CENTRAL UNIVERSITY OF PUNJAB

Doctor of Philosophy in Psychology

Batch - 2024

Department of Psychology

Course Structure

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	C
PSY. 701	Research Methodology	Core	4	0	0	4
PSY. 702	Data Analysis and Computer Applications in Research	Skill Based	0	0	8	4
PSY. 751	Research and Publication Ethics	Core	2	0	0	2
UNI. 753	Curriculum Development, Pedagogy and Evaluation	Core	1	0	0	1
PSY.752	Teaching Assistantship	Skill Based	0	0	2	1
Discipline Electives (anyone)*						
PSY. 703	Life-Span Development	Elective	4	0	0	4
PSY. 704	Advances in Social Processes	Elective	4	0	0	4
PSY. 705	Psychology of Human Resources	Elective	4	0	0	4
PSY. 706	Health and Lifestyle	Elective	4	0	0	4
PSY. 707	Applications of Clinical Psychology	Elective	4	0	0	4
PSY. 708	Advanced Cognitive Psychology	Elective	4	0	0	4
PSY. 709	Contemporary Educational Psychology	Elective	4	0	0	4
PSY. 710	Applications of Cyberpsychology	Elective	4	0	0	4
PSY. 711	Applications of Rehabilitation Psychology	Elective	4	0	0	4
PSY. 712	Contemporary Positive Psychology	Elective	4	0	0	4
	Total Credits					**16**

*It is advisable for the students to choose an elective course depending on the context of his/her intended doctoral research.

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Course Code: PSY.701

L	T	P	Credits
4	0	0	4

Course Title: Research Methodology   Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the learners will be able to

CLO1: Demonstrate the knowledge of research approaches in psychology.

- CLO2: Differentiate among various data collection and sampling methods.
- CLO3: Design a research study in any domain of Psychology.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/13 Hours	Meaning, nature and purpose of Research; Qualities of an ideal researcher; Philosophical foundations: Positivism, Post-positivism, Social Constructionism; Research approaches: Inductive, Deductive; Research Process: identifying the research area, reviewing the literature and its methods (Traditional, Thematic, Meta-Analysis); Formulation of research problem; Research designs. Student activity: For the given research article, identify/classify it among the various nature of the research.	CLO1 & CLO2
UNIT II/16 Hours	Quantitative research: Hypothesis in quantitative research, Identifying the variables, Measuring variables, Experimental and Non-experimental research designs; Population and sample; Sampling methods: Probability and non-probability sampling methods, methods of collecting quantitative data; Statistical analysis: Descriptive statistics, and Inferential statistics. Student Activity: Based on the literature review of a topic, list three kinds of research for experimental and three kinds of research for non-experimental design.	CLO2, CLO3

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UNIT III/16 Hours	Qualitative research: Characteristics, Designing qualitative research: research problem, sampling, issues in sampling; methods of data collection- observation, interview, focus group discussion, documents, artifacts, audio and visual materials; Types: case studies, narrative research, phenomenological research, ethnographic studies, grounded theory studies, content or document analysis, discourse analysis, and thematic analysis. Student Activity: Conduct a qualitative interview in consultation with the supervisor on a relevant topic.	CLO1, CLO3
UNIT IV/15 Hours	Mixed methods research: Purpose, Nature, foundations; Types of mixed methods research designs: Factors involved in choosing a mixed-method design; Notation system; Data analysis, Rigor in mixed designs; Strengths and weaknesses. Tool construction processes, standardization- reliability, and validity. Student Activity: Select a research article on mixed-method and analyze the factors involved in it.	CLO1, CLO3

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Problem-solving
5. Case-based study
6. Brainstorming

Suggested Readings:

Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Allyn & Bacon.

Broota, K.D. (2003). *Experimental designs in behavioral research*. New Age International.

Coolican, H. (2018). *Research methods and statistics in psychology*. (7th ed.). Psychology Press

Creswell, J. W., & Clark, V. L. P (2017). *Designing and conducting mixed methods research*. Sage

Goodwin, C. J. (2016). *Research in psychology: Methods and designs* (8th ed.). Wiley.

Gravetter, F. J., & Forzano, L.B (2018*). Research methods for the behavioral sciences* (6th ed.). Cengage.

Heiman, G. W. (2014). *Basic statistics for the behavioral sciences* (7th ed.). Cengage.

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Lune, H., & Berg. B. L. (2011). *Qualitative research methods for the social sciences* (8th ed.). Pearson

Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research.* Wadsworth.

Kothari, C. R. (2004). *Research methodology: Methods and techniques.* New age international.

Singh, A.K. (2017). *Tests, measurements and research methods in behavioral sciences* (5th ed.). Bharati Bhavan Publishers and Distributors.

Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods.* Sage Publishers.

Sullivan, C., & Forrester, M. A. (2018). Doing qualitative research in psychology: A practical guide (2nd ed.). Sage.

