



# **Scheme of Instruction & Syllabi**

**of**

## **Bachelor of Arts (Honours) Psychology**

(Effective from the academic session 2022-2023)

***Faculty of Science & Humanities***

**Invertis University**  
NH-24, Bareilly-Lucknow Highway, Bareilly

## COURSE STRUCTURE OF B. A. Hons Psychology

Invertis University, Bareilly offers B.A. (Hons) Psychology programme aligned with Choice Based Credit System (CBCS) under which following types of courses are offered

- a. Discipline Specific Core Courses (DSC).** A core course is a compulsory course. A student of Psychology (Hons) has to take fourteen such Psychology courses over six semesters.
- b. Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types.
- c. Discipline Specific Electives (DSE).** These are elective courses that provide advanced undergraduate training in specialised areas of Psychology. A set of seven, semester-specific, courses of this kind are offered in the fifth and sixth semesters of the Honours programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of seven courses.
- d. Generic Electives (GE).** These courses, in disciplines other than Psychology, are intended to broaden the training of a student in the Economics (Hons) programme. A student of Economics will take one such course, offered by another department, in each of Semesters I to IV.
- e. Ability Enhancement Compulsory Course (AECC).** Two such courses are to be taken, one in Semester I (Art of Communication, equivalent to MIL) and one in Semester II (Environmental Science).
- f. Ability Enhancement Elective Courses (AEEC).** Hands on training will be provided through skill based learning A student is to take one such course in Semester III and one in Semester IV.

### Number of Courses and Credits

- a. Discipline Specific Core Courses (CC): 14 (5 credits each)
- b. Discipline Specific Electives (DSE): 4 (5 credits each)
- c. Generic Electives (GE): 4 (3 credits each)
- d. Ability Enhancement Elective Course (AEEC): 2 (3 credits each)
- e. Ability Enhancement Compulsory Courses (AECC): 2 (3 credits each)
- f. Practicums (Practicals) Based on some DSc and DSE: 12 (2 credits each)

**Total number of courses (credits) taken by a student: 26 (138)**

*Table 1. Semester-wise Distribution of Credits*

Year	Semester	Courses x Credit per Course	Total Credits	
First	I	2 DSC x 5 + 1 Lab x 2	18	
		1 AECC x 3		
		1 GE x 3		
	II	2 DSC x 5 + 1 Lab x 2		18
		1 AECC x 3		
		1 GE x 3		
Second	III	3 DSC x 5 + 1 Lab x 2	23	
		1 AEEC x 3		
		1 GE x 3		
	IV	3 DSC x 5 + 1 Lab x 2		23
		1 AEEC x 3		
		1 GE x 3		
Third	V	2 DSC x 5 + 2 Lab x 2	28	
		2 DSE x 5 + 2 Lab x 2		
	VI	2 DSC x 5 + 2 Lab x 2		
		2 DSE x 5 + 2 Lab x 2		
<b>Total</b>		<b>26</b>	<b>138</b>	

## B. A. Hons Psychology

### Third year

S. No.	Category	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
				L	T	P	CA	EE		
<b>V-SEMESTER</b>										
1	DSC	HPC501	Understanding and Dealing with Psychological Disorders	4	1	0	30	70	100	5
2	DSC	HPC502	Developmental Psychology	4	1	0	30	70	100	5
3	DSE		DSE-1	4	1	0	30	70	100	5
4	DSE		DSE-2	4	1	0	30	70	100	5
5	Lab-5	<b>HPC551</b>	Lab on Psychological Disorders	0	0	4	15	35	50	2
6	Lab-6	<b>HPC552</b>	Lab on Developmental Psychology	0	0	4	15	35	50	2
7	Lab-7		Lab on DSE-1	0	0	4	15	35	50	2
8	Lab-8		Lab on DSE-2	0	0	4	15	35	50	2
<b>TOTAL</b>				<b>16</b>	<b>4</b>	<b>8</b>	<b>180</b>	<b>420</b>	<b>600</b>	<b>28</b>
<b>VI-SEMESTER</b>										
1	DSC	HPC601	Organizational Behavior	4	1	0	30	70	100	5
2	DSC	HPC602	Counseling Psychology	4	1	0	30	70	100	5
3	DSE		DSE-3	4	1	0	30	70	100	5
4	DSE		DSE-4	4	1	0	30	70	100	5
5	Lab-9	<b>HPC651</b>	Lab on Organizational Behavior	0	0	4	15	35	50	2
6	Lab-10	<b>HPC652</b>	Lab on Counseling Psychology	0	0	4	15	35	50	2
7	Lab-11		Lab on DSE-3	0	0	4	15	35	50	2
8	Lab-12		Lab on DSe-4	0	0	4	15	35	50	2
<b>TOTAL</b>				<b>16</b>	<b>4</b>	<b>8</b>	<b>180</b>	<b>420</b>	<b>600</b>	<b>28</b>

**KEYS:**

**DSC** = Discipline Specific Course; **AECC** = Ability Enhancement Compulsory Course; **AEEC**- Ability Enhancement Elective Course, **DSE** = Discipline Specific Elective; **GE** = Generic Elective, **L**-Lecture, **T**-Tutorial, **P**- Practical, **CA**-Continuous Assessment, **EE**-**Examination Evaluation**.

