's Consequences. London: Sage.

(Other references to be given during the teaching phases)

### **308: Neurodevelopmental Disorders**

#### *Objectives:*

1. To provide an understanding of various neurodevelopmental disorders
2. To train students in assessment and intervention in neurodevelopmental disorders

*Course Contents:*

Unit 1: Learning Disabilities—Theoretical Framework; Types, diagnostic procedures, early identification aetiology; associated problems, assessment and interventions (10 Hrs)

Unit 2: Attention-Deficit Hyperactivity Disorder—Theoretical Framework; types, diagnosis, aetiology, Diagnostic Criteria, Developmental Course and adult outcomes, assessment and interventions, assessment, interventions (10 Hrs)

Unit 3: Autistic Spectrum Disorders—Theoretical Framework, Levels, aetiology, assessment and interventions (10 Hrs)

Unit 4: Dementias—Types and Classifications; Alzheimer’s Disease: Histologic Markers, Neuropsychological profile, Treatment for Cognitive Enhancement; Subcortical Dementials with special reference to Parkinson’s Disease, its neuropathology, neuropsychological profile and Treatment (10 Hrs)

**Reading List:**

Barkley, R.A. & Murphy, K.R. (2006). *Attention-Deficit Hyperactivity Disorder: A clinical workbook* (3<sup>rd</sup> ed.). New York: The Guilford Press.

Gupta, Ashum (2004). Reading difficulties of Hindi-speaking children with developmental dyslexia. *Reading and Writing: An Interdisciplinary Journal*, 17, 79-99.

Gupta, Ashum (2008). Developmental dyslexia: evidence from Hindi speaking children with dyslexia. In K. Thapa, G.M.Aalsvoort, & J. Pandey (Eds.). *Perspectives on learning disabilities in India: Current practices and prospects*. (pp.97-115). Sage Publications.

Gupta, Ashum. & Singhal, N. (2008). Psychosocial support for families of children with autism. In M. V. Pillai (Ed.) *Exploring Autism* (pp. 77 -105). Hyderabad, India: The ICFAI University Press.

Mash, E.J. & Barkley, R.A. (2003) (Eds.). *Child psychopathology*. New York: The Guilford Press.

**309 Development of Theories of Mind**

*Objectives:*

1. To develop a critical perspective towards the importance of theory of mind, intentionality and language for social understanding across life span.
2. To study difficulty in developing a theory of mind.

*Course Contents:*

Unit 1. A brief overview of mind and intentionality, theories of theory of mind. (10 Hrs)

Unit 2. Intentionality in the explanation of the behavior of self and others. (10 Hrs)

Unit 3. Language and theory of mind: developmental relationship, family talk to critical discourse, implications for social relationship, theory of mind in narratives. (10 Hrs)

Unit 4. Individual differences in development of theory of mind, implications for intervention. (10 Hrs)

### **Reading List:**

Astington, J. W., Harris, P. L. & Olson, D. R. (Eds.) (1998). *Developing Theories of Mind*. New York: Cambridge University Press.

Astington, J.W. & Baird, J.A. (Eds.) (2005) *Why language matters for Theory of Mind*. New York: Oxford University press.

Babu, N. (2008). *Development of mental state language and theory of mind*. New Delhi: Concept.

Bukowski, W. M., Rubin, K. H. & Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology*. UK: Psychology Press.

Doherty, M. J. (2008). *Theory of Mind: how children understand other's thoughts and feelings*. New York: Psychology Press.

Grusec, J. C. & Hastings, P. D. (Eds.) (Year). *Handbook of socialization theory and research*. (Pp. 588-613). New York: The Guilford Press

### **310 Psychoanalytic Psychology**

#### *Objectives:*

1. A theoretical introduction to the depth of the human psyche as understood in the psychoanalytic tradition will form the basic course content. Students opting for this paper will be acquainted with the psychoanalytic perspective in some detail. Beginning with Freud, the discussions would also include the thoughts and contributions of later psychoanalytical clinicians.
2. The course content is geared towards familiarizing the participants with understandings on states of human distress. Psycho dynamically inclined ways of responding to emotional distress will be taken up in classes.