Course Code: PSY.702

L	T	P	Credits
0	0	8	4

Course Title: Data Analysis and Computer Applications in Research

Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the learners will be able to
- CLO1: Explain methods employed in analyzing the data.
- CLO2: Use various research software to analyze the data
- CLO3: Analyze and interpret the data independently.
- CLO4: Write a research report in APA format

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/32 Hours	Data Analysis in quantitative research using Excel, SPSS: Understanding functions in Excel, Data entry, Introduction to SPSS; Importing data from Excel, Exploratory Data Analysis, Plotting several types of charts, Transforming variables, Descriptive Statistics & Inferential Statistics, Parametric tests: t-tests, ANOVA, ANCOVA, post-hoc tests, Correlation, Simple Regression Analysis; Non-parametric methods: Student Activity: Select an article with the	CLO1, CLO2, CLO3

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	parametric method and analyze it for its basic assumptions.	
UNIT II/32 Hours	Data analysis using SPSS/AMOS, R: Multivariate analysis: Multiple regression, logistic regression, factor analysis, cluster analysis, discriminant function analysis, path analysis, MANOVA, Canonical correlation, Multidimensional scaling, Structural equation modelling; Mediation and Moderation analysis Student Activity: Take a sample of tool construction data and do factor analysis on it to elicit the factors.	CLO1, CLO2, CLO3
UNIT III/28 Hours	Computer applications in literature review: Major Databases for literature search; Effective use of Basic and Advanced search options in the databases, Boolean Search Operators; Computer-assisted data collection: Survey software-Survey monkey, Google forms; Designing experiment using software; Software for sample selection and power calculations: GPower.	CLO2
UNIT IV/28 Hours	Guidelines for effective writing, Writing research proposals, Report writing in APA style: Writing research papers: Quantitative, Qualitative, Mixed method; Writing review papers: Systematic review, Narrative review, Rapid review, scoping review, Meta-analysis; Referencing Style in APA format; Referencing using MS. Word; Other reference management software: Zotero, Mendeley, EndNote. Student Activity: Add a research article to Mendeley and practice including a citation and reference.	CLO4

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Problem-solving
5. Case-based study
6. Tutorial

Suggested Readings:

Berg, B. L. (2001). Qualitative research methods for the social sciences. Allyn & Bacon.

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Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches.* Sage.

Creswell, J. W., & Clark, V. L. P (2017). *Designing and conducting mixed methods research.* Sage.

Field, A. (2019). *Discovering Statistics using IBM SPSS statistics.* Sage.

Gravetter, F. J., & Wallnau, L.B. (2013). *Statistics for the behavioral sciences* (9th ed.). Wadsworth.

Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education.* McGraw-Hill

Heiman, G. W. (2014). *Basic statistics for the behavioral sciences* (7th ed.). Wadsworth.

Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research.* Wadsworth.

Lune, H., & Berg. B. L. (2011). *Qualitative research methods for the social sciences* (8th ed.). Pearson

Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). *Qualitative research practice: A guide for social science students and researchers* (2nd ed.). Sage.

Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods.* Sage.

Siegal, S., & Castetellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences.* McGraw-Hill.

Course Code: PSY.751

L	T	P	Credits
2	0	0	2

Course Title: Research and Publication Ethics

Total Hours: 30

Course Learning Outcomes:
After the completion of this course, the learners will be able to
- CLO1: Equip the students to carry out the research and report their findings in an ethical manner
- CLO2: Demonstrate intellectual honesty & Research Integrity.
- CLO3: Evaluate the best practices in publishing the research findings
- CLO4: Evaluate the predatory publishers and journals
- CLO5: Use indexing and citation databases

Units/Hours	Contents	Mapping with Course Learning

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		Outcome
UNIT I/3 Hours	Philosophy & Ethics: Introduction to Philosophy: Definition, Nature & Scope, Concept, Branches. Ethics: Definition, Moral Philosophy, Nature of Moral Judgments & Reactions	CLO1
UNIT II/5 Hours	Scientific Conduct : Ethics with regard to science & Research; Intellectual Honesty & Research Integrity; Scientific Misconducts: Falsification, Fabrication & Plagiarism (FFP); Redundant Publications: Duplicate & Overlapping Publications, Salami Slicing; Selective Reporting & Misrepresentation of Data	CLO1, CLO2
UNIT III/7 Hours	Publication Ethics: Definition, Introduction & Importance; Best Practices/Standards Setting Initiatives & Guidelines: COPE, WAME etc; Conflicts of Interest; Publication Misconduct: Definition, Concept, Problems that lead to unethical behaviour & vice versa, types; Violation of Publication Ethics, Authorship & Contributorship; Identification of Publication Misconduct, Complaints & Appeals; Predatory Publishers & Journals.	CLO3
UNIT IV/4 Hours	Open Access Publishing: Open Access Publications & Initiatives; SHERPA/RoMEO Online Resource to check publisher copyright & self-archiving policies; Software tools to identify predatory publications developed by SPPU; Journal Finder/Journal Suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester etc.	CLO4
UNIT V/4 Hours	Publication Misconduct: Group Discussion (2 Hours): Subject Specific Ethical Issues, FFP, Authorship; Conflicts of Interest; Complaints & Appeals: Examples and Fraud from India & Abroad. Software Tools (2 Hours): Use of Plagiarism Software like Turntin, Urkund & other Open Source Software tools	CLO1, CLO2
UNIT VI/7 Hours	Databases & Research Metrics Databases (4 hours): Indexing Databases, Citation Databases: Web of Science, Scopus etc Metrics (3 Hours): Impact Factor of Journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics: h-index, g index, i10 index, altmetrics	CLO5

Transaction Mode:
1. Class Room Teaching
2. Guest Lecture
3. Group Discussions
4. Practical Sessions.