# **ELECTIVE COURSES**

## **DISCIPLINE SPECIFIC ELECTIVE (DSE) (ANY 4)**

### **(ANY 2 OF FOLLOWING IN SEMESTER- V)**

- HPD501: Positive Psychology (Theory+ Practical)
- HPD502: Human Resource Management (Theory+ Practical)
- HPD503: Health Psychology (Theory+ Practical)
- HPD504: Community Psychology (Theory+ Practical)

### **(ANY 2 OF FOLLOWING IN SEMESTER-VI)**

- HPD601: Cultural and Indigenous Psychology (Theory+ Practical)
- HPD602: Project/Dissertation (VI Semester)
- HPD603: Psychological Perspective in Education (Theory+ Practical)
- HPD604: Psychology of Disability (Theory+ Practical)
- HPD605: Psychology of Peace (Theory+ Practical)

## **GENERIC ELECTIVE (GE) (ANY 4)**

### **(1 EACH IN SEMESTER I, II, III AND IV)**

- HPG001:** General Psychology (Theory+ Tutorial)
- HPG002:** Youth, Gender and Identity (Theory+ Tutorial)
- HPG003:** Psychology for Health and Well-being (Theory+ Tutorial)
- HPG004:** Psychology at Work (Theory+ Tutorial)
- HPG005:** Psychology and Media (Theory+ Tutorial)
- HPG006:** Inter-group Relations (Theory+ Tutorial)
- HPG007:** Youth Psychology (Theory+ Tutorial)

## **ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (ANY 2)**

### **(ANY 1 OF FOLLOWING IN SEMESTER III)**

- HPA301:** Emotional Intelligence (Theory+ Tutorial)
- HPA302:** Stress Management (Theory+ Tutorial)
- HPA303:** Effective Decision Making (Theory+ Tutorial)

### **(ANY 1 OF FOLLOWING IN SEMESTER IV)**

- HPA401:** Educational Psychology (Theory+ Tutorial)
- HPA402:** Selection and Training (Theory+ Tutorial)
- HPA403:** Personal Growth and Development (Theory+ Tutorial)
- HPA404:** Psychological Skills in organization (Theory+ Tutorial)

# CORE COURSES

## SEMESTER- V

### **HPC501: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS**

#### **Objective:**

- ✓ To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.
- ✓ Help students develop and understanding of how to deal with moderate to severe psychopathology.

**Unit 1: Biological etiology-explanations and interventions for Mood disorders and Schizophrenia:** Application in case of mood disorders and schizophrenia

**Unit 2: Insight oriented explanations and interventions:** Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of crises intervention

**Unit 3: Behavioural and Cognitive explanations and interventions:** Application in case of any two from phobias/panic disorder, depression/eating disorders

**Unit 4: Going beyond the Individual and Singular Approaches:** Family therapy and group therapies, Efforts towards integration of approaches.

**Practicum:** Any two practicum based on topics in HPC501

#### **Readings:**

Bennett, P. (2011) Abnormal and Clinical Psychology: An introductory Textbook, McGraw Hill.

Carson,R.C., Butcher,J.N., Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.

Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

### **HPC502: DEVELOPMENTAL PSYCHOLOGY**

**Objectives:** To equip the learner with an understanding of the concept and process of human development across the life span To impart an understanding of the various domains of human development To inculcate sensitivity to socio-cultural context of human development

**Unit 1: Introduction:** Concept of Human Development; Theories, themes and research designs

**Unit 2: Stages of Life Span Development:** Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood

**Unit 3: Domains of Human Development:** Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development

**Unit 4: Socio-Cultural Contexts for Human Development:** Family; Peers, Media & Schooling; Human Development in the Indian context

**Practicum:** Any two practicum based on topics in HPC502

**Reading List:**

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

Feldman, R.S.&Babu.N. (2011). *Discovering the Lifespan*. Pearson .

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13<sup>th</sup> ed.) New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

## SEMESTER- VI

### HPC601: ORGANIZATIONAL BEHAVIOUR

**Objectives:**

- ✓ To develop an awareness of the concepts related to organizational behavior.
- ✓ Help the students develop connectivity between concepts and practices of organizations.

