

MA (NEP) Syllabus 2026
Department of Psychology
Jamia Millia Islamia, New Delhi

Department of Psychology

Jamia Millia Islamia

New Delhi

Credit Requirements and Eligibility for Admission into M.A. Psychology Programme*

- A 3-year bachelor's degree with a minimum of 120 credits for a two-year (4 semesters) M.A. Psychology programme at level 6.5 on the NHEQF.
- A 4-year bachelor's degree with Honours/Honours with Research with a minimum of 160 credits for a 1-year (2 semesters) M.A Psychology programme, at level 6.5 on the National Higher Education Qualifications Framework (NHEQF).
(* Subject to fulfilment of the credit and NHEQF requirements, as also subject to clearing the entrance test, the admission to M.A. Psychology programme may be permitted based on the major or minor subjects taken at the UG level.)
- **Students with following degrees and CGPA are eligible for entrance test of M.A. Psychology Programme:**
 1. B.A. (Hons.) Psychology with Research, with not less than 5.5 CGPA
 2. B.A. (Hons.) Psychology without Research, with not less than 6.0 CGPA
 3. B.A. (MDC) with Psychology Major, with not less than 6.5 CGPA
 4. B.A./ B.Sc./B.Com with Psychology Minor, with not less than 7.0 CGPA

Curriculum Structure For Two-Year M.A. Psychology Programme

M.A. Semester I						
Course Code	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
Core Course 1	Psychological Measurement and Testing	4	40	60	4	100
Core Course 2	International Organizational Behavior	4	40	60	4	100
Core Course 3	Personality and Social Psychology	4	40	60	4	100
Core Course 4	Media, Psychology, and Society	4	40	60	4	100
Core Course 5	Research Methodology I	4	40	60	4	100
	Seminar Course* (1)(Psychological Competencies)	4	40	60	4	100
	Total Credits	24				600
M.A. Semester II						
Course Code	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
Core Course 1	Psychology of Trauma	4	40	60	4	100
Core Course 2	Political and Peace Psychology	4	40	60	4	100

Core Course 3	Leadership and Team Building	4	40	60	4	100
Core Course 4	Critical Social Psychology	4	40	60	4	100
Core Course 5	Traditional and Contemporary Interventions	4	40	60	4	100
	Seminar Course* (2) (Field Work)	4	40	60	4	100
	Total Credits	24				600

Curriculum Structure for One-Year M. A. Psychology Programme

M.A. Semester I for 1-year M.A. /M.A. Semester III for 2-Year M.A. Psychology						
Course Code	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
Core Course 1	Understanding Human Cognition	4	40	60	4	100
Core Course 2	Issues and Debates in Psychology	4	40	60	4	100
Core Course 3	Application of Statistics in Psychology	4	40	60	4	100
Core Course 4	Research Methodology II/ Advanced Research Methods	4	40	60	4	100
	Seminar Course* (3) (Research Skills)	4	40	60	4	100
	Total Credits	20				500

M.A. Semester II for 1-Year MA Psychology/ M.A. Semester IV for 2-Year M.A.						
Research						
Course Code	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
	PG Thesis (Written Submission)/Project Report/Research Paper	16				400
	PG Thesis (Viva-voce)/ Presentation	4				100
	Total Credits	20		Total Marks		500

*Involves student presentations on representative readings/ interactive participatory modes of pedagogy/Workshops.

Semester I

Marks: 100

PSYCHOLOGICAL MEASUREMENT AND TESTING

Course Objectives:

To make students understand about the concept and core issues related to psychological measurement. To develop technical skills of micro planning at various stages of test development. To make them aware about the procedure of development of different types of psychological tools.

Learning Outcomes:

At the end of the course, students will be able to:

- Develop an awareness of the concept, importance and history of psychological measurement
- Learn various approaches to psychological measurement
- Understand the differences in the nature and developmental procedure of different types of psychological tests
- Learn to develop technical skills for the development of psychological tests

Unit I: Understanding Psychological Measurement

- Conceptual and Historical Overview of Assessment and Psychological Measurement
- Accuracy and Problems of Error in different levels of Psychological Measurement
- Features and Applications of various Models of Psychological Measurement
- Characteristics of various types of Psychological Tests

Unit II: Test Development

- Necessity and Conceptual Clarity of the Test to be developed
- Major considerations in Development of Test Items
- Development of Test Items for Norm Reference Tests
- Development of Test Items for Knowledge-based Tests

Unit III: Test Standardization

- Pilot Study and Item Analysis, Estimating Items Difficulty Index and Items Discrimination Index
- Different Methods of Reliability Estimation of Psychological Tests
- Methods of Estimation of Different types of Validity of Psychological Tests
- Addressing Issues of Guessing and Biasness of Psychological Tests, and Development of Norms

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Cohen, R. J., Schneider, W. J., & Tobey, R. N. (2026). *Psychological testing and assessment*. McGraw Hill
- Gregory, R. J. (2014). *Psychological testing: History, principles, and applications* (7th ed.). Pearson Education
- Murphy, K. R., & Davidshofer, C. O. (2019). *Psychological testing: Principles and applications* (6th ed.). Pearson Education
- Anastasi, A., & Urbina, S. (2000). *Psychological testing* (7th ed.). Pearson Education
- Soni, D. (2023). *Psychological testing: All you want to know*. Notion Press

INTERNATIONAL ORGANIZATIONAL BEHAVIOR

Course Objectives:

To provide students with a comprehensive understanding of how cultural, historical, and geographical factors that systematically shape organizational behaviour and managerial assumptions in the global economy. This course will develop students' knowledge and expertise in international relations, leadership management, managing diverse workforces, ethics and understand cross-cultural management. Students will learn to manage cross-cultural training, facilitate on-site adjustment, and mitigate re-entry shock, and other competencies required for successful global mobility.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand how culture influences behaviour, communication, and management practices in international organizations.
- Explore leadership, motivation, negotiation, and decision-making in multicultural and global work environments.
- Examine key issues in international human resource management, including expatriate adjustment, global mobility, workplace ethics, diversity, and careers in global organizations.
- Use concepts from international organizational behaviour to observe, analyze, and understand cross-cultural interactions and workplace behaviour in global settings.