#### *Course Contents:*

Unit 1: A look at the person within—The flow between the conscious and the unconscious & their vicissitudes. The unfolding psyche: a look at the free associative principle. Dreams, symptoms, symbols & myths: Their relationship to individual (intrapsychic) & cultural processes. (10 Hrs)

Unit 2: On the origins of psychoanalysis: a special focus on Hysteria, Freud and women's sexuality. (10 Hrs)

Unit 3: Approaching the psychodynamics of psychoneurosis. A detailed exploration of any one amongst the following: Phobias or obsessive-compulsive disorder. (10 Hrs)

Unit 4: The method and place of psychodynamic work with children.

(10 Hrs)

Or

Unit 5: Psychoanalytic universalism & cultural relativization: Scanning/charting the space for psychodynamic work within the particularities of the Indian situation. Some original papers of Sigmund Freud & later analysts will form the essential readings for this paper. During any given semester any four from the above listed Units will be taken up. The course will be accompanied by experiential and self-reflective practicum

### Reading List:

Freud, S. (1933) *New Introductory Lectures*, Standard Edition 12: 112-135.

Freud, S. *Studies in Hysteria*. London: Penguin, 1984.

Bion, W.R. *Second Thoughts*. New York: Basic Books, 1967.

Bollas C. *Cracking Up*. New York: Routledge, 1999.

Freud, S. (1913) *On Beginning the treatment*. Standard Edition 12:121-144.

Kernberg, O. *Object Relations Theory and Clinical Psychoanalysis*. New York: Jason Aronson.

### 311 Self in Psychoanalytic Thought

*Objectives:*

*Course Contents:*

Unit 1: What is this thing called self? Primitive States, Self and Embodiment, Mind against Self. Self-Experience and the Evocative Object (10 Hrs)

Unit 2: Flirtation and Loving. Self work: Having to become a Poet/Mystic; Ecstasy: the Love of Thinking (10 Hrs)

Unit 3: Free Association, Playing and Creativity: Female and Male Elements—Being and Doing. Eros, Psychic Genera, and Work process: Transformations in Self (10 Hrs)

Unit 4: On Communicating and Not-communicating Self as a part of Subject categories: I, Ego, Self, and Subject (10 Hrs)

### Reading List:

Abram, J. (Ed.) (2000). *Andre Green at the Squiggle Foundation*. London: Karnac Books.

Bollas, C. (1992). *Being a Character—Psychoanalysis and Self Experience*. London: Routledge

Bollas, C. (1995). *Cracking Up—The Work of Unconscious Experience*. London: Routledge

Bollas, C. (1999). *The Mystery of Things*. London: Routledge

Eigen, M. (1993). *The Electrified Tightrope*. New Jersey: Jason Aronson

Eigen, M. (1998). *The Psychoanalytic Mystic*. (Place and Publication house)

## 312: Psychology and New World Order

### Objectives:

1. To acquaint the student with cross-discipline issues about global changes
2. To orient the student toward a positive world scenario toward which we can choose to move, and which of course requires an interdisciplinary approach
3. To sensitize the student to the true nature of pressing world problems requiring an urgent re-orientation in our current way of thinking, if we are to collectively solve them
4. To demonstrate the shift from a modern to a transmodern perspective
5. To invoke hope in all of us so that we may aspire sincerely and create a new and harmonious world order together

### Course Contents:

Unit 1— The human cycle. The psychology of social development	(8 Hrs)
Unit 2— Postcolonialism and psychology	(8 Hrs)
Unit 3— Post-capitalist society	(8 Hrs)
Unit 4— Knowledge society and the transmodern paradigm	(8 Hrs)
Unit 5— Patterns of the present	(8 Hrs)

### Reading List:

- Aurobindo Sri (1997). *The human cycle* (Collected Works of Sri Aurobindo, Vol. 25). Pondicherry: Sri Aurobindo Ashram Publication Department.
- Drucker, P. (1993). *Post-capitalist society*. New York: Harper Business.
- Gheisi, M.L. (2008). *The knowledge society: A breakthrough toward genuine sustainability*. Cochin: Editions India.
- Hartman, W. (1998). *Global mind change: The promise of the 21<sup>st</sup> century, 2<sup>nd</sup> edition*. San Francisco: Berrett-Koehler
- McLeod, J. (2007). *Beginning postcolonialism*. Manchester: Manchester University Press.
- Said, E. W. (1994). *Culture and imperialism*. New York: Vintage Books.