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Suggested Readings:
● Sana, L. (2019*). Text book of research ethics: Theory & practice.* Springer.
● Yadav, S. K. (2020). *Research and publications ethics.* One Books

Course Code: UNI. 753

L	T	P	Credit
1	0	0	1

Course Title: Curriculum Development, Pedagogy and Evaluation

Total Hours: 15

Course Learning Outcomes:

After completion of the course, scholars shall be able to:
● CLO1: Analyze the principles and bases of curriculum design and development
● CLO2: Examine the processes involved in curriculum development
● CLO3: Develop the skills of adopting innovative pedagogies and conducting students' assessment
● CLO4: Develop curriculum of a specific course/programme

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/4 Hours	Bases and Principles of Curriculum Curriculum: Concept and Principles of curriculum development, Foundations of Curriculum Development. Types of Curriculum Designs- Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation.	CLO1, CLO4

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UNIT II/ 4Hours	Curriculum Development Process of Curriculum Development: Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and learning experiences, transaction process. Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.	CLO1, CLO2, CLO4
UNIT III/ 3 Hours	Curriculum and Pedagogy Conceptual understanding of Pedagogy. Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning. Three e- techniques: Moodle, Edmodo, Google classroom	CLO3, CLO4
UNIT IV/ 4 Hours	Learners' Assessment Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria.	CLO3, CLO4

Transaction Mode
1. Lecture
2. Dialogue
3. Peer group discussion
4. Workshop

Evaluation criteria
There shall be an end term evaluation of the course for 50 marks for duration of 2 hours. The course coordinator shall conduct the evaluation.

Suggested Readings

Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum Planning and Development.* Allyn & Bacon.

Brady, L. (1995). *Curriculum Development.* Prentice Hall: National Council of Educational Research and Training.

Deng, Z. (2007). Knowing the subject matter of science curriculum, *Journal of Curriculum Studies*, 39(5), 503-535. https://doi.org/10.1080/00220270701305362

Gronlund, N. E. & Linn, R. L. (2003). *Measurement and Assessment in teaching.* Pearson Education

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McNeil, J. D. (1990). *Curriculum: A Comprehensive Introduction*, Scott, Foreman/Little

Nehru, R. S. S. (2015). *Principles of Curriculum*. APH Publishing Corporation.

Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). Longman

Stein, J. and Graham, C. (2014). *Essentials for Blended Learning: A Standards-Based Guide*. Routledge.

Web Resources
- https://www.westernsydney.edu.au/__data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf
- https://www.uhd.edu/academics/university-college/centers-offices/teaching-learning-excellence/Pages/Principles-of-a-Flipped-Classroom.aspx
- http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-Basic-Principles-of-Dialogue-by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf

Course Code: PSY.752

L	T	P	Credit
0	0	2	1

Course Title: Teaching Assistantship

Total Hours: 30

Course Learning Outcomes:

At the end of this skill development course, the scholars shall be able to
- CLO1: Familiarize themselves with the pedagogical practices of effective classroom delivery and knowledge evaluation system.
- CLO2: Manage large and small classes using appropriate pedagogical techniques for different types of content

Activities and Evaluation:

Hours	Contents	Mapping with Course Learning Outcome

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30 Hours	• The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the classroom delivery or transaction process one period per week. • The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s). • The scholars shall be involved in examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.	CLO1, CLO2

- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following **evaluation criteria**:

- The scholars shall be given a topic relevant to the Master's degree course of the current semester as his/her specialization to prepare lessons and deliver in the classroom before the master's degree students for one hour (45 minutes teaching + 15 minutes interaction).

- The scholars shall be evaluated for a total of 50 marks comprising *content knowledge* (10 marks), *explanation and demonstration skills* (10 marks), *communication skills* (10 marks), *teaching techniques employed* (10 marks), and classroom interactions (10).

Course Code: PSY.703

L	T	P	Credits
4	0	0	4

Course Title: Life-span Development

Total Hours: 60

Course Learning Outcomes:
After the completion of this course, the learners will be able to
- CLO1: Comprehend the development of an individual from a lifespan perspective.
- CLO2: Analyze the interplay of biological, psychological and social factors on development.