UNIT 1: International Organisation Behaviour and Culture

- Foundations of International Management (History, Functions, Impact and Relevance)
- Culture and Management (Hofstede's Dimensions and Global Leadership and Organizational Behaviour Effectiveness (GLOBE) study)

- Intercultural Communication, Challenges and Conflict
- Cultural Synergy Model

UNIT 2: Behavioural Dynamics and Leadership across Cultural Boundaries

- Transcending Borders in Leadership (Leadership Theories and Vision)
- Global Motivation and Meaning (Language, Religion and Motivation in Cross Cultural Context; Hierarchies of Needs, Three Motives and Two Factor Motivational Theory)
- Multinational Decision Making
- Negotiation in Multicultural Teams and Alliances

UNIT 3: Strategic Functional IHRM and Expatriate cycle

- Managing Cross-Cultural Transitions (Expatriate Experiences and Issues: Cross Cultural Training, Adjustment, Re-entry, and Global Mobility)
- Selection, Performance Evaluation and Global Compensation
- Global Ethics and International Workforces
- Global Career; Women in Business

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Adler, N. J., & Gundersen, A. (2008). *International dimensions of organizational behaviour* (5th ed.). South-Western Cengage Learning.
- McFarlin, D., McFarlin, D., & Sweeney, P. (2012). *International organizational behavior: Transcending borders and cultures*. New York, NY: Routledge
- Gold, F., Marie, A., & Gold, B. A. (2005). *International Organizational Behavior, Text, Cases, and Exercises* (2nd ed.). Pearson Prentice Hall.
- Punnett, B. J. (2015). *International perspectives on organizational behavior and human resource management* (4th ed.). New York, Routledge.
- Brewster, C., Houldsworth, E., Sparrow, P., & Vernon, G. (2016). *International human resource management*. Kogan Page Publishers.
- Hartmann, A. M. (2018). Negotiating for strategic alliances. In *The Palgrave handbook of cross-cultural business negotiation* (pp. 53-70). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-00277-0_3
- Bullough, A., Moore, F., & Kalafatoglu, T. (2017). Research on women in international business and management: then, now, and next. *Cross Cultural & Strategic Management*, 24(2), 211-230. <https://doi.org/10.1108/CCSM-02-2017-0011>
- McNulty, Y., & Selmer, J. (Eds.). (2017). *Research handbook of expatriates*. Edward Elgar Publishing.

PERSONALITY AND SOCIAL PSYCHOLOGY

Course Objectives:

This course will enable students to learn various traditions and perspectives in personality psychology, acquire knowledge of contemporary theories of personality; and attain an understanding of various components like self and social identity, self-esteem etc.

Learning Outcomes:

At the end of this course, students will be able to:

- Develop an understanding of major contemporary perspectives and theories in personality psychology, including social, trait, evolutionary, and interactionist approaches.
- Understand how self-esteem, relationships, and social identity shape personality and influence interpersonal behaviour and self-concept.
- Apply concepts of personality psychology to everyday life and social issues such as work behaviour, prejudice, crime, and individual differences.
- Use principles of personality and social psychology to examine and understand individual behaviour, interpersonal interactions, and responses across diverse social settings.

UNIT I: Introduction

- Nature and Contemporary Directions of Social and Personality Psychology: Individual Differences, Situationism
- Multiple Traditions in Schools of Personality Study
- Person-Situation Interaction: Cognitive-Affective Personality System (Walter Mischel), Trait Activation theory (Tett & Burnett)
- Social Psychological Perspectives in Personality: Karen Horney, Erich Fromm

UNIT II: Contemporary Perspectives of Personality

- Authoritarian Personality (Adorno, Altmeyer)
- Dark Personality Traits: Dark Triad; Dark Tetrad

- Genetic Basis of Personality Structure, Evolutionary Theories of Personality
- Applied Personality Psychology: Personality at Work, Personality and Crime

UNIT III: Self and Relationships

- Symbolic Interactionism: Definitions and Schools/Models
- Nature of Self-esteem, Self-esteem and Interpersonal Relationships, Sociometer Theory
- Cognitive Interdependence, Relational Self (Anderson & Chen)
- Social Identity Theory: Origins, Basic Principles, and Theoretical Developments (Tajfel and Turner)

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Andersen, S. M., & Chen, S. (Eds.). (2002). Self and relationships: Connecting intrapersonal and interpersonal processes. Guilford Press.
- Corr, P. J., & Matthews, G. (Eds.). (2009). The Cambridge handbook of personality psychology. Cambridge University Press.
- Baumeister, R. F., & Bushman, B. J. (2021). Social psychology and human nature (5th ed.). Cengage Learning.

- Weiner, I. B. (Ed.). (2003). Handbook of psychology: Vol. 5. Personality and Social Psychology. John Wiley & Sons.
- Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (Eds.). (2012). Handbook of theories of social psychology (Vols. 1–2). SAGE Publications.
- Mischel, W., & Shoda, Y. (1995). A cognitive-affective system theory of personality: Reconceptualizing situations, dispositions, dynamics, and invariance in personality structure. *Psychological Review*, 102(2), 246–268. <https://doi.org/10.1037/0033-295X.102.2.246>
- Manteli, M., & Galanakis, M. (2022). The new foundation of organizational psychology: Trait activation theory in the workplace: Literature review. *Psychology Research*, 12(12), 939–945. <https://doi.org/10.17265/2159-5542/2022.12.004>
- Tett, R. P., Simonet, D. V., Walser, B., & Brown, C. (2013). Trait activation theory: Applications, developments, and implications for person–workplace fit. In N. D. Christiansen & R. P. Tett (Eds.), *Handbook of personality at work* (pp. 71–100). Routledge. <https://doi.org/10.4324/9780203526910-17>
- Zeigler-Hill, V., & Marcus, D. K. (Eds.). (2016). The dark side of personality: Science and practice in social, personality, and clinical psychology. American Psychological Association. <https://doi.org/10.1037/14854-000>
- Chen, S., Boucher, H., & Kraus, M. W. (2011). The relational self. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of identity theory and research* (pp. 149–175). Springer. https://doi.org/10.1007/978-1-4419-7988-9_7
- Barone, D. F., Hersen, M., & Van Hasselt, V. B. (Eds.). (1998). *Advanced personality*. Springer (Plenum Press).
- Reitz, A. K. (2022). Self-esteem development and life events. *Social and Personality Psychology Compass*, 16(11), e12709. <https://doi.org/10.1111/spc3.12709>
- Carter, M. J., & Fuller, C. (2015). Symbolic interactionism. *Sociology Compass*, 9(1), 1–14. <https://doi.org/10.1111/soc4.12237>

MEDIA, PSYCHOLOGY, AND SOCIETY

Course Objectives:

The course aims to develop an understanding of the psychological, social, and communicative dimensions of media in contemporary society. It introduces major concepts related to mediatization, media effects, media communication, digital interaction, and media literacy, with emphasis on the influence of media on cognition, behavior, and social processes. The course also seeks to develop critical and analytical engagement with traditional and digital media environments.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand key concepts and perspectives in media, including media effects, mediatization, digital communication, and media literacy.
- Explore how media and digital platforms influence emotions, thinking, identity, behaviour, and social relationships in everyday life.
- Analyze the role of digital media in shaping online behavior, communication, advertising, persuasion, and social processes in contemporary society.
- Use concepts from media to observe, examine, and interpret media content, online interactions, and digital behaviour in real-world contexts.