### 313: Positive Psychology

*Objectives:*

*Course Contents:*

- Unit 1. Perspectives on happiness and well being (10 Hrs)
- Unit 2. Identifying and measuring strengths: Positive self, traits, emotional strength, and flow. (10 Hrs)
- Unit 3. Promoting positive relationships: Compassion, Forgiveness, Gratitude, Empathy (10 Hrs)
- Unit 4. Applications of positive psychology: Ageing, Health, Work, Education, Environment. (10 Hrs)

#### **Reading List:**

- Carr, A. (2008). *Positive Psychology: The Science of Happiness and Human Strengths*. New Delhi: Routledge.
- Haidt, J. (2006). *The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom*. New York: Basic Books.
- Huppert, F, F.A., Baylis ,N. & Keverne, B. (2005). *The science of well being*. Oxford; Oxford University press.
- Lyubomirsky, S. (2007). *The how of happiness: A scientific approach to getting the life you want*. New York ; Penguin.
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University press.
- Seligman, M.E.P. (2002). *Authentic happiness*. New York: Free Press.

### 314: Paradigms in Counselling Psychology

- Unit 1: Humanistic and Gestalt Approaches (10 Hrs)
- Unit 2: Cognitive and Behavioral Interventions (10 Hrs)
- Unit 3: Depth, Analytical, and Transpersonal Approaches (10 Hrs)
- Unit 4: Indian and Integral Approaches (10 Hrs)



## Reading List:

Fadiman, J., & Frager, R. (2005). *Personality & Personal Growth*. 6<sup>th</sup> Edition NY:Prentice Hall

Kapur, R.L. (2002). Can Indian spiritual practices be used in psychotherapy? *Unpublished manuscript*. Bangalore: National Institute of Advanced Studies.

Kakkar,S. (2003). Psychoanalysis and eastern spiritual healing traditions. *Journal of Analytical Psychology*, 48, 659-678.

Pandey, A. (In Press). Psychotherapy and Indian Thought. In Cornelissen, M., Misra, G. & Varma S. (Eds.). *Foundations of Indian Psychology: A Handbook*. New Delhi: Pearson

Naranjo, C. (2000). Gestalt Therapy: The Attitude and Practice of an Atheoretical Experientialism. Wales: Crown House Publishing Limited.

Sinha, D. (1990). The concept of psycho-social well being: Western and Indian perspectives. *National Institute of Mental Health and Neurosciences Journal*, 8, 1-11.

## Paper 315-Field Work

The Field Work will be for a period of 50 days starting from May 15, jointly supervised by one faculty of the Department and an external supervisor from the field. The report of the work should be submitted by August 15.

## SEMESTER IV

**Any Three courses from the Available Electives for the students with Dissertation; or any Four courses for the students without Dissertation**

### 401 Appreciating Diversity

*Objective:*

To provide a vision for understanding the issues related to diversity and its management

*Course Contents:*

Unit 1: Understanding Issues related to diversity: theoretical approaches (10 Hrs)

Unit 2: Cultural diversity, developing sensitiveness (10 Hrs)

Unit 3: Mentoring: process and dynamics (10 Hrs)

Unit 4: Globalization: immigration, pluralism and society, intercultural training and issues in terrorism (10 Hrs)

## Reading List:

Paper based on contributions of J. Berry, R. N. Kanungo, Amartya Sen, G. Hofstede (Detail Reading list would be provided during Teaching phase)

## 402: Organizational Development and Change

### Objectives:

1. To understand the application of behavioural sciences theory and model for organizational change and development.
2. To equip the application of various intervention strategies for the success and development of static and dynamic organization.