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- CLO3: Understand the hazards and risks associated with each stage of development.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Development: Principles of Development, Time-span research in developmental psychology (Cross-sectional approach, longitudinal approach, cohort effects), Concept of developmental tasks and delays. Theoretical perspectives in Development: Psychoanalytic (Freud, Erikson), Moral (Kohlberg), Cognitive (Piaget, Chomsky, Vygotsky)	CLO1
UNIT II/15 Hours	Pre-natal development: Stages, Factors, Hazards. Development: Language Development, Socio-cultural development, Gender-Role Development, Moral development. Attachment: Models of attachment, hazards of wrong attachment. Parenting: Models of parenting, Effects of parenting on child and adolescent development	CLO2, CLO3
UNIT III/15 Hours	Identity issues in Adolescence, Emotional Autonomy and the Detachment Debate Health-risk behaviors in Adolescence Family Environment, School Environment and Peer influences. Emerging trends: Role of media, online-gaming and internet on adolescent development	CLO2, CLO3
UNIT IV/15 Hours	Adulthood: Models of adult development, Emotional, Social hazards. Lack of preparation for ageing. Old age: Models of ageing, Physical, Emotional, Cognitive and social hazards. Ways towards healthy ageing.	CLO2, CLO3

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning

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9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:

Berk, L. E. (2009). *Development through the lifespan.* Pearson Education.

Craig, G.J. (1998). *Human development.* Prentice Hall Upper Saddle River.

Hurlock, E.B. (1968). *Developmental psychology.* McGraw Hill Book Company.

Mangal, S. K., & Mangal, S. (2021). *Psychology of learning and development.* PHI Learning Pvt Ltd.

Sigelman, C. K., & Rider, E. A. (2018). *Life -span human development.* Cengage.

Santrock, J. W. (2019). *A topical approach to lifespan development.* McGraw Hill.

Course Code: PSY.704

L	T	P	Credits
4	0	0	4

Course Title: Advances in Social Processes

Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the learners will be able to
- CLO1: Comprehend the psychological interaction between individual and society
- CLO2: Comprehend the influence of social processes on individual
- CLO3: Apply social processes at individual as well as societal level.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Social Cognition: Social Cognition in problem behaviours (Depression, Loneliness, Social Anxiety and Physical Illness) Language, Thought and Communication	CLO1
UNIT II/15 Hours	Social Influence: Culture and Social Diversity Roles: Effects of Role Playing and Gender Role Group Influence: Social Facilitation, Social Loafing, De-individualization and Group Polarization	CLO2. CLO3
UNIT III/15 Hours	Social Thinking: Theories of Attitudes Processes of Attitude Change Social Movements	CLO1

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UNIT IV/15 Hours	Groups: Types of Groups, Conformity and Compliance Prejudice: Theoretical approaches and reducing prejudices Aggression: Nature, factors affecting aggression, reducing aggression	CLO3

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:

Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2012). *Social psychology.* Prentice Hall of India Pvt, Ltd.

Baumeister, R. F. F., & Finkel, E. J. (2010). *Advanced social psychology: The state of the science.* Oxford University Press.

Feldman, R. S. (1995). *Social psychology.* Prentice Hall.

Myers, D. G. (2010). *Social psychology.* Tata McGraw Hill.

Shaw, M. E., & Costanzo, P.R. (2016). *Theories of social psychology.* New York: McGraw Hill.

Singh, A. K. (2015). *Social psychology.* New Delhi: PHI Learning.

Vallacher, R. R. (2020). *Social psychology: Exploring the dynamics of human experience.* Taylor and Francis**.**

Course Code: PSY.705

L	T	P	Credits
4	0	0	4

Course Title: Psychology of Human Resources

Total Hours: 60

Course Learning Outcomes:
After the completion of this course, the learners will be able to
- CLO1: Comprehend the fundamental concepts of managing human resources
- CLO2: Application of psychological theories in selecting and training of human resources.
- CLO3: Application of different techniques for designing jobs of human resources.

Units/Hours	Contents	Mapping with Course

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		Learning Outcome
UNIT I/15 Hours	Human Resources: From Commodity view till Social System view Functions of Human Resource Management Utilization of Human Resources in a Dynamic Environment Emotional Intelligence in organizations	CLO1
UNIT II/15 Hours	Job Analysis: Purpose and Methods Selection: Process, Selection with reference to Ability Training Process: Types of Training	CLO2
UNIT III/15 Hours	Job Design: Techniques, Motivating employee through Job Design Performance Appraisal: Job Evaluation versus Performance Appraisal, Methods of Performance Appraisal Compensation: Compensation versus Incentive, Psychological bases behind Compensation and Incentive	CLO3
UNIT IV/15 Hours	Trade Unions: Objectives and Functions Industrial Disputes: Causes, Forms, Psychological perspective of Strike Important Psychological tests in the service of HR: FIRO B, MBTI, NEO PI R, 16PF	CLO1

Transactional modes
1. Lecture
2. Demonstration
3. Lecture cum demonstration
4. Group discussion
5. Focused group discussion
6. Cooperative learning
7. Brainstorming
8. Collaborative learning
9. Problem solving
10. PPT (tool for transaction)

Suggested readings

Dunnette, M. D., & Hough, L. M. (1991). *Handbook of industrial and organizational psychology.* Consulting Psychologists Press.

Greenberg, J., & Baron, R. A. (2009). *Behavior in organization.* Allyn & Bacon.

