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.

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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 : 1st Division
Candidates securing between 50% to 59.99% : 2nd Division
Candidates securing 40 to 49.99% : 3rd 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 fulfills 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:


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 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:


Denzian and Lincoln Handbook of Qualitative Research Method.


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:


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:


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:

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:


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)

Unit 3: 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


**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:*


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:


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:


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:


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

Reading List:


206 Cognitive Behavior Therapy

Objective: To provide in-depth understanding of cognitive behaviours 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:


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:


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)


Reading List:


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


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:


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:


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:


**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, communality, specificity, uniqueness, eighteen values, rotation-orthogonal and oblique, reflection. (10 Hrs.)
- Unit 4: Discriminant functional analysis, MANOVA, MANCOVA (10 Hrs.)

**Reading List:**


**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 our 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:


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:


**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:


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:


(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 (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:


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:


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 Hystera, 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:


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:

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:


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:


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:


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:


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:


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:


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:


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:


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:


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:**


**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:


**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. Ganghi (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:


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