Unit I: Mediatization and Media Effects

- Media and Media Systems: Nature of Media; Media Ecology
- Mediatization: Definition; Waves of Mediatization; Deep Mediatization
- Mediated Reality: The Construction of the Self and Social World
- Media Effects: Cognitive and Affective Effects

Unit II: Media and Communication

- Media and Information: Forms of Information, Susceptibility to Information; AI and Media
- Strategic Media Communication: Persuasion versus Propaganda; Models (Herman & Chomsky, Jowett & O'Donnell)
- Media and Social Representation: Application of Social Representation Theory to Media
- Media Literacy: Nature; Obstacles/Challenges; Media Literacy Competencies

Unit III: Digital Media and Psychological Influence

- Cyberspace and the Individual: Cyberspace as Psychological Space; The Self and Identity in Cyberspace; Online Disinhibition Effect
- Online Interaction and Behavior: Online Self-expression and Self-presentation; Problematic Internet Use; Cyberbullying
- Digital Media and Social Processes: Strategic Digital Communication; Surveillance Capitalism; Digital Civic Engagement
- Advertising and Marketing in Digital Media: Digital Advertising; Neuro-marketing

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Hepp, A. (2020). *Deep Mediatization*. London: Routledge
- Couldry, N. & Hepp, A. (2017). *The Mediated Construction of Reality*. Cambridge: Polity Press
- Jowett, G. S. & O'Donnell, V. (2015). *Propaganda and Persuasion*. Los Angeles: SAGE
- Suler, J. (2016). *Psychology of the Digital Age: Humans Become Electric*. Cambridge: Cambridge University Press
- Suler, J. (2023). *The Psychology of Cyberspace: The Classic Text*. www.johnsuler.com
- Potter, W. J. (2012). *Media Effects*. Los Angeles: SAGE
- Das., R. (2026). *Cyberterrorism: The Rise of Misinformation and Disinformation*. Oxon: Taylor & Francis Group
- Silverblat, A., Smith, A., Miller, D., Smith, J., & Brown, N. (2014). *Media Literacy: Keys to Interpreting Media Messages*. Santa Barbara: PRAEGER
- Griffin, E. M., Ledbetter, A., & Sparks, G. (2023). *A First Look at Communication Theory*. McGraw-Hill
- Barak, A. (Ed.). (2008). *Psychological Aspects of Cyberspace: Theory, Research, and Applications*. Cambridge: Cambridge University Press
- Christakis, D. A. & Hale, L. (Eds.) (2025). *Handbook of Children and Screens: Digital Media, Development, and Wellbeing from Birth through Adolescence*. Seattle: Springer
- Mansell, R. & Hwa, P. (Eds.) (2015). *The International Encyclopedia of Digital Communication and Society*. Oxford: Wiley-Blackwell
- Hermann, E. & Chomsky, N. (1988). *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon Books
- Lipartito, K. (2025). Surveillance Capitalism: Origins, History, Consequences. *Histories*, 5: 2 <https://doi.org/10.3390/histories5010002>
- Mihailidis, P. & Thevenin, B. (2013). Media Literacy as a Core Competency for Engaged Citizenship in Participatory Democracy. *American Behavioral Scientist*. XX(X), 1 -12
- Hoijer, B. (2013). Social Representations Theory: A New Theory for Media Research. *Nordicom Review*, 32 (2), 3-16

RESEARCH METHODOLOGY I

Course Objectives:

To cultivate a critical and reflective understanding of the philosophical and methodological foundations of psychological inquiry, enabling students to engage with diverse paradigms of research in an informed and context-sensitive manner. The course aims to strengthen analytical, research, and academic competencies essential for advanced scholarship, interdisciplinary engagement, and evidence-based psychological practice.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand different ways of conducting research in psychology and the assumptions underlying various research paradigms.
- Distinguish between major quantitative research methods such as experimental, survey, comparative, and field-based approaches.
- Explore and use qualitative research approaches like phenomenology, grounded theory, ethnography, netnography, and discourse analysis to understand human experiences and social behaviour.
- Use different research methods and approaches to study, analyze, and interpret psychological and social issues in real-life settings.

UNIT I: Philosophy and Paradigms of Inquiry

- Nature of Scientific Explanation in Psychology; Meaning of Paradigms
- Positivist and Post-positivist Paradigms
- Interpretivist and Constructivist Approaches
- Brief Overview of Critical Paradigms (Feminist Paradigms; Critical Race Theory; Poststructural/Postmodern Paradigms; Participatory/Emancipatory Paradigms)

UNIT II: Major Quantitative Traditions

- Experimental Research
- Survey Research/Correlational Research
- Comparative Research
- Field and Natural Experiments

UNIT III: Major Qualitative Traditions

- Phenomenology and Thematic Analysis
- Grounded Theory
- Ethnography and Netnography
- Discourse Analysis

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. APA Publishing.
- Babbie, E. (2021). *The practice of social research* (15th ed.). Cengage.
- Bausell, R. B. (2021). *The problem with science: The reproducibility crisis and what to do about it*. Oxford University Press.