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Lawrence, T. B., & Phillips, N. (2019). *Constructing organizational life: How social-symbolic work shapes selves, organizations, and institutions.* Oxford university press.

Levy, P. (2019). *Industrial/organizational psychology: Understanding the workplace.* Worth publishers.

Mair, N. R. F. (1970). *Psychology in industry.* Houghton Mifflin Company.

McKenna, E. (2020). *Business psychology and organizational behaviour.* Routledge.

Rao, V. S. P. (2006). *Human resource management: Text and cases.* Excel Books.

Stajkovic, A. D., & Sergent, K. (2019). *Cognitive automation and organizational psychology: Priming goals as a new source of competitive advantage.* Routledge.

Course Code: PSY.706

L	T	P	Credits
4	0	0	4

Course Title: Health and Lifestyle   Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the learners will be able to

- CLO1: Comprehend different aspects of health behaviors.
- CLO2: Comprehend the importance of health enhancing behaviors.
- CLO3: Apply different techniques of reducing/managing pain.
- CLO4: Examine the influence of psychological factors on health and illness

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Health Behavior: Role of Behavioural factors in Disease Changing Health Habits Cognitive- Behavioural Approach to Health Behaviors Stages in Health Behavior	CLO1
UNIT II/15 Hours	Health Enhancing Behaviors: Exercise Weight Control: Obesity, Factors affecting obesity, Stress and Eating Accident Prevention Fatigue, Chronic Fatigue Syndrome Sleep	CLO2

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UNIT III/15 Hours	Pain and its management: Biological and Psychosocial aspects of Pain, Pain control techniques and Management of pain. Management of Chronic illness: Coping strategies and chronic illness Adherence: Theories, factors, and problems of adherence	CLO3
UNIT IV/15 Hours	Positive Correlates of Health: Subjective Well-Being, Happiness, Spirituality Psychoneuroimmunology: Immuno-Competence, Stress-Immune Functioning Relationship.	CLO4

Transactional modes

1. Lecture
2. Demonstration
3. Lecture cum demonstration
4. Group discussion
5. Focused group discussion
6. Cooperative learning
7. Brainstorming
8. Collaborative learning
9. Problem solving
10. PPT (tool for transaction)

Suggested readings

Bloom, B.L. (1988). *Health psychology: A psychological perspective.* Prentice Hall.

Cook, E., & Wood, L. (2021). *Health psychology.* Routledge.

Feist, J, Updegraff, J., & Brannon, L. (2017). *Health psychology: An introduction to behavior and health.* Wadsworth publishing Co Inc.

Hariharan, M. (2020). *Health psychology: Theory, practice and research.* Sage publications.

Kaptein, A. A., & Weinman, J. (2004). *Health psychology.* Wiley-Blackwell Scientific Publications.

Michie, S. & Abraham, C. (2008). *Health psychology in practice.* Wiley-Blackwell Scientific Publications.

Snooks, M. K. (2009). *Health psychology: Biological, psychological, and sociocultural perspective.* Jones and Bartlett Publishers.

Taylor, S.E. (2018). *Health psychology.* McGraw Hill.

Course Code: PSY.707

L	T	P	Credits
4	0	0	4

Course Title: Applications of Clinical Psychology   Total Hours: 60
Course Learning Outcomes:

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After the completion of this course, the learners will be able to
- CLO1: Comprehend ongoing research in the field of clinical psychology
- CLO2: Perform advanced research in clinical psychology

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Diagnosis and Classification of psychological disorders, Clinical assessment: General issues, Stages; Clinical interviewing; intellectual and educational assessment; personality assessment; behavioral assessment; clinical judgement	CLO1, CLO2
UNIT II/15 Hours	Research Applications in Child Psychopathology & Disability: Intellectual disability, Autism spectrum disorder, Attention deficit/hyperactivity disorder, Specific learning disorder, Specific areas: Child abuse, Families of children with disability	CLO1, CLO2
UNIT III/15 Hours	Research Applications in Adult Psychopathology: Substance use disorder, Anxiety disorders, Stress disorders, Mood disorders, Specific Areas: Suicide, Sexual Abuse	CLO1, CLO2
UNIT IV/15 Hours	Research Applications of Psychotherapies Psychodynamic, Behaviour, Cognitive behavioral therapies, Biofeedback.	CLO1, CLO2

Transactional modes

1. Lecture
2. Demonstration
3. Lecture cum demonstration
4. Group discussion
5. Focused group discussion
6. Cooperative learning
7. Brainstorming
8. Collaborative learning
9. Problem solving
10. PPT (tool for transaction)

Suggested Readings:

Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology.* Wadsworth.
Bennett, P. (2017). *Abnormal and clinical psychology.* McGraw Hill Education.

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Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). Pearson.

Hecker, J. E., & Thorpe, G. L. (2007). *Introduction to clinical psychology: Science, practice, and ethics*. Pearson Education.

Kearney, C. A., & Trull, T. J. (2012). *Abnormal psychology and Life: A Dimensional Approach.* Cengagae learning.