**Unit 1: Introduction:** Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting

**Unit 2: Individual level processes:** Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation; Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign

**Unit 3: Dynamics of Organizational Behavior:** Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism, Emotional Intelligence

**Unit 4: Leadership:** Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership

**Practicum:** Any two practicum based on topics in HPC601

**Readings:**

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

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi :Biztantra publishers.

Landy, F.J. & Conte, J.M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.

Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008). *Organizational Behavior* (10<sup>th</sup> Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

## **HPC602: COUNSLING PSYCHOLOGY**

**Objectives:**

- ✓ To develop an understanding of basic concepts, processes, and techniques of Counseling.
- ✓ To acquaint the learner with the challenges of Counseling.

**Unit 1: Introduction:** Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counsellor: personality characteristics; Counselling status of counselling psychology in India

**Unit 2: Counselling Process:** Building counselling relationships; Working in a counselling relationship; Closing counselling relationships

**Unit 3: Techniques of Counselling:** Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

**Unit 4: Counselling Applications:** Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse

**Practicum:** Any two practicum based on topics in C-PSY-14

**Readings:**

- Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). Counselling Children: A Practical Introduction ( 3rd Ed.) New Delhi: Sage.
- Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.
- Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.
- Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson.
- Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson
- Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L.W. (2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). Theories of Psychotherapy & Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.
- Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

**ELECTIVE:**  
**DISCIPLINE SPECIFIC ELECTIVE (DSE)**

**Any 4 from the following list (2 in Semester V and 2 in Semester VI):**

**HPD501: POSITIVE PSYCHOLOGY**

**Objective:** To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

**Unit 1:** Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

**Unit 2:** Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

**Unit 3:** Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.



**Unit 4:** Applications: Work, education, ageing, health

**Practicum:** Any two practicum can be designed from the syllabus provided so as to enhance the understanding of the concepts and applications of positive psychology

**Reading List:**

Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

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

## **HPD502: HUMAN RESOURCE MANAGEMENT**

**Objective:** To help students understand the various processes and issues inherent in organizations related to human resources.

**Unit 1:** Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM

**Unit 2:** Human Resource Practices Job analysis; Recruitment and selection; Training; Performance evaluation

**Unit 3:** International human resource management (IHRM) The context of Globalization, Types of cross-national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training.

**Unit 4:** Organizational change and development: Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group).

**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-PSY-01.

**Reading List:**

Aamodt, M.G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc.

Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.

Chadha, N.K. (2005) *Human Resource Management-Issues, case studies and experiential exercises*. (3<sup>rd</sup> ed.) New Delhi: Sai Printographers.

DeCenzo, D.A. & Robbins, S.P. (2006). *Fundamentals of human resource management*. (8th Ed). NY: Wiley.

## **HPD503: HEALTH PSYCHOLOGY**

**Objective:** To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

**Unit 1: Introduction:** Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health

**Unit 2: Behavior and health:** Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

**Unit 3: Health Enhancing Behaviours:** Exercise, nutrition, safety, pain, stress management

**Unit 4: Health and Well-being:** Happiness; Life satisfaction; Resilience; Optimism and Hope

**Practicum:** Any 2 practicum pertaining to the syllabus.

### **Readings:**

Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill Edition.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK:

Kindersley. Misra, G. (1999). *Stress and Health*. New Delhi: Concept.

Routledge. Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling

Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4<sup>th</sup> Ed.). NY: Wiley.

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.

Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.

## **HPD504: COMMUNITY PSYCHOLOGY**

**Objective:** To learn the link between individuals and communities and deal with social issues more effectively with people's participation.

**Unit 1: Introduction:** Definition of community psychology; types of communities; models.

**Unit 2: Core values:** Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

**Unit 3: Health promotion:** process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

**Unit 4: Interventions:** community development and empowerment; case studies in Indian context.

**Practicum:** Practicum on any two of the topics covered in DSE-PSY-04

**Readings:**

Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.

McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

Misra, G. (Ed).(2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

**HPD601: CULTURAL AND INDIGENOUS PSYCHOLOGY**

**Objective:** To understand the role of culture in understanding behaviour and exploring psychological insights in the Indian thought traditions.

**Unit 1: Cultural Processes:** Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.

**Unit 2: Culture, Self and Others:** Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.

**Unit 3: Intercultural Contacts:** Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.

**Unit 4: Indigenous Psychology:** Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.

**Practicum:** Students to do any 2 practicum from the above course

**Readings**

Adair, John. G.(2002) .How International is International Psychology? International Journal of Psychology,37, 160-170.

Auluck, S. (2002).Self and identity.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.

Chiu, C., & Hong, Y. (2006).Social Psychology of Culture. New York: Psychology Press.

Kim,U.,Shu,K.,Yang,K.S.,&Hwang, K.K.(2006).Indigenous and Cultural Psychology: Understanding People in Context. Springer.

Jain, U. (2002). An Indian perspective on emotions.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.