- Braun, V., Clarke, V., & Gray, D. (Eds.). (2017). *Collecting qualitative data: A practical guide to textual, media and virtual techniques*. Cambridge University Press.
- Clark, T., Foster, L., Sloan, L., & Bryman, A. (2021). *Social research methods* (6th ed.). Oxford University Press.
- Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2019). *The handbook of research synthesis and meta-analysis* (3rd ed.). Russell Sage Foundation.
- Creswell, J. W. (2022). *A Concise Introduction to Mixed Methods Research* (2nd ed.). SAGE Publications, Inc.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Denzin, N. K., Lincoln, Y. S., Giardina, M. D., & Cannella, G. S. (Eds.). (2024). *The SAGE handbook of qualitative design* (6th ed.). SAGE.
- Eaton, S. E. (2021). *Plagiarism in higher education: Tackling tough topics in academic integrity*. Libraries Unlimited.
- Flick, U. (Ed.). (2022). *The SAGE handbook of qualitative research design*. SAGE.
- Floridi, L. (2023). *The Ethics of Artificial Intelligence*. Oxford University Press.
- Hewson, C., Vogel, C., & Laurent, D. (2016). *Internet research methods* (2nd ed.). Sage Publications Ltd.
- Jhangiani, R. S., Chiang, I.-C. A., Cuttler, C., & Leighton, D. C. (2019). *Research methods in psychology* (4th ed.). Open Textbook Library.
- Morgan, S. L., & Winship, C. (2015). *Counterfactuals and Causal Inference* (2nd ed.). Cambridge University Press.
- Repko, A., Szostak, R., & Buchberger, M. (2020). *Introduction to Interdisciplinary Studies* (3rd ed.). SAGE.
- Schubotz, D. (2020). *Participatory research: Why and how to involve people in research*. SAGE Publications Ltd.
- Sheppard, V. (2020). *Research Methods for the Social Sciences: An Introduction*.
- Smith, J. A., Flowers, P., & Larkin, M. (2022). *Interpretative Phenomenological Analysis* (2nd ed.). SAGE.

Semester II

Marks:100

PSYCHOLOGY OF TRAUMA

Course Objectives

This course aims to provide students with a comprehensive understanding of trauma, its nature, types, and socio-cultural dimensions. It focuses on the cognitive, emotional, behavioural, and interpersonal impact of traumatic experiences, including post-traumatic growth. The course also develops knowledge and skills related to trauma assessment, diagnosis, and evidence-based interventions such as Trauma-Focused CBT, EMDR, and Trauma-Informed Care.

Learning Outcomes:

At the end of this course, students will be able to:

- Explain the meaning, nature, types, and historical development of trauma studies from psychological perspectives.
- Understand the cognitive, emotional, behavioural, social, and interpersonal impact of traumatic experiences.
- Understand the principles and applications of trauma-focused interventions and Apply the principles of trauma-informed care in educational, clinical, and community settings.
- The course helps students understand and respond effectively to trauma-related issues and the application of trauma-focused therapeutic approaches for promoting psychological well-being and recovery.

Unit I: Introduction to Trauma

- Meaning, Nature, and Types of Trauma
- Historical Evolution of Trauma Studies
- Developmental Perspectives on Trauma
- Socio-Cultural Perspectives on Trauma

Unit II: Trauma and Its Impact

- Cognitive and Memory Processes in Trauma
- Emotional and Behavioural Outcomes
- Social and Interpersonal Consequences
- Post-Traumatic Growth

Unit III: Diagnosis and Intervention of Trauma

- Clinical Assessment: Clinical interviews and Case History
- Standardized Tools: Trauma Inventories and PTSD scales
- Trauma-focused Therapies: CBT and EMDR
- Trauma-Informed Care

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Courtois, C. A., & Ford, J. D. (2013). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (2nd ed.). Sage Publications.

- Eadie, E., & Briere, J. (2025). Psychological assessment of adult posttraumatic states: Phenomenology, diagnosis, and measurement (3rd ed.). Washington, DC: American Psychological Association.
- Farrington, S., & Woodward, A. (2024). The psychology of trauma. London, England: Routledge.
- Friedman, M. J., Keane, T. M., & Resick, P. A. (Eds.). (2014). *Handbook of PTSD: Science and practice* (2nd ed.). Guilford Press.
- Perry, B. D., & Winfrey, O. (2021). What Happened to You?: Conversations on Trauma, Resilience, and Healing. New York: Flatiron Books.
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2014). Trauma-Informed Care in Behavioral Health Services. Treatment Improvement Protocol (TIP) Series 57. Rockville, MD: U.S. Department of Health and Human Services.
- van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking.
- Wathen, C. N., & Varcoe, C. (2023). Implementing Trauma- and Violence-Informed Care: A Handbook. Toronto: University of Toronto Press.

POLITICAL AND PEACE PSYCHOLOGY

Course Objectives:

This course will provide students with an orientation and introduction to political and peace psychology. Students will be enabled to understand the psychology of ideologies, voting behavior, direct and structural violence, and conflict resolution thereby aiding them to understand political behavior and ways of addressing conflicts and achieving peace.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand major concepts and theories in political and peace psychology, including political ideologies, voting behaviour, conflict, violence, and peace building.
- Examine how psychological factors influence political attitudes, social conflicts, human rights issues, and experiences of structural violence in society.
- Apply ideas from peace psychology and conflict resolution to better understand contemporary social and political issues and explore ways of promoting reconciliation and peaceful coexistence.
- Apply concepts from political and peace psychology in practical settings through observation, discussion, and analysis of political behaviour, conflict, and peace-related social issues.

Unit I: Political Ideology, Voting Behavior, and Personality

- Introduction to Political Psychology: Definitions and Nature
- Overview of major ideologies: Liberalism, conservatism and socialism
- Theoretical approaches to Voting behavior: Theory of Reasoned Action and Michigan Model
- Political behavior as traits and values

Unit II: Peace, Violence, and Issues in Peace Psychology

- Peace psychology: Concept and Historical Origins
- Direct Violence: Intimate violence
- Human Rights and Peace
- Women and Structural Violence

Unit III: Conflict Resolution, Reconciliation, and Peace Building

- Conflict Resolution: Theoretical and Practical Issues
- Psychologists' Building Cultures of Peace
- Reconciliation and Peace
- Toward a Psychology of Structural Peace Building

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (Eds.). (2017). *Applied social psychology*. Cambridge University Press.
- Corr, P. J., & Matthews, G. (Eds.). (2020). *The Cambridge handbook of*

personality psychology. Cambridge university press.