Kring, J., & Davison, N. (2011). *Abnormal psychology*. John Wiley & Sons Inc.

Plante, T. G. (2005). Contemporary clinical psychology. John Wiley & Sons

Pomerantz, A. M. (2008). *Clinical psychology*. Sage Publications.

Roberts, M. C, & Ilardi, S. S. (2003). *Handbook of research methods in clinical psychology.* Blackwell Publishing.

Sarason, I. G., & Sarason, B. R. (2017). *Abnormal psychology: The problem of maladaptive behaviour.* Prentice Hall of India Private Limited.

Sadock, B. J., & Sadock, V. A. (2015). *Kaplan & Sadock's synopsis of psychiatry* (11th ed.). Lippincott Williams & Wilkins.

Trull, T. J., & Prinstein, M. J. (2013). *Clinical psychology.* Cengage Learning.

Course Code: PSY.708

L	T	P	Credits
4	0	0	4

Course Title: Advanced Cognitive Psychology

Total Hours: 60

Course Learning Outcomes:
After the completion of this course, the learners will be able to
- CLO1: Comprehend the higher cognitive processes.
- CLO2: Comprehend and identify the cognitive processes influencing human behaviour in different aspects of life.
- CLO3: Outline ongoing knowledge about research in the field of cognitive psychology.
- CLO4: Perform advanced research in the field of Cognitive Psychology.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Research applications in cognition and emotion: Theories of emotional processing-Bower's network theory, Beck's schema theory, Rusting's approach to emotional processing; Emotion and memory-Mood-state-dependent memory, Mood congruity, Thought congruity, Mood intensity; Emotion, attention, and perception- Anxiety, Depression. Research in Cognitive Psychology: Types of experimental designs; Design flaws in experimental	CLO1, CLO3, CLO4

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	design.	
UNIT II/15 Hours	Research applications in Sports Performance, Pressure and Cognition: Assumptions about sporting performance; Attentional control theory: Sport (ACTS). Research in Music and Cognition: Understanding music- Sensory building blocks of music, Role of attention in music listening, Role of memory in music listening; Music and Language; Designing experiments for conducting research in music and cognition.	CLO2
UNIT III/15 Hours	Research applications in Biological Cycles and Cognition: Circadian rhythms- Circadian rhythm and cognitive performance, Circadian disruption; The menstrual cycle- Biology of menstrual cycle, Menstrual cycle and cognitive performance. Designing experiments for investigating issues related to biological cycles and cognition. Drugs and Cognition: Caffeine and its effect on cognitive performance; Alcohol and its effect on cognitive performance; Nicotine and its effect on cognitive performance	CLO2
UNIT IV/15 Hours	Research applications in individual and situational differences in cognition: Individual differences in cognition; The effects of aging on cognition; Gender differences in cognition. Cognition in cross cultural perspective. Cognitive Development Throughout the Lifespan: Cognitive development through infancy, childhood, and adolescence; Cognitive functioning during old age.	CLO2

Transactional Modes:
1. Lecture
2. Demonstration
3. Lecture cum demonstration
4. Group discussion
5. Focused group discussion
6. Cooperative learning
7. Brainstorming
8. Collaborative learning

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9. Problem solving
10. PPT (tool for transaction)

Suggested Readings

Groome, D. and Eysenck, M. (2016). *An Introduction to applied cognitive psychology.* Routledge.

Matlin, M. (2013). *Cognition.* (8th ed.). Wiley.

Galotti, K. M. (2017). *Cognitive psychology in and out of the laboratory.* Sage Publications.

Kellogg, R. T. (2012). *Fundamentals of cognitive psychology.* Sage.

Smith, E. E., & Kosslyn, S. M. (2019). *Cognitive psychology: Mind and brain.* Pearson Education.

Bridget, R. R., & Greg, L. R. (2008). *Cognitive psychology.* Pearson Education.

Ellis, H. C., & Hunt, R. R. (1993). *Fundamentals of cognitive psychology.* Brown and Benchmark.

Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook.* Psychology Press.

Solso, R. L. (2006). *Cognitive psychology.* Allyn and Bacon Inc.

Levitin, D. (2002). *Foundations of cognitive psychology: Core readings.* MIT.

Course Code: PSY.709

L	T	P	Credits
4	0	0	4

Course Title: Cotemporary Educational Psychology   Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the learners will be able to
- CLO1: Demonstrate the knowledge of educational psychology
- CLO2: Differentiate among various learning theories and apply on different learning context/conditions.
- CLO3: Evaluate the learner diversity and learner dynamics.
- CLO4: Design and apply models of effective teaching and learning.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/13 Hours	Definition and scope of Educational Psychology, Methods- Observation, Introspection, Experimental, and Differential, Growth and Development during Childhood and Adolescence- physical, social, emotional, and intellectual.	CLO1 & CLO2

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UNIT II/16 Hours	Research evidences on Individual differences, determinants, role of heredity and environment in developing individual differences, implications for organizing educational programs. Gifted and Special children- characteristics.	CLO2, CLO3
UNIT III/16 Hours	Contemporary researches on Creativity-development, teachers' role, importance in education, recent approaches to enhance creativity, Creativity & Intelligence, measurement of intelligence, multiple intelligence & practical intelligence.	CLO1, CLO3
UNIT IV/15 Hours	Personality-determinants, interaction of heredity and environment, Contemporary researches on self and self-determinism, self-regulation, models, factors affecting self-regulation. Enhancing self-regulation interventions, benefits.	CLO1, CLO3

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Problem-solving
5. Case-based study
6. Brainstorming

Suggested Readings:
Mangal S. K. (2000) An Introduction to Psychology. Prakash Brothers, Ludhiana

Mangal S.K. (1999) Essentials of Educational Psychology, Prentice Hall of India,Delhi.