### Course Contents:

Unit 1: Organizational development; nature, history, families of OD, resistance to change, models of change, and methods to overcome resistance. Action research- process and approach models, OD cube, OD competencies and OD skills (10 Hrs)

Unit 2: Designing interventions, -interpersonal, team, inter-group and system. (10 Hrs)

Unit 3: Methods of OD—survey feedback, Grid Organizational development, Process consultation, Gestalt, family group and comprehensive (10 Hrs)

Unit 4: Future issues- building learning organizations, downsizing, mergers & acquisitions, behavioural aspects of managing across cultures. (10 Hrs)

### Reading List:

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

French and Bell (2006). *Organizational Development-A Behaviour Science Approach* (8<sup>th</sup> Ed.). New Delhi: Prentice hall of India

Seijts, G. H. (2006). *Cases in Organizational Behaviour*. New Delhi: Sage.

## 403 Human Resource Practices

### Objectives:

1. To bring out psychology in the central place of human resource practices
2. To develop a comprehensive understanding of HR processes to see and appreciate that employees, organization and communities have linkages with larger society
3. To create awareness about the psychological processes central to major HR practices

### Course Contents:

Unit 1: Challenges of HR management: Individual and Competitiveness, balancing organizational demands and employees concerns-metaphors used to manage people (10 Hrs)

Unit 2: Strategy and Human resource planning; Vision, mission and values, Environmental analysis-internal analysis, issues of HR in cultural transition (10 Hrs)

Unit 3: Meeting HR requirements: Job Analysis and job Descriptions, diversity and empowered employees, career management and developing diverse talent pool, competency assessment-Perspective and Techniques- (10 Hrs)

Unit 4: International HRM; Globalization and Individual; communication and team work in international work force, Training and development, talent management. Cultural barriers (10 Hrs)

**Reading List:**

Snell & Bohlander (2007) Human Resource Management, Thomson South Western

Cascio (1998) Managing Human Resources. Delhi: Tata McGraw Hill.

Cascio W.F. & Aguinis H. (2008), Applied Psychology in Human Resource Management, 6<sup>th</sup> Edition, Printice-Hall, USA

Johnson G. & Scholes K. (1996) Exploring Corporate Strategy, 3<sup>rd</sup> Edition, Prentice-Hall, New Delhi

**404: Psychology of Advertising**

*Objectives:*

1. To provide a simple exposition of the principles of psychology in their relation to successful advertising.
2. To enable students to develop critical sensitivities in advertising and applying the same for creation of brands.

*Course Contents:*

Unit 1: Introduction to Advertising—What is advertising; its objectives and importance; types and forms of advertising, and the media advertising occurs in. (10 Hrs)

Unit 2: Persuasion and Psychological Processes in Advertising—Persuasion: concepts and dynamics; Rationality, Symbolism and Emotion in Persuasion; Attention, Attitude, Memory and Affect in response to Advertising. Persuasibility and Resistance to Persuasion, Personality and other Psychological factors. Persuasive Advertising Appeals. \_\_\_\_\_ (10 Hrs)

Unit 3: Creating Brands through Advertising—Integrated Market Communications, The promotional Mix- The tool for IMC. (10 Hrs)

Unit 4: Globalization and International Advertising—Emergence of International Advertising. Advertising in Multicultural Environment, Ethics in Advertising. (10 Hrs)

## Reading List:

Andrew A. Mitchell (1993), *Advertising Exposure, Memory and Choice*. Lawrence Erlbaum Associates. Hillsdale, NJ.

Eddie M. Clark, Timothy C. Brock, & David W. Stewart , (1994), *Attention, Attitude and Affect in Response to Advertising*. Lawrence Erlbaum Associates. Hillsdale, NJ.

Linda F. Alwitt & Andrew A. Mitchell (1985), *Psychological Processes and Advertising Effects: Theory, Research, and Applications*. Lawrence Erlbaum Associates. Hillsdale, NJ. London.

O'Shanghnessy J. & O'Shaughnessy N. J. (2003), *Persuasion in Advertising*. Routledge, New York.

Roloph M.E. & Miller G.R. (Eds) (1980), *Persuasion: New Directions in Theory and Research*. Sage. N.Y.

Sharma S. & Raghuvir Singh (2006), *Advertising Planning and Implementation*, Prentice Hall of India, ND.