- Cottam, M. L., Mastors, E., & Preston, T. (2022). *Introduction to political psychology*. Routledge.
- Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). *Peace, conflict, and violence: Peace psychology for the 21st Century*. Prentice-Hall.
- Webel, C., & Galtung, J. (Eds.). (2007). *Handbook of peace and conflict studies*. Routledge.
- De Rivera, J. (ed.) (2009). *Handbook on building cultures of peace*. Springer.
- Huddy, Leonie, David O. Sears, & Jack S. Levy (eds), *The Oxford handbook of political psychology*, (2nd ed.). Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780199760107.001.0001>
- Jost, J. T., Federico, C. M., & Napier, J. L. (2009). Political ideology: Its structure, functions, and elective affinities. *Annual Review of Psychology*, 60(1), 307- 337.<https://doi.org/10.1146/annurev.psych.60.110707.16360>
- Beattie, P., & Milojevich, J. (2023). What do voters know, and why does it matter? Investigating issue-specific knowledge and candidate choice in the 2020 US primaries. *Analyses of Social Issues and Public Policy*, 23(3), 592-622. <https://doi.org/10.1111/asap.12363>
- Krosnick, J. A., Visser, P. S., & Harder, J. (2010). The psychological underpinnings of political behavior. *Handbook of social psychology*, 2.
<https://web.stanford.edu/dept/communication/faculty/krosnick/docs/2009/2009%20Handbook%20of%20Social%20Psychology.pdf>

LEADERSHIP AND TEAM BUILDING

Course Objectives:

This course will help the student to understand the relationship between leaders' styles and team effectiveness and also to identify the strategies for building high performing teams.

Learning Outcomes:

At the end of this course, students will be able to:

- Explain major concepts, approaches, and theories of leadership in organizational settings.
- Evaluate the importance of team cohesion, leadership roles, problem solving, and decision making in effective teamwork.
- Develop essential leadership and teamwork skills including communication, interpersonal effectiveness, conflict resolution, negotiation, critical thinking, and problem solving.
- Apply leadership theories and teamwork principles in organization thereby improving team effectiveness, interpersonal relationships, and professional competence.

Unit: I Leadership

- Traditional and Contemporary Approaches to Leadership
- Theories of Leadership: Charismatic, Transformational, Situational Leadership
- Leadership, Morality, and Globalization
- Gender, Diversity, and Cross- Cultural Leadership

Unit: II Nature of Team and Team development

- Team and its Origins
- Emergence of Team at Workplace and Team Development
- Meaning and Purpose of Team Building; Problem Solving and Decision Making in Groups

- Team Development: Forming, Storming, Norming and Performing.

Unit: III Team Work and Team Cohesion

- Development of Team: Team Type and Size, Team Structure
- Team Leaders: The Task Orientation and Team Roles
- Team Cohesion: Importance and Development of Team Cohesiveness
- Learning Leadership Skills: Hard vs Soft Skills, Interpersonal skills, Conflict Resolution, Negotiation, Problem solving and Critical Thinking.

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Yukl, G. (2010). *Leadership in organizations* (7th ed., Global ed.). Pearson Prentice Hall.
- Armstrong, M. (2000). *Human resource management practice*. Kogan Page.
- Cummings, T. G. & Worley., C. G. (1997). *Organizational development and change*. South-Western College Publishing.
- Robbins., S. P. (2016). *Organizational behaviour* (16th ed.). Pearson Education.

- Garner., E. (2012). *Team building: How to turn uncohesive groups into productive teams*. Eric Garner & Ventus Publishing APS.
- Kolzow., D. R. (2014). *Leading from within: Building organizational leadership capacity*.

CRITICAL SOCIAL PSYCHOLOGY

Course Objectives

The course aims to introduce students to the foundations and major themes of critical social psychology by examining how social behavior, cognition, identity, and collective processes are shaped by social, cultural, and structural contexts. The course seeks to develop a critical understanding of mainstream social psychology through perspectives related to social constructionism, social influence, collective behavior, gender, intersectionality, etc.

Learning Outcomes:

At the end of this course, students will be able to:

- Explain the meaning, scope, and significance of Critical Social Psychology and distinguish it from mainstream social psychology.
- Examine early critical approaches to social cognition and evaluate social constructionism as a critique of traditional social psychology and Understand the concepts of the social mind and sociological social psychology in relation to human behavior and social interaction.
- Critically evaluate mainstream social psychological theories related to gender and identity and Develop analytical and reflective skills for understanding social inequalities, power relations, and social justice issues from a critical psychological perspective.
- The course enables students to critically analyze social behavior, identity, power relations, and social inequalities in real-life contexts and develop reflective and analytical skills useful in research, counseling, education, community work, and social advocacy.

Unit I: Introduction to Critical Social Psychology

- Definition of Critical Social Psychology; the Need for Critical Social Psychology
- Marxism as a Foundation of Critical Social Psychology; Implications of Psychoanalysis for a Critical Social Psychology

- Early Critical Work in Social Psychology (Social Cognition Critics); Social Constructionism as a Critique of Mainstream Social Psychology
- The Social Mind; Sociological Social Psychology

Unit II: The Situation, Social Cognition, and Collective Behavior

- The Power of the Situation: Social Influence and Group Processes
- Construing the Social World: The Significance of Construals in Behavior
- Critical Approaches to Social Influence; Critical Approaches to Prejudice
- Collective Behavior: Constructing Collective Behavior; Structure of Crowds and Social Movements; Group Processes and Collective Behavior

Unit III: Critical Perspectives on Self and Identity

- Critical Approaches to Self (The Self as a Process, The Self and Social Structure, Identity and Group Processes); Constructing the Self
- Critical Approaches to Race and Social Class
- Gender and Criticism of Mainstream Social Psychology
- Intersectionality and Social Psychology

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Gough, B. (Ed.) (2025). *The Palgrave Handbook of Critical Social Psychology*. Leeds: Palgrave MacMillan
- Hepburn, A. (2011). *An Introduction to Critical Social Psychology*. Los Angeles: SAGE Publications
- Ibanez, T. & Iniguez, L. (Eds.) (1997). *Critical Social Psychology*. London: SAGE Publications
- Rohall, D. E., Milkie, M. A., & Lucas, J. W. (2014). *Social Psychology: Sociological Perspectives*. Boston: Pearson Education
- Ross, L. & Nisbett, R. E. (2011). *The Person and the Situation: Perspectives of Social Psychology*. London: McGraw-Hill
- Greenwood, J. D. (2004). *The Disappearance of Social from American Social Psychology*. Cambridge: Cambridge University Press

TRADITIONAL AND CONTEMPORARY INTERVENTIONS

Course Objectives:

To provide an integrative understanding of psychotherapeutic approaches, community-oriented mental health practices, and culturally responsive interventions within contemporary social contexts. The course aims to nurture empathetic, ethically informed, and socially sensitive practitioners capable of applying psychological knowledge to promote well-being, resilience, inclusion, and psychosocial support across diverse populations and settings.