Mathijs, Cornelissen, R.M., Misra,G.&Verma, Suneet.(2011). Foundation of Indian Psychology, Vol 1, Theories and Concepts. New Delhi: Pearson

Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.

Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson.

Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 440-457. New Delhi: Concept Publishing Company.

Smith, P.B., Bond, M. H., & Kagitcibasi, C. (2006). Understanding Social Psychology across cultures: Living and working in a changing world. London: Sage.

### **HPD602: PROJECT/ DISSERTATION / INTERNSHIP**

**Objectives:** Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

**Reference:** Latest APA manual for dissertation.

**Evaluation:** Viva jointly by one internal and one external examiner.

### **HPD603: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION**

**Objectives:**

- ✓ To understand of the interface between education and psychology
- ✓ To appreciate the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education
- ✓ To enable learners to deal with various problems and issues related to student diversity in a classroom

**Unit 1: Education and Psychology: An Introduction:** Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; ‘Child-centred’ and ‘progressive’ education

**Unit 2: Debates and Issues in Educational Psychology:** De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue

**Unit 3: Classroom Management & Assessment:** Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

**Unit 4: Inclusive Education: Dealing with Classroom Diversity:** Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling

**Readings:**

Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. London: Sage.

Combs, A. (1979). *Myths in education: Beliefs that hinder progress and their alternatives*. London: Allyn & Bacon.

Dearden, R. (1967). The concept of play. In R. Peters, *The concept of education* (pp. 51-63). London: Routledge & Kegan Paul.

Leicester, M. (2008). *Creating an inclusive school*. London: Continuum International Publishing Group.

Long, M. (2000). *The Psychology of Education*. Sussex: Routledge.

Matthews, M. (1980). *The marxist theory of schooling: A study of epistemology and education*. Sussex: The Harvester Press.

Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, *The study of education* (pp. 133-178). London: Routledge & Kegan Paul.

Richmond, W. (1975). *Education and schooling*. London: Methuen & Co. Ltd.

Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.

Smith, M. (1977). *The underground and education: A guide to the alternative press*. London: Methuen & Co. Ltd.

Spring, J. (1975). *A primer of libertarian education*. New York: Free Life Editions.

Sutherland, M. (1988). *Theory of education*. London: Longman.

Woolfolk, A. (2013). *Educational psychology*. Delhi: Pearson.

**HPD604: PSYCHOLOGY OF DISABILITY****Objectives:**

- ✓ The objective of the course is to provide students with an overview of the disability from the psychological perspective.
- ✓ Students will understand knowledge about disability as a social, cultural, historical and political phenomenon.
- ✓ Drawing from the four units students will be exposed to varying disability definitions, cultural meanings and representations,
- ✓ What does it mean to be “disabled”? How has this meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?

**Unit 1: Conceptualizing Disability: An Introduction**

- a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique
- b) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust
- c) Issues of language and its consequent labeling: How disability gets constructed: the power of language

**Unit 2: Making of a disabled Identity**

- a) Documenting Disability: Problems of Certification
- b) Issues Of Access : Built and Psychological, Issues of Education and Employment
- c) Family, Care & Support Structures
- d) Intimacy and Sexuality :Marriage, Companion relationships

**Unit 3: Theorizing Disability:** Charity Model; Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

**Unit 4: Designing Interventions**

- a) Legislations, Psychotherapeutic approaches
- b) Appreciating heterogeneity of different disabilities
- c) Contemporary debates: euthanasia and prenatal selection

**Readings**

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## HPD605: PSYCHOLOGY OF PEACE

### Objectives:

- ✓ To explore concepts of peace and conflict from a psychological perspective
- ✓ Create awareness about national and international peace and conflict process and how psychology can play an important role.

### Unit 1: Introduction:

Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.

### Unit 2: Psychological Understanding of Peace and Conflict

Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross.

### Unit 3: Building peace

Structure, Process, Integrated framework for peace building, peace education

### Unit 4: Peace Process and Transformation

Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross community network model, stories of peace challenge

**Practicum:** Any two practicum based on GE-PSY 09

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Das, S. K. (2005). *Nobody's Communique: Ethnic Accords in North-East*. In Das, S. K. (Ed.) *Peace Process and Peace Accord*, pp120-141, New Delhi: Sage.

Delahaye, P., & Krishnan, B. (2003). *Imagine Nagaland: The Courage to be Positive*, In Sampson, C., Abu-Nimer, M., et al. (Ed.) *Positive Approaches to Peacebuilding*, pp169-186, Washington, DC: Pact Publications.

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Vollhardt, J. K. & Bilali, R. (2008). Social Psychology Contribution to the Psychological Study of Peace. *Social Psychology*, 39 (1), 12-25.

Wallensteen, P. (2006). *Understanding Conflict Resolution: War, Peace and the Global System*, London: Sage.

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