Mangal S.K. (2000) Advanced Educational Psychology, Prentice Hall of India, New Delhi.

Mangal, S. K. (2004) Educational Psychology, Tandon Publications, Ludhiana.

Mangal, S. K., Educational Psychology, Tandon Publications, Ludhiana.

Mathur S.S. Advanced Educational Psychology,

Santrock John W. (2010) Educational Psychology, Irwin Professional Publishers, Delhi.

Sharma R.N. & Sharma R.K. (2003) Advanced Educational Psychology, Atlantic Publishers and Distributors, New Delhi.

Sharma, R. N. & R. K. Sharma (1996) Advanced Educational Psychology, Surjeet Publications, Delhi

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Walia J.S. Foundations of Educational Psychology, Paul Publishers, Jalandhar.

Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi

Woolfolk Anita (2004) Educational Psychology, 9th Edition, Alyyn and Bacon, Boston.

Course Code: PSY.710

L	T	P	Credits
4	0	0	4

Course Title: Applications of Cyberpsychology   Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the students would be able to

●   CLO1: Assist in fostering healthy human-technology interaction.

  ●   CLO2: Analyze the impact of cyberspace on human physiology and personality.

●   CLO3: Understand the consequences of unhealthy cyber practices.

●   CLO4: Foster the values and morality in cyberspace.
●   CLO5: Understand the application of various therapies of cyberpsychology.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/10 Hours	Introduction to cyberspace and cyberpsychology, Human-computer interface communication in the virtual world; Social media and social media behaviours such as profiles, connections, updates, messaging, avatars, selfie culture, use of filters	CLO1
UNIT II/11 Hours	Online disinhibition effect; Information overload; technostress; Online syndication; cyber footprint; cyber socialization; Effect of cyberspace on physiology and personality	CLO2

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UNIT III/12 Hours	Emergence of Artificial Intelligence and AI apps; Digital learning, online social networks, psychotechnology, online shopping, online games, cyber romance; Threats of cyberworld: Cyberbullying, Internet addiction, Cyber pornography, Cyber stalking, Trolling, social isolation, online social comparison	CLO3
UNIT IV/12 Hours	Time management in cyberspace; parental mediation of digital usage; psychoeducation for cyberspace; ethics in cyberspace; interventions in cyberpsychology	CLO4; CLO5

Transactional Modes:

1. Lecture
2. Demonstration
3. Projector method
4. Group discussion
5. Case-based study
6. Brainstorming
7. Roleplay
8. Real life cases

Suggested Readings

Aiken.M.(2016).The Cyber Effect. London: John Murray.

Attrill.A. & Fullwood.C.(Eds.). (2016). Applied Cyber Psychology: Practical Applications of Cyber PSychological Theory and Research . London.UK: Palgrave Macmillan.

Suler.J.(2016). Psychology of the Digital Age-Humans become electric. New York,   NY:Cambridge University Press.

Norman .K. (2008). Cyber psychology: An Introduction to Human- Computer Interaction .New York, NY: Cambridge University Press.

Kuss. D.J. & Griffiths. M.D(2015). Internet addiction in psychotherapy.London:Palgrave.

Harley. D. Morgan.J..& Frith .H. (2018). Cyber psychology as Everyday Digital Experience across the Lifespan .London.UK:Palgrave Macmillian.

Smith .P. K.. Sundaram . S.. Spears. B.. Blaya C. Schafer . M.. & Sandhu. D (Eds.).(2018). Bullying. Cyber bullying and student well being in schools: Comparing European. Australian and Indian Perspectives. London. UK: Cambridge University Press.

Serna, J. M. D. L. (2019). Cyberpsychology : Mind and Internet Relationship. Tektime editorial .

Grainne .K. (2016). Computer Mediated Communication and Online Media . In I. Connolly. M. Palmer. 11. Barton. and G. Kirwan (Eds.). An

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Introduction to Cyber psychology (p. 31-43). New York. NY : Routledge .