Learning Outcomes:

At the end of this course, students will be able to:

- Explain the principles, techniques, and applications of major conventional therapeutic approaches including psychoanalytic, client-centered, existential, cognitive behavioral, and mindfulness-based therapies.
- Analyze the importance of cultural sensitivity, diversity, and multicultural approaches in counseling and psychotherapy.
- Examine the role of community, family systems, and psychological first aid in supporting mental health and crisis intervention.
- Apply psychological interventions in clinical, educational, and community settings.

Unit I: Conventional Therapeutic Approaches

- Psychoanalytical Therapy
- Client-centered Therapy; Existential Therapy
- Cognitive Behavioural Therapy; Rational Emotive Behavior Therapy
- Mindfulness-Based Cognitive Therapy

Unit II: Integrative and Emerging Interventions

- Forgiveness Intervention
- Gratitude Interventions
- Focus on a Holistic Therapeutic Lifestyle change
- Play Therapy, Art Therapy

Unit III: Community and Cultural Practices

- Context-Sensitive Therapeutic Adaptations; Working across Caste, Class, Religion, Gender, and Ethnicity
- Multicultural Therapy/Counseling Approaches
- Role of Community and Family Systems in Mental Health
- Psychological First Aid at times of Crisis

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- American Psychiatric Association. (2022). *DSM-5-TR: Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). APA Publishing.
- Cormier, S. (2016). *Counseling strategies and interventions for professional helpers* (9th ed.). Pearson.
- James, R. K., Whisenhunt, J., & Myer, R. (2025). *Crisis intervention strategies* (9th ed.). Cengage Learning.
- Llewellyn, C. D., Ayers, S., McManus, C., Newman, S., Petrie, K. J., Revenson, T. A., & Weinman, J. (2019). *Cambridge handbook of psychology, health and medicine* (3rd ed.). Cambridge University Press.
- Malchiodi, C. A. (2015). *Creative interventions with traumatized children* (2nd ed.). Guilford Press.
- Malchiodi, C. A. (2023). *Handbook of expressive arts therapy*. Guilford Press.
- Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2019). *Community psychology* (6th ed.). Routledge.
- Nelson-Jones, R. (2015). *Theory and practice of counselling and psychotherapy* (6th ed.). SAGE Publications.
- Nichols, M. P., & Davis, S. (2021). *Family therapy: Concepts and methods* (12th ed.). Pearson Education, Inc.
- Sia, S. K., Crane, L. S., Jain, A. K., & Bano, S. (2022). *Understanding psychology in the context of relationship, community, workplace and culture*. Springer Singapore.
- Streltzer, J. (Ed.). (2017). *Culture and psychopathology: A guide to clinical assessment* (2nd ed.). Routledge.
- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice* (9th ed.). Wiley.
- Woods, S. L., Rockman, P., & Collins, E. (2019). *Mindfulness-Based Cognitive Therapy: Embodied Presence and Inquiry in Practice*. Context Press (an imprint of New Harbinger Publications, Inc.).
- Worthington, E. L., Jr., & Sandage, S. J. (2016). *Forgiveness and spirituality in psychotherapy: A relational approach*. American Psychological Association.

Semester III

Marks: 100

UNDERSTANDING HUMAN COGNITION

Course Objective:

To develop a comprehensive understanding of human cognition through contemporary perspectives in cognitive science, with emphasis on the dynamic interaction between mind, brain, behaviour, and environment. The course seeks to amplify the analytical thinking and applied understanding of cognitive processes, preparing students to engage with emerging developments in research, technology, mental health, and human functioning.

Learning Outcome:

At the end of this course, students will be able to:

- Understand major concepts and theories related to mind, cognition, mental representation, and cognitive processes.
- Explain different approaches to attention and perception, including information processing, attentional mechanisms, and perceptual processing in everyday contexts.
- Examine major theories of memory and understand how memories are formed, stored, reconstructed, and influenced by personal and social experiences.
- Apply concepts from cognitive psychology to observe, analyze, and interpret cognitive processes such as attention, perception, and memory in real-life situations.

Unit I: Framework of Mind and Cognition

- Mind as a Computational and Information-Processing System
- Mental Representation and Symbolic Processing
- Cognitive Architecture: Modular vs Distributed Systems
- Embodied Cognition and Affect–Cognition Interaction

Unit II: Attention and Perception

- Attenuation theory, Capacity Theory of attention
- Executive Attention Network Model, Load Theory of Attention
- Top-down and Bottom-up Processing
- Ecological Approach to Perception

Unit III: Memory

- Working Memory Model, Levels of Processing Framework
- Encoding Specificity Principle, Systems Consolidation Theory
- Reconstructive Memory Theory; Autobiographical Memory
- Flashbulb Memory; False Memory

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2020). *Memory* (3rd ed.). Routledge.

- Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.
- Clark, A. (2016). *Surfing uncertainty: Prediction, action, and the embodied mind*. Oxford University Press.
- *Engineering Psychology and Human Performance* – Wickens et al.
- Farrell, S., & Lewandowsky, S. (2018). *Computational modeling of cognition and behavior*. Cambridge University Press.
- Friedenberg, J., Silverman, G., & Spivey, M. J. (2022). *Cognitive science: An introduction to the study of mind* (4th ed.). SAGE Publications.
- Goldstein, E. B., & Hale, R. G. (2026). *Cognitive psychology: Connecting mind, research, and everyday experience* (6th ed.). Cengage Learning.
- McBride, D. M., & Cutting, J. C. (2019). *Cognitive psychology: Theory, process, and methodology* (2nd ed.). SAGE Publications, Inc.
- Nobre, A. C., & Kastner, S. (Eds.). (2014). *The Oxford handbook of attention*. Oxford University Press.
- Schwartz, B. L., & Krantz, J. H. (2021). *Memory: Foundations and applications*. SAGE Publications.
- Shapiro, L., & Spaulding, S. (Eds.). (2024). *The Routledge handbook of embodied cognition* (2nd ed.). Routledge.
- Shea, N. (2018). *Representation in cognitive science*. Oxford University Press.
- Sprevak, M., & Colombo, M. (Eds.). (2019). *The Routledge handbook of the computational mind*. Routledge.
- Wagman, J. B., & Blau, J. J. C. (2020). *Perception as information detection: Reflections on Gibson's ecological approach to visual perception*. Routledge.
- Ward, J. (2020). *The student's guide to cognitive neuroscience* (4th ed.). Routledge.