## 405: Developmental Social Psychology

### *Objectives:*

1. To develop a broad understanding of the role of social contexts on human development.
2. To understand the process of socialization across the lifespan
3. To provide training in assessment of social competence and intervention for enhancing social competence in children and adolescents

### *Course Contents:*

Unit 1. Social context of development and socialization of the child: the role of family, school and neighborhood (10 Hrs)

Unit 2. Socialization across lifespan. (10 Hrs)

Unit 3. Peer relationship: Developmental processes and intervention strategies. (10 Hrs)

Unit 4. Development of social competence in children and adolescents: Assessment, and interventions. (10 Hrs)

## Reading List:

Bierman, K. L. (2004). *Peer Rejection: Developmental Processes and Intervention strategies*. New York: Guilford.

Brownell, C.A. & Kopp C.B. (2007). *Socioemotional Development in the Toddler Years: Transition and Transformations*. New York: The Guilford Press.

Bukowski, W.M., Rubin, K.H. & Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology*. UK: Psychology Press.

Craig, W. (2000). *Childhood Social Development: The Essential Readings*. MA: Blackwell Publishers

Rigby, K. (2008). *Children and Bullying: How Parents and Educators Can Reduce Bullying at School*. Blackwell Publishing

Sharma, D. (Ed.) (2003). *Childhood, Family and Sociocultural Change in India: Reinterpreting the Inner World*. New Delhi: Oxford

#### **406: Psychological Perspectives on Ageing**

(Total 40 Hrs.)

##### *Objectives:*

1. To understand the problems experienced by the elderly in the developed and developing regions of the world.
2. The role of government policies on aging.
3. To develop methodological strong research base for aging issues.

##### *Course Contents:*

Unit 1: Demographics-birth and death rates, sex ratio, dependency ratio, life expectancy, demographic transition, changes in age structure, disability and morbidity patterns. Population aging in the developed and developing world and its impact on the individual and society.

(10 Hrs.)

Unit 2: Methodological issues of aging research- age, cohort-period, life span development, cross section, longitudinal, sequential strategies. Need of elderly- basic, physiological, psychological, social and economic status.

(10 Hrs.)

Unit 3: Age associated diseases and their manifestations- osteoporosis, arthritis, hypertension, sensory dysfunctions, hormonal changes and their effects. Psychological disorders in later life- depression, dementia, panic disorders, phobic disorders, obsessive-compulsive disorders, syndromes of dependence and abuse involving alcohol and other drugs and mod disorders

(10 Hrs.)

Unit 4: National policy on aging and parent maintenance act, types of care-formal and informal, caregivers stress and its management, psychological services of the elderly and institutional services.

(10 Hrs.)

##### **Reading List:**

Birren, J.E. (1982). *Handbook of Psychology of Aging*. CA: Van Nostrand Reinhold Co.

Gubrium, J. F., & Sankar, A (1996). *Qualitative Methods in Aging Research*. Sage: Thousand Oaks

John, K.A. (1997). *Providing Community Based Services to the Rural Elderly*. London: Sage

Monroe, R. T. (1971). *Diseases in Old Age*. Cambridge: Harvard University Press.

Van Willigen, J. & Chadha, N. K. (2003). *Social Aging in Delhi Neighbourhood*. NY: Bergin and Garvy.

### **407: Psychoanalytic Psychotherapy**

#### *Course Objectives:*

1. Participation in this course will provide the student an introduction to the processes involved in clinical work and psychodynamic psychotherapy.
2. The student will be acquainted with the challenges likely to be encountered while working with difficult patient groups as well as traumatized individuals and communities. In effect the course will initiate the participants into their future professional life.

#### *Course Contents:*

Unit 1: A brief visitation to the four psychoanalytic psychologies: drive, ego, object relations & self psychology. Understanding psychological defenses, regression and the true and false self systems. (10 Hrs)

Unit 2: The emerging concern with self related pathologies: Narcissistic, borderline and the psychosis. (10 Hrs)

Unit 3: Issues of special consideration with traumatized individuals and communities: working with historical survivors and refugee populations. (10 Hrs)

Unit 4 : Issues and debates related to therapeutic technique- the working alliance, resistance, free association, dreams, interpretation , transference and counter transference. Psychoanalytic Psychotherapy and Psychoanalysis: An overview (10 Hrs)

#### **Reading List:**

Eigen, M. (1999). *The Psychotic Core*. London: Karnac

Freud, S. (1913). *On Beginning the Treatment*. (Place and Publishing House) Standard Edition12:121-144.