Course Code: **PSY.711**

L	T	P	Credits
4	0	0	4

Course Title: Applications of Rehabilitation Psychology   Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the students would be able to

- CLO1: Understand the field of rehabilitation psychology
- CLO2: Examine various clinical and disability conditions that need rehabilitation
- CLO3: Comprehend various psychosocial interventions
- CLO4: Examine the acts, policies, and schemes for persons with disabilities

Units /Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Rehabilitation Psychology: Definition, historical overview, scope; Major models in rehabilitation psychology: Engel's biopsychosocial model, WHO's ICF model; Major Acts for persons with disability: PWD, RPWD, National Trust Act	CLO1, 4
UNIT II/15 Hours	Developmental Disabilities, Adaptation to disability; Current research trends in Developmental disabilities, Psychological interventions for persons with disability	CLO2,3
UNIT III/15 Hours	Contemporary research on major clinical conditions stroke, traumatic brain injury; amputation, dementia; Adaptation to chronic illness; Psychological interventions for persons with major clinical conditions; Psychiatric rehabilitation	CLO2, 3
UNIT IV/15 Hours	Research on family caregivers of chronic disease and disability, Interventions for family members. Community-based rehabilitation.	CLO 2,3

Transactional Modes:

1) Lecture

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2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brain storming
8) Collaborative learning
9) Problem solving
10) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

Ahuja, N. (2011). A short textbook of psychiatry. Jaypee Publishers

Brenner, L.A., Reid-Arndt, S. A., Elliott, T. R., Frank, R.G., & Caplan, B. (Ed.). (2019). Handbook of rehabilitation psychology. American Psychological Association

Brown, R. & Robertson, S. (1992). Rehabilitation counselling: approaches in the field of disability. Chapman & Hall.

Concise Medical Dictionary (2020). Oxford University Press.

Chan, F; Da Silva,E & Chronister, J,A. (2009). Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence based practitioners in rehabilitation. Springer.

Disability Manual (2005). National Human Rights Commission.

Frank, R.G., & Elliot, T.R. (Ed.). (2000). Handbook of rehabilitation psychology. American Psychological Association.

Frank, R.G., Rosenthal, M., & Caplan, B. (Ed.). (2010). Handbook of rehabilitation psychology. American Psychological Association.

Hornby, G. (1994). Counselling child with disability. New York: Chapman & Hall.

Karemparambil. G &Murickan, J (1995). Persons with disabilities in society. Kerala Federation of Blind.

Kennedy, P. (Ed.). (2012). The Oxford handbook of rehabilitation psychology. Oxford University Press.

Kundu, C.L. (Ed.). (2003). Status of Disability in India-2003. Rehabilitation Council of India.

Mohapatra, C.S. (Ed.). (2004). Disability management in India: challenges & commitments. National Institute for the Mentally Handicapped.

Myreddi, V. et.al. (2007). Training Students with Profound Mental Retardation. National Institute for the Mentally Handicapped.

Peshawaria, R., Menon, D. ., Ganguly, R., Roy, S., Pillay, Rajam, P. R. ., & Gupta, A. (1995). Understanding Indian families having persons with mental retardation. National Institute for the Mentally Handicapped.

Sunder. S. (2020). Textbook of rehabilitation. Jaypee Publishers.

Course Code: **PSY.712**

L	T	P	Credits
4	0	0	4

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Course Title: Advanced Positive Psychology   Total Hours: 60 hours

Course Learning Outcomes:

After the completion of this course, the students would be able to

- CLO1: Describe the movement of positive psychology
- CLO2: Examine various positive strengths and virtues
- CLO3: Explain various positive emotions
- CLO4: Describe positive personal traits

Units /Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Positive Psychology: Historical overview, Contemporary research on Positive emotional states: Happiness, Subjective well-being, and emotional intelligence	CLO1
UNIT II/15 Hours	Current research on positive cognitive states: Self-efficacy, Optimism, Hope, Flow, and Mindfulness.	CLO2
UNIT III/15 Hours	Recent trends in research on positive relationships: Love, Compassion, Gratitude, Forgiveness; Current research on grit, resilience, and post-traumatic growth	CLO3
UNIT IV/15 Hours	Applications of positive psychology: family settings, sports settings, schools/colleges, clinical settings, rehabilitation settings, positive aging, positive workplaces	CLO4

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case-based study
6. Brainstorming
7. Roleplay

Suggested Readings

Baumgardner, S., & Crothers, M. (2009). Positive psychology. Pearson.
Carr, A. (2022). Positive psychology: The science of happiness and human strengths (3rd ed.). Routledge.

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Carr, A. (2019). Positive psychology and you: A self-development guide. Routledge.

Hart, R. (2021). Positive psychology: The basics. Routledge.

Hoffman, E., & Compton, W. C. (2019). Positive psychology: A workbook for personal growth and well-being. Sage

Lopez, S.J. (Ed.) (2009). The encyclopedia of positive psychology. Wiley.

Lopez, S.J.,Snyder, C.R., Edwards, L.M., & Marcques, S.C (2016). The Oxford handbook of positive psychology (3rd ed.). Oxford university press.

Moneta, G. (2013). Positive psychology: A critical introduction. Red Globe Press.

Peterson, C. (2006). A primer in positive psychology. Oxford University Press

Peterson, C., & Seligman, M. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press

Snyder, C.R., Pedrotti, J. T., & Lopez, S.J. (2014). Positive psychology: The scientific and practical explorations of human strengths. Sage

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