ISSUES AND DEBATES IN PSYCHOLOGY

Marks: 100

Course Objectives:

The course aims to develop a critical understanding of the theoretical, philosophical, and epistemological foundations of psychology. It introduces students to major debates in psychology, perspectives on knowledge and science, and the socio-historical contexts shaping psychological thought and research. The course also encourages critical reflection on the assumptions underlying psychological theories and methods.

Learning Outcome:

At the end of this course, students will be able to:

- Explain major philosophical and psychological debates in psychology including mind–body relations, consciousness, free will, determinism, and the individual–society relationship.
- Critically evaluate the scientific status of psychology, its historical development, and different historiographical perspectives.
- Examine the socio-political, cultural, and metaphysical influences on the development of psychological knowledge and theory.
- Critically analyze psychological theories, research, and social issues by applying philosophical and scientific perspectives to real-world contexts and understanding of the socio-cultural influences on human behavior and psychological knowledge.

Unit I: Classical Debates in Psychology

- Major Approaches to the Mind–Body Problem; Perspectives on Nativism and Empiricism
- The Nature of Consciousness; Elementism versus Holism in Psychology
- Free Will, Determinism, and Personal Responsibility; Universalism and Relativism
- The Individual-Society Relationship

Unit II: Knowledge and Truth in Psychology

- The Nature and Acquisition of Knowledge
- Truth versus Reality; Theories of Truth and Their Relevance to Psychology (Correspondence, Coherence, Pragmatism)
- Frameworks of Objectivity and Subjectivity; Falsifiability, Fallibilism, and Interpretivism, and the Development of Knowledge
- Perspectives on Multiple Realities; Constructivist Approaches: Constructivism, Social Constructivism, and Social Constructionism

Unit III: Science and Psychology

- The Nature of Science and Scientific Explanation: Implications for Psychology
- Scientific Origins of Psychology; Origin Myths of Psychology; Historiography of Psychology (Whig/Whiggish, Great Man vs Zeitgeist View, New History of Psychology)
- Is Psychology a Science?; Metaphysical Assumptions in Psychological Inquiry
- Socio-Political Context and Sociological Perspectives on Psychological Knowledge

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Bem, S. & de Jong, H. B. (2013). *Theoretical Issues in Psychology*. Los Angeles: SAGE Publications.
- Kukla, A. (2001). *Methods of Theoretical Psychology*. Cambridge: MIT Press.
- Martin, J., Sugarman, J., & Stanley, K. L. (Eds.) (2015). *The Wiley Handbook of Theoretical and Philosophical Psychology: Methods, Approaches, and New Directions for Social Sciences*. Oxford: Wiley-Blackwell.
- Teo, T. (Ed.) (2019). *Re-envisioning Theoretical Psychology: Diverging Ideas and Practices*. Toronto: Palgrave MacMillan.
- Pritchard, D. (2018). *What is this thing called Knowledge?*. London: Routledge.
- Gross, G. (2009). *Themes, Issues, and Debates in Psychology*. London: Hodder Education.
- Bell, A. (2002). *Debates in Psychology*. East Sussex: Routledge.
- Chalmers, D. (1997). *The Conscious Mind: In Search of a Fundamental Theory*. Oxford: Oxford University Press.
- Danziger, K. (1997). *Naming the Mind: How Psychology Found its Language*. London: SAGE Publications.
- Danziger, K. (1998). *Constructing the Subject: Historical Origins of Psychological Research*. Cambridge: Cambridge University Press.
- Richards, G. & Stenner, P. (2023). *Putting Psychology in its Place: Critical Historical Perspectives*. New York: Routledge.
- Jones, D. & Elcock, J. (2001). *History and Theories of Psychology: A Critical Perspective*. London: Arnold.
- Robinson, D. N. (1995). *An Intellectual History of Psychology*. Madison: University of Wisconsin Press.
- Benjafield, J. G. (1996). *A History of Psychology*. Oxford: Oxford University Press.
- Leahy, T. H. (2018). *A History of Psychology: From Antiquity to Modernity*. New York: Routledge.
- Hyland, M. (2024). *A History of Psychology in Ten Questions: Lessons for Modern Life*. New York: Routledge.

- Hawking, S., & Mlodinow, L. (2010). *The Grand Design*. Bantam Books
- Wallace, D. (2021). *Philosophy of Physics: A Very Short Introduction*. Oxford: Oxford University Press.

APPLICATIONS OF STATISTICS IN PSYCHOLOGY

Marks: 100

Course Objectives:

To enable the students to understand the nature and importance of statistics in psychological research. The paper aims to develop a sound statistical reasoning among the students enabling them to use statistics in a meaningful manner.

Learning Outcomes:

At the end of this course, students will be able to:

- Explain the steps of hypothesis testing and statistical significance.
- Perform and interpret statistical analyses such as factorial ANOVA, ANCOVA tests, moderation and mediation, Kruskal–Wallis, and Friedman tests in psychological research.
- Understand and apply multivariate statistical techniques including Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) for data interpretation and research applications.
- Analyze psychological and social science data scientifically, enabling them to conduct research, interpret findings accurately by using statistical software.