Green, A. (2007). *Key Ideas for a Contemporary Psychoanalysis*. London: Routledge.

Kernberg, O. (year). *Object Relations Theory and Clinical Psychoanalysis*. New York: Jason Aronson.

Kohut, H. (1971). *The Analysis of the Self*. New York: International Universities Press.

Kohut, H. (1971). *The Analysis of the Self*. New York: International Universities Press.

## 408 Psychology at the Margins

### Objectives:

1. This course will enable the participants to engage with issues of social import. Linkages between gross socio-political processes and their impact upon our subjectivities will be forged. One of the central foci of the course will be to help young psychologists move beyond the mainstream perspectives in the discipline & appreciate the expanse of human experience from ‘relatively unexamined perspectives’.
2. Participants will be encouraged to openly share in discussions, so that by the end of the course they become increasingly capable of “locating” their “individual positions” as potential psychologists. This course will aim to help the student inculcate a critical human sensitivity. Students will be encouraged to ‘open’ their subjectivities to include the “absent”.

### Course Contents:

(Total 40 Hrs)

Unit 1: What is a culturally sensitive approach to depth psychology, what is a depth oriented approach to understanding culture? Becoming familiar with the tradition of Critical Psychology: Examining the relationship between political processes, cultural realities, historical forces & subjective experience. (8 Hrs)

Unit 2: The interpersonal & intrapsychic formation of our gendered subjective: Masculinity, femininity & the “recovery” of women’s voices. (4 Hrs)

Unit 3: Psychodynamic understandings of Race, Class and Caste: Some initial reflections (4 Hrs)

Unit 4: Impoverishment, deprivation & poverty: Reaching relatively inaccessible spaces within ourselves & the in society around us. (4 Hrs)

Unit 5: Engaging with historical survivors. (4 Hrs)

Unit 6: Relating with issues of displacement, migration and refugeehood: An empathic engagement with the psychodynamics of losing one’s roots, anchor & home. (4 Hrs)

Unit 7: Self and Other: Psychodynamics of hate, violence, terrorism and communalism. The “impersonal self” & the “forsaken self”, a look at political processes ignited through terror, “othering” & violence. (4 Hrs)

Unit 8: The depressed child: Issues of emotional deprivation & marginalization in childhood. (4 Hrs)

Unit 9: The Manic Defence: A psychodynamic formulation of consumer based, capitalist societies. (4 Hrs)

Note: Unit 1 will be compulsory for all. Depending on the mutual interest of the participants & facilitator, during any given semester, any three Units from 3 to 10 will be taken up for detailed exploration. Stories, literacy writings, novels, films etc will compliment theoretical readings and practicum based on real life issues and encounters will be introduced.

## Reading List:

Nandy, A. (1994). *The Illegitimacy of Nationalism*. Delhi: Oxford University Press.

Freud, S. (1955). "Group Psychology and the Analysis of the Ego." Standard Edition, Vol. 18. London: Hogarth Press.

Freud, S. (1935). "Thoughts of the Times on War and Death" in Selected Works of Sigmund Freud. London: Hogarth Press.

Freud, S. (1955). *Beyond the Pleasure Principle*, in Vol. 18 of Standard Edition of the Complete Psychological Works of Sigmund Freud. London: Hogarth Press and Institute of Psychoanalysis.

Nandy, A. (1997). *Essays in Politics and Culture: At the Edge of Psychology*. New Delhi: Oxford University Press.

Lifton, R. J. (1968). *Revolutionary Immortality, Mao Tsetung and the Chinese Cultural Revolution*. Middlesex: Penguin.

## 409: Psychoanalytic Studies of Indian Society

### Objective:

This paper possesses a potential for interdisciplinary linkage. Thinkers contributing to the essential readings have consistently paraphrased their unflinching sense of evolving an articulation of interdependence amongst various cultural phenomena whilst retaining an astute grasp of the foundational thinking of their own discipline of psychoanalysis. Indeed this quality of tension ensures that research processes as these happen would simultaneously highlight the inherent method in them.