Unit I: Foundations of Statistics and Hypothesis Testing

- Steps of Hypothesis Testing
- Estimation of Parameters, Type I and Type II Errors, One-Tailed and Two-Tailed Tests
- Statistical Significance, Effect Size, and Power Analysis
- Data Screening: Outliers, Missing Data Analysis, Testing Normality, Point Estimate versus Confidence Interval

Unit II: Correlation, Regression & Prediction

- Point Biserial Correlation and Phi-Coefficient: Concept, Computation and Uses
- Simple Regression: Concept and Computation
- Multiple Correlation and Multiple Regression: Concept and Computation

- Problem of Third Variable: Partial Correlation; Moderation and Mediation

Unit III: Univariate and Multivariate Statistics

- Analysis of Variance: One-Way and Factorial ANOVA — Assumptions and Computation
- Kruskal-Wallis, Friedman — Assumptions and Computation
- One-Way ANCOVA: Assumptions and Computation
- Exploratory Factor Analysis (EFA): Assumptions, Factor Extraction, Rotation, Interpretation and Applications; Confirmatory Factor Analysis (CFA): An Introduction

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Aron, A., Aron, E. N., Coups, E. J., & Cooley, E. (2025). *Statistics for psychology* (7th ed.). Pearson Education.
- Coolican, H. (2017). *Research methods and statistics in psychology*. Psychology press.
- Cooper, H., Coutanche, M. N., McMullen, L. M., Rindskopf, D., Panter, A. T., & Sher, K. J. (Eds.). (2023). *APA handbook of research methods in psychology* (2nd ed.). American Psychological Association.

- Field, A. (2024). *Discovering statistics using IBM SPSS statistics* (6th ed.). SAGE Publications.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2021). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Härdle, W. K., Simar, L., & Fengler, M. R. (2024). *Applied multivariate statistical analysis* (6th ed.). Springer.
- Johnson, R. A., & Wichern, D. W. (2019). *Applied multivariate statistical analysis* (6th ed.). Pearson.
- King, B. M., Rosopa, P. J., & Minium, E. W. (2023). *Statistical reasoning in the behavioral sciences* (7th Indian adaptation ed.). Wiley India.
- Siegel, S., & Castellan, N. J. (1988). *Nonparametric statistics for the behavioral sciences*. McGraw Hill.
- Singh, A. K. (1986). *Tests, measurements and research methods in behavioral sciences*. Tata McGraw Hill.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.
- Verma, J. P. (2019). *Statistics and research methods in psychology with Excel*. Springer.
- Watt, R., & Collins, E. (2023). *Statistics for psychology: A beginner's guide* (2nd ed.). SAGE Publications.
- Winer, B. J. (1971). *Statistical principles and experimental design*. McGraw Hill.

RESEARCH METHODOLOGY II

Course Objectives:

The course aims to develop an understanding of advanced research methods in psychology, including mixed methods designs, ethical standards in research, and digital and AI-assisted research practices. It also seeks to enhance students' skills in ethical decision-making, data management, and practical research application.

Learning Outcomes:

At the end of this course, students will be able to:

- Explain the meaning, scope, rationale, and major designs of mixed methods research.
- Analyze ethical issues related to informed consent, confidentiality, deception, debriefing, and research involving vulnerable populations.
- Evaluate ethical and responsible practices in digital and AI-assisted research, including online data collection, social media research, academic integrity, data privacy, and digital data management.
- Design and conduct ethically responsible research using mixed methods and digital tools and develop competencies in online data collection, AI-assisted research practices, data privacy, and academic integrity for academic, clinical, and professional research work.

Unit I: Mixed Methods Research

- Definition, Scope, and Rationale; Pragmatic Paradigm
- Convergent Design, Sequential Explanatory Design
- Sequential Exploratory Design, Embedded (Nested) Design
- Multiphase Design, Transformative Design; Integration Vs Diffraction Strategies

Unit II: Ethical Framework: APA Code of Ethics

- Overview of the American Psychological Association Code of Ethics
- Ethical Standards for Research
- Informed Consent, Confidentiality, Deception, and Debriefing
- Research with Vulnerable Populations (Children, Clinical Groups, Marginalized Communities requiring Additional Safeguards)

UNIT III: Digital and AI-Assisted Research

- Online Data Collection and Platform-based Research Ethics
- Social Media Research Considerations
- Responsible AI Usage and Academic Integrity
- Data Privacy and Digital Data Management Basics

Practicum:

The practicum will be conducted on any two topics selected from the syllabus, each drawn from different units. Students are required to prepare separate reports for both topics, and evaluation will be done accordingly.

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	60	40 (15 Sessionals + 25 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. APA Publishing.
- Babbie, E. (2021). *The practice of social research* (15th ed.). Cengage.

- Bausell, R. B. (2021). *The problem with science: The reproducibility crisis and what to do about it*. Oxford University Press.
- Braun, V., Clarke, V., & Gray, D. (Eds.). (2017). *Collecting qualitative data: A practical guide to textual, media and virtual techniques*. Cambridge University Press.
- Clark, T., Foster, L., Sloan, L., & Bryman, A. (2021). *Social research methods* (6th ed.). Oxford University Press.
- Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2019). *The handbook of research synthesis and meta-analysis* (3rd ed.). Russell Sage Foundation.
- Creswell, J. W. (2022). *A Concise Introduction to Mixed Methods Research* (2nd ed.). SAGE Publications, Inc.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Denzin, N. K., Lincoln, Y. S., Giardina, M. D., & Cannella, G. S. (Eds.). (2024). *The SAGE handbook of qualitative design* (6th ed.). SAGE.
- Eaton, S. E. (2021). *Plagiarism in higher education: Tackling tough topics in academic integrity*. Libraries Unlimited.
- Flick, U. (Ed.). (2022). *The SAGE handbook of qualitative research design*. SAGE.
- Floridi, L. (2023). *The Ethics of Artificial Intelligence*. Oxford University Press.
- Hewson, C., Vogel, C., & Laurent, D. (2016). *Internet research methods* (2nd ed.). Sage Publications Ltd.
- Jhangiani, R. S., Chiang, I.-C. A., Cuttler, C., & Leighton, D. C. (2019). *Research methods in psychology* (4th ed.). Open Textbook Library.
- Morgan, S. L., & Winship, C. (2015). *Counterfactuals and Causal Inference* (2nd ed.). Cambridge University Press.
- Repko, A., Szostak, R., & Buchberger, M. (2020). *Introduction to Interdisciplinary Studies* (3rd ed.). SAGE.
- Schubotz, D. (2020). *Participatory research: Why and how to involve people in research*. SAGE Publications Ltd.
- Sheppard, V. (2020). *Research Methods for the Social Sciences: An Introduction*.
- Smith, J. A., Flowers, P., & Larkin, M. (2022). *Interpretative Phenomenological Analysis* (2nd ed.). SAGE.

- Uprichard, E., & Dawney, L. (2018). Data Diffraction: Challenging Data Integration in Mixed Methods Research. *Journal of Mixed Methods Research*. <https://doi.org/10.1177/1558689816674650>
- Bryman A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods Research*, 1(1), 8-22.