### Course Contents:

Unit 1: The Frame: Reflections on the Pan-Indian Identity; A critical look into "The Inner World"--- the meeting place for Childhood and Society. (5 Hrs)

Unit 2: Symptoms and Healing Traditions in India: A psychological analysis of struggles toward individuation. (5 Hrs)

Unit 3: Intimate Fusion: Fantasies and Fears of Indian Men and Women as revealed in Myths, Folktales, Cinema, Clinic and the Autobiography. The Unchanging and the Contemporary ---- a mast of the Youth (5 Hrs)

Unit 4: Splittings in Intimacy and Group Projections: Analysis of Social Violence --- Young as Warriors and Aging Demagogues. Learning from other disciplines (5 Hrs)

Unit 5: Caste as Structure and Discrimination: Cultural anxieties about Pollution and Salvation in India (5 Hrs)

Unit 6: Further Reflections on Spirituality: Kakar's writings as a Gateway into Indian Civilization. (5 Hrs)



Unit 7: Mysticism and Eternal time; Karma as a depth concept--- significance for research thinking; Compassion versus Honour and Self-Esteem; (5 Hrs)

Unit 8: The Frame in a Dialogue with the Theory: Indian metapsychology and Psychoanalytic thinking (5 Hrs)

**Reading List:**

Kakar, S. (1981). *The Inner world: A Psychoanalytic Study of Childhood and Society in India*. Delhi: Oxford University Press.

Kakar, S. (1982). *Shamans, Mystics and Doctors*. New York: Alfred A. Knopf.

Kakar, S. & Ross, J. M. (1986). *Tales of Love, Sex, and Danger*. Delhi: Oxford University Press.

Kakar, S. (1989). *Intimate Relationships: Exploring Indian Sexuality*. New Delhi: Viking.

Kakar, S. (1991). *The Analyst and the Mystic*. New Delhi: Viking.

Kakar, S. (1995). *The Colours of Violence*. New Delhi: Viking.

**410: Gender: A Psycho-Social Understanding**

*Objectives:*

1. To provide a focused understanding of the issues that are prominently related to psychology of gender
2. To facilitate the processes that provides an in-depth understanding of gender studies

*Course Contents:*

Unit 1: Gender in Thought and Action: Theoretical Perspective (10 Hrs)

Unit 2: Empowerment, Social Choice and Cultural Competencies (10 Hrs)

Unit 3: Globalization, Social, Economic and Cultural Consequences (10 Hrs)

Unit 4: Women and Work, Career Home and Legal Issues (10 Hrs)

**Reading List:**

Paper based on contributions of R. Kanter, R. Sternberd, M. R. Babaji, Amartya Sen and M. K. Gandhi (Detail Reading list would be provided during Teaching phase)

**411: Cognitive Development during Infancy and Early Childhood**

*Objectives:*

1. To develop a broad understanding of the mechanisms processes, and current issues in cognitive development.
2. To critically assess the implication of cognitive developmental research for education.

*Course Contents:*

- Unit 1: Understanding the physical and the psychological world (10 Hrs)
- Unit 2: Conceptual development, the role of causal reasoning and explanations. It's implication for education (10 Hrs)
- Unit 3: Language development, meta language and early literacy acquisition. (10 Hrs)
- Unit 4: Children's emotion and their cognitive development, the implication for early education. (10 Hrs)

**Reading List:**

- Goswami, U. (2008). *Cognitive development: the learning brain*. Psychology press
- Goswami, U. (Ed.) (2002). *Handbook of childhood cognitive development*. Blackwell Publishing Company.
- Siegler & Alibali. (2005). *Children's thinking*. 4<sup>th</sup> Edition, Prentice Hall
- Lee, K (ed) *Childhood Cognitive Development: The essential readings*. Oxford, Blackwell.
- Flavell, Miller & Miller. (2002). *Cognitive Development*. 4<sup>th</sup> Edition, Prentice Hall.
- Hobson, P. (2004). *The Cradle of thought*. New York, Oxford University Press

**Paper 412 -Dissertation** (To be taken up under the Supervision of one of the faculty members of